

¹Minatullah
²Ahmad Fatoni
³Anisatu Thoyyibah
Universitas Muhammadiyah
Malang

¹lelahpiakakun@gmail.com

²tonscollect@yahoo.com

³anisatuthoyyibah@gmail.com

Implementation of Communicative Method as an Effort to Increase the Student's Arabic Language Ability (Case Study at SDI Surya Buana Malang)

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ABSTRACT

The purpose of this study was to determine the results of the communicative method in improving the ability of *mahârah al-kalâm*, obstacle in its implementation, and how to overcome this communication obstacle to the students at SDI Surya Buana Malang especially the class of VA for one semester in the 2018/2019 academic year. This research employed qualitative methods by taking field data or case study research. The data was collected by using observation, interview, and documentation techniques. The result of the research showed that there was no improvement in students' *mahârah al-kalâm* through the implementation of the communicative method. Students could only use short sentences in Arabic that had been memorized. The obstacle during the implementation of the communicative method was that the students were not fluent in reading *iqra'* which resulted in the hardship of reading Arabic. Lack of Arabic lessons in schools caused inadequate Arabic learning process and students' lack of memorization of *mufradât* caused some difficulties in learning sessions. An effort to overcome these obstacles was that the teacher must provide extra sessions for students who could not read *iqra'* fluently. Schools must also give extra sessions for Arabic lessons, and the teacher instructed all students to memorize vocabulary in accordance to the theme of the lesson.

Keyword: communicative method, *mahârah al-kalâm*, *mufradât*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui hasil metode komunikatif dalam meningkatkan kemampuan *mahârah al-kalâm*, hambatan dalam penerapan, dan cara mengatasi hambatan komunikasi pada siswa di SDI Surya Buana Malang kelas VA selama satu semester pada tahun ajaran 2018/2019. Penelitian ini menggunakan metode kualitatif dengan mengambil data lapangan atau penelitian studi kasus. Data dikumpulkan dengan teknik observasi, wawancara, dan dokumentasi. Kesimpulan dari penelitian ini menunjukkan bahwa tidak ada peningkatan *mahârah al-kalâm* siswa melalui penerapan metode komunikatif. Siswa hanya dapat menggunakan kalimat pendek dalam bahasa Arab yang telah dihafal. Kendala selama penerapan metode komunikatif adalah siswa tidak lancar membaca *iqra'* yang mengakibatkan kesulitan membaca bahasa Arab. Kurangnya jam pelajaran bahasa Arab di sekolah menyebabkan proses pembelajaran bahasa Arab tidak memadai dan kurangnya hafalan *mufradat* siswa menyebabkan beberapa kesulitan dalam sesi pembelajaran. Upaya untuk mengatasi hambatan-hambatan ini

adalah guru harus memberikan jam tambahan kepada siswa yang tidak lancar membaca *iqra'*. Sekolah juga harus menyediakan jam tambahan untuk pelajaran bahasa Arab, dan guru memerintahkan semua siswa untuk menghafal kosakata sesuai dengan tema pelajaran.

Kata kunci: metode komunikatif, *mahârah al-kalâm*, *mufradât*

INTRODUCTION

An important aspect that students must master in the language learning is the ability to communicate. When they master or excel in communicating skills, it will improve the student's ability of thinking, reading, writing, and listening. Students' logical skills will be improved when they are able to organize, clarify and simplify the ideas, thoughts, and feelings they convey to the other.

The lack of proper effort by the teacher in improving Arabic language skills is one of the reasons why students feel uninterested in learning languages. Therefore, the teacher need to find some new innovation and put the creativity into it so that the language learning will be more effective and efficient and the students will not feel bored by the monotonous learning method. A solution comes up which is applying the communicative method in the class. Cahyani and Hardianto (2018) argued that language capability of students was affected by the lessons they got. Based on the reconstruction of view, the growth of language capability comes from the experiences that have been had.

In the book *Reconstruction of the Development in Arabic Language Education*, according to Bahruddin (2017, 169), the difference in orientation between traditional and modern Arabic learning is their emphasis on learning of communicating skills or *mahârah al-kalâm*. If the traditional orientation does not emphasize the mastery of communication skills, not even become a goal in learning, while the orientation of modern Arabic learning is to provide a large portion in learning communication skills.

