MAHARAH KALAM AND ITS PROBLEMS

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Abstract

*Maharah kalam*is the ability to express ideas or ideas through articulate sounds that aim to provide understanding through two-way communication using language as the medium. In the context of learning Arabic, maharah kalam is one of the basic skills that students must master. But unfortunately, most students experience difficulties in speaking Arabic, this is caused by various factors such as nervousness in speaking, lack of mastery of mufrodat, the lingering accent of the local language, and learning methods that are too monotonous. The solutions to these problems are divided into two parts, namely from the teacher and students, while the solution made by the teacher is to improve the quality of learning. A teacher must always motivate his students the importance of mastering maharah al-kalam, to create a pleasant atmosphere a teacher is required to master four competencies, the teacher should use a variety of methods, the teacher himself should have the initiative to create a language environment, especially Arabic. While the solution from the students is that students are more active in learning maharah al-kalam by frequently practicing reciting the hijaiyyah letters from makhroj according to the correct instructions, and learning Arabic vocabulary little by little.

Keywords: *maharah kalam*, probematics

INTRODUCTION

*Mahara Kalam*is one of the skills in Arabic besides Qiraah, Kitabah, and Istima' which are all related to one another in Arabic. In Maharah Kalam learning there are various learning focuses that are taught to students as a means of developing skills and proficiency in Arabic. Speaking skills are basic skills that are the goal of several language teaching objectives and speaking skills (maharah al-kalām) are a person's ability to pronounce the articulation of sounds or words to convey ideas and feelings by using grammar (qawaid nahwiyyah washarfiyyah) . However, in Maharah Kalam learning there are many problems, namely linguistic and non-linguistic problems. The linguistic problems are students' difficulties in pronouncing letter sounds properly, students' difficulties in memorizing new mufradat, students' difficulties in making perfect sentences, students' difficulties in writing perfect sentences. And the non-linguistic problems are students' difficulties in expressing new mufradat, students not speaking Arabic continuously, teacher's teaching methods that are not in accordance with the material and the teacher's lack of attention and readiness in the learning process.

Based on the background above, a research focus was made in the form of sub-questions, namely: ١) What are the strategies used in Maharah Kalam, ٢) How do you overcome difficulties in learning Maharah Kalam?

METHOD

The method used in making this article is library research. That is a research process through a series of methods in the form of collecting data and information obtained from various types of materials in the world of literacy, such as books, journals, articles, etc. which contains the results of previous research with a particular theme. As for the steps

general is to collect, process, and conclude the results of information with certain systematic methods. Of course the final results can solve the problems in the research that is being carried out. To be more specific, the steps that need to be taken in the research are:

١. Setting the theme

٢. Search data

٣. Deciding on the core of the research

٤. Collection of data sources

٥. Provide data exposure

٦. Compile reports

The data sources needed in this study are data sources obtained from the results of expert research in online journals and books. Of course, by paying attention to the relevance and suitability of the data source with the title of the article. In addition, this study used a documentation research data collection method. The first way is to find and understand variables well through the data sources mentioned above. Then, the next step is the process of content analysis in the data that has been obtained and understood. It is called content analysis because what is analyzed or explained in detail and comprehensively is in the form of data contained in a source of knowledge.

RESULTS AND DISCUSSION

Maharah al-kalam(speaking skills) is one of the four language skills that is very important to learn and master, bearing in mind that the most important function of language is as a means of communication. Because, with language as a means of communication, language is able to provide wider and more complex possibilities than can be obtained by using other media.

The strategies that can be used in learning maharah al-kalam (speaking skills) are as follows[1]:

١) *Mutsiroh Khibrat*

This strategy is used to motivate students to be able to express their experiences related to the text to be taught and to invite students' involvement in seeing their experiences from the beginning of learning.

٢) *Ta'bir al-Ara' al-Ra'isiyyah*

This strategy is very important to hone students' courage in expressing Arabic creatively spontaneously, although initially it needs to be emphasized for students to dare to appear, but when they are used to it it will create a conducive and pleasant climate, where students get freedom of expression through their own language.

٣) *Tamtsiliyyah*

This strategy is an activity that requires the ability of students to express the fusha Arabic dialect fluently and according to their meaning, as well as exploring their abilities in role playing.

٤) *Ta'bir Mushawwar*

This strategy aims to allow students to quickly imitate the teacher's storyline. Through the help of media images, students can convey teaching material from the perceptions that they can catch from the teacher's description through their own language.

٥) *Ya'ab Daur al-Mudarris*

This is a very appropriate strategy to get direct participation from both the class and individual students. This strategy provides an opportunity for each student to be able to act as a teacher for his friends.

٦) *Jidal Fa'aal*

Controversial themes are valuable media that can ignite learning motivation and the depth of thought of students in presenting arguments to support their opinions, even though they may conflict with their beliefs.

In the process of learning Arabic at Maharah Kalam, it follows the principles of teaching and

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[1] S Syarifuddin, "Maharah Al-Kalam Learning Strategy at OCEAN Pare Kediri Arabic Language Education Institution (LPBA), Arabic Studies, no. Query date: ٢٠٢٣-٠٤-١٠ ٠٧:٥٩:٥٣ (٢٠١٤): p.٦-٧, https://jurnal.yudharta.ac.id/v٢/index.php/studi-arab/article/view/٤٢ .

learning in Arabic. There are three principles in learning Arabic, namely planning or preparation before carrying out learning. Here is what the teacher does in the learning process;

١. Preparation

Learning media is a tool used in the learning process to make it easier for teachers to convey material to students and make it easier for students to understand the material being taught. The teacher must choose a learning method that is appropriate to the learning objectives and the material to be achieved. The method used by the Arabic teacher is primarily aimed at mastering the language verbally so that students can communicate in simple Arabic.

In the learning process, it is not only a teacher who carries out preparatory activities in learning. Students also have to make preparations before carrying out the process of learning Arabic. physical preparation of students to participate in the learning process seen from generally good health conditions. Slameto argues that preparation for learning is the overall physical and psychological condition of a person who makes him ready to respond or respond to a situation.[2]Approximately ١٥ minutes is the longest for serious students to study. This can be seen by students starting to talk to their desk mates, playing writing instruments, playing games they brought and disturbing other friends.

٢. Implementation

    a. Preliminary activities

According to Abdul Gafur[3]initial activities aimed at generating motivation and focusing students' attention to participate actively in the learning process. The things that are done in the initial activity are conditioning the students or the readiness of the students psychologically and physically, saying greetings and praying led by the class leader, taking