According to Kamal Ibrahim Badri (in Anshori 2013, 1), he believes that there are five principles must be known in teaching foreign languages as follows: language is speaking not writing, language is a habit, study usage of the language not about the language, language is what to be said active not what should to be said and language in speech is different to each other

Based on this statement, schools and especially teachers should have started using communicative method in the Arabic learning process. Therefore, the researchers want to do further investigation on output of teacher's efforts to improve Arabic language skills through the implementation of communicative method. The purpose of this study is to find out the results of communicative method in improving the ability of *mahârah al-kalâm*, it's obstacles in its implementation and how to resolve the communication obstacles for the students at SDI Surya Buana Malang class VA in the whole semester of 2018/2019 academic period.

LITERATURE REVIEW

Definition of Communicative Method

According to Rohman (2015, 25), communicative method is the method that relies more on the student's creativity in practicing during learning takes place, because basically learning languages is learning to communicate. The communicative method emphasizes that language is a communication tool. Being communicative is one of the three main competencies of the goal in Arabic learning. According to Bahruddin (2017, 79), the other two competencies are language and cultural competencies. Therefore, if students only have language competency before mastering the communication skill, it will not be enough to master the Arabic.

Based on Layli (2012, 3), communicative method is a method that has a view of a good communication is the main intention in language learning. Communicative method is based on an assumption that every human being have such communication ability since they were born named "Language Acquisition Tool". Therefore, language ability is tend to be creative and more determined by the internal factor of the user.

The existing principle in communicative method is the process of stimulating the learners to have an encouragement in using Arabic Language as their second language. The process of learning in the classroom is not getting boring and it can be enjoyed by students without being afraid nor bored. If it is viewed from the other perspectives, the term of communicative is slightly controverted, whether this is an approach or a method. Until the end, some linguists conclude that both terms can be used, which can be called by "Communicative Method" or "Communicative Approach".

The principle in using the communicative method according to Bahruddin (2017, 79) is that the teacher should be able to give the motivation and encouragement for students to be brave to communicate in the target language. It should not be a problem if there are many mistakes in communication at the beginning of learning process, but by doing a lot of practices it will be reduced little by little or even eliminated all the mistakes. So, students should not worry about the accuracy since the main point is that they are willing and able to communicate in the target language.

According to Unsi (2016, 3), in practicing the technique of communicative method, there are steps as follows: mastery of vocabulary, able to speak words, guided short speaking practice. The goal is that the students can turn words to sentences from the practices. Then they are able to speak in the target language without being guided.

History of Communicative Method

According to Zulhanan (2016: 3), the symptom of the change in language learning method was occurred during the decade of 1960s when the audiolingual method ruled out Europe and America. Various inventions of linguistics and psychologies learning influenced the change of audiolingual and situational which based on structural linguistic

and behavioral psychology theories to be similar as the language learning habits happening in the United Kingdom. The structural linguistic and behavioral theories, as the major presumption of language teaching was considered to be unreliable by the expert of applied linguistics. Noam Chomsky was the major opponent of structuralism and behaviorism theories.

Chomsky in his book, titled as *Syntactic Structure*, straightforwardly showed that the standard of structural language theory at the time proven to be unable to describe the fundamental characteristic, creativity, and the uniqueness in its sentences. Moreover, Chomsky criticized the theory of behavioral psychology and stated that language learning was not only determined by the external factor, but also by the internal factor. Every human has the language learning ability that is carried from their birth called as *jihâz ikhtisâb al-lughah* or language acquisition device (LAD).

Characteristics of the Communicative Method

To determine the characteristics of the communicative method, according to Edi (2015, 7-10), the basic foundation of it consists of the essence of language theory, the essence of learning the language, and the essence of language learning.

Steps of Presenting Communicative Method

Communicative method is a renewal of the translation grammatical method which the emphasis in the method is not only remembering on the memorization but also cleverness in speaking. The speech referred to Hidayati (2018, 5) is to put forward the two-ways speaking effectively and can speak fluently.

According to Finochiaro dan Brumfit in Nur Edi (2011: 7), steps in presenting the communicative method will be described as follow:

1. Making a short dialogue given by preceded explanation of the the dialogue and the situation in which the dialogue might occurred
2. Practicing to say the basic sentences on an individual, group or classical basis
3. Questions asked were about the contents and situations in the dialogue, followed by the same questions but directly to each student's situation. In this stage, the communicative activities have actually begun
4. Student discussed the communicative phrases in the dialogue
5. Students were expected to be able to make their own conclusions about the rules of grammar contained in the dialogue. The teacher facilitated and corrected them if there was an error in the conclusion
6. Students were doing the activity of interpreting and stating an intention from communication exercises freely and not fully structured
7. The teacher evaluated by taking a sample of student performance in independent communication activities.

Mahârah al-kalâm Learning

Language can be defined differently according to focused aspects. Despite these different definitions, there is a core connection that language is a communication tool. According to Syamaun (2015, 6-7), *mahârah al-kalâm* is the ability to speak. Speaking ability is the ability to arrange sentences contextually and structurally correct based on what the students have learned. *Mahârah al-kalâm* in Arabic means the ability to compile a sentence that is in someone's mind clearly and correctly.

Mahârah al-kalâm learning is quite complicated if the teacher is not able to utilize the situation during the learning and teaching process as the general purpose of *mahârah al-kalâm* learning is that to enable the learners to master and communicate verbally following the language they are learning naturally. Speaking ability is then defined as being able to speak that can be accepted in students' social environment.

Communicative language teaching design, according to Ahmad Muradi (2014, 12), is manifested in the form of learning objectives, the role of teaching materials, syllabus and the learning process in the class. To find out students' *mahârah al-kalâm* improvement through the implementation of communicative method, during the observation process, the researchers focus on three aspects; the roles of the teacher, the roles of teaching materials, and communicative teaching evaluation.

The teacher's role is defined as a teacher's ability to manage and control the classroom which is shown by applying the communicative teaching method and also being the facilitator during the learning process (Baradja in Anshori 2013, 10). There are three types of teaching materials used in communicative language teaching; (1) books as textual teaching materials, (2) teaching materials that contain assignments, games, simulations, and activities based on tasks that have been prepared to support communicative language teaching, and (3) concrete or real teaching materials, in the form of real teaching materials from the environment around the class related to the theme that is being learnt such as magazines, newspapers, or visual images (Richards and Rodgers in Anshori 2013, 10).

To know whether the application of communicative method improves students' ability of *mahârah al-kalâm* in class VA at SDI Surya Buana Malang, apart from the two aspects discussed above, the researchers have to know and carry out several evaluations in the form of tests to measure results and improvements of communicative method. The form of evaluation used by researchers is adopted from Suchma (in Anshori 2013, 11). It is direct interview tests with students and observation on how students are instructed to read texts in Arabic textbooks and how students respond during the learning process.

RESEARCH METHOD

The approach used in this study is the qualitative approach. In the book by Saputra (2012, 209), it has been explained that qualitative research is a research procedure that

produces descriptive data in the form of written or oral words from people and observable behavior. Qualitative descriptive research is a research that aims to provide an overview of facts, symptoms and objective conditions that occur in the field, which is to see an increase in students' Arabic ability through the communicative method. This type of this research is using a case study.

The research was conducted at SDI Surya Buana Malang and it was done in the early months of April to mid-May 2019. While for the subject of the research, the researchers took all VA class students at SDI Surya Buana, students in the first semester of 2018/2019.

The data was collected by using observation. This observation used non-participant observation. The next procedure was doing the interview, the technique that collected information by asking questions verbally to be answered verbally as well. Then, the last procedure was documentation, in this study it required the documents that have been there before in learning Arabic, like documents that implementing Arabic learning with communicative method, such as syllabus, lesson plans, and student work.

The data analysis in this study is qualitative by referring to the Milles and Huberman model in Sulistyarningsih (2011, 163), called: Reducing data, reducing data is summarizing, choosing main things, focusing on important things, looking for themes and patterns, so it requires intelligence, wide, and a high depth of insight. After reducing the data, the next step is to present the data. Presenting the data is done in a short thread format, the narrative texts. And the last is conclusion, the initial conclusions are still temporary constructed and it will be changed if no strong evidence found to support the next stage of data collection.

RESEARCH RESULT AND DISCUSSION

The implementation of communicative method at SDI Surya Buana is one of the efforts that carried on by schools to support Arabic learning at SDI Surya Buana Malang to achieve four skills in learning Arabic, such as listening, reading, writing and communication skills.

The effort to improve students' Arabic skills through the implementation of communicative method done by implementing the communicative method when the learning process takes place, which is accordance with the presentation of the communicative method itself. Also combining communicative method and communicative approaches to maximize in applying communicative method in the classroom.

The implementation of communicative method at SDI Surya Buana is to improve the ability of the four skills (*maharât*) in learning Arabic, but researchers specialize it in investigate how the application of the communicative method enhances students' abilities in *mahârah al-kalâm*.

There are three aspects that researchers emphasize as a reference through implementing the communicative method to the students at SDI Surya Buana Malang in figuring out the student's improvement of *mahârah al-kalâm*: the teacher's role, teaching materials, and evaluating on communicative lesson during learning process. A detailed explanation will be explained as follow:

- a. The compatibility of teacher's presentation in implementing the communicative method, in general the steps of communicative method that carried out by the teachers already in accordance with the presentation of the communicative method, eventhough there are three stages that have not been implemented because these stages cannot be used for elementary students. The stages that have not implemented yet are: (1) Students are not instructed to describe in detail the position of the language structure in the dialogue or text that has been delivered. Considering they are still in the level of elementary school and they have not been given an advanced *qawâ`id an-nahw* material. (2) Students are not instructed to have a conversation in front of the class using Arabic directly without seeing the text or developing the existing text in their own language, even though it is not correctly structured. (3) The teacher does not provide the evaluation's results of student's presentation, because the teacher does not instruct students to do that in front of the class.

By not implementing the teacher's role in implementing the communicative method as described above, it becomes one of the reasons why student's ability in *mahârah al-kalâm* is not improved, it is because the core stages in the implementation of communicative method to support the improvement of *mahârah al-kalâm* are not done well, so they are only able to say simple sentences that have been memorized.

- b. The type of teaching material that has been used by the teacher during the learning process is textual teaching materials in the books. While teaching materials in practicing of game format, simulations, activities based on the tasks that have been prepared to support the communicative languages teaching and reality teaching materials with a real format such as objects that fit the theme during learning, ad magazines, newspapers, or visual images, have not found by researcher as a teaching material used by teachers.

Because the teacher did not use the teaching materials as described above, it is the reason why communicative learning cannot be carried out properly, so that it can detain the core purpose of learning, such as to improve student's *mahârah al-kalâm*.

- c. The results of the student evaluations that have been conducted by the researchers with interview tests using Arabic and observations during interview tests support the researchers' assessment. From the assessment above, the students' *mahârah al-kalâm* is not well improved through the implementation of communicative method.

Through the three aspects that researchers use as reference to find out the improvement in *mahârah al-kalâm* by the implementation of the communicative method above, it shows that there is no any improvement at all, in both speaking and writing. Their Arabic language is very passive, they are only able to use short sentences in Arabic that they have memorized. There are still many of them who are not able to memorize the *mufradât* that has been given by the teacher.

The obstacles that researchers found during the process of learning Arabic using communicative method in VA class SDI Surya Buana Malang are: a) Students are not fluent in reading iqra 'which causes difficulties for him in reciting and reading Arabic. b) The lack of Arabic language sessions at school which causes the inadequate Arabic learning process while the implementation of communicative method in learning process needs more times and c) The lack of *mufradât* memorization by students which causes difficulties to them when the learning takes place.

The efforts done by the school and Arabic language teachers to resolve the obstacles in learning Arabic through implementing the communicative method, are: a) Arabic teachers have to provide extra special learning sessions for children who are not good and fluent in reading iqra', b) The school provides longer duration in learning Arabic language for students, along with additional special duration for memorizing the Qur'an and learning to read the Qur'an using the UMMI method. It is intended to overcome obstacles in the lack of Arabic language learning sessions, and c) The teacher have to order all students to memorize the vocabulary according to the lesson theme.

CONCLUSION

To sum up, the researchers conclude that there is no significant improvement of students' *mahârah al-kalâm* through communicative method, either verbal or written communication. The students were passive, they were just able to make short phrases or sentences which had been memorized. Many students also could not memorize the vocabulary given by the teacher.

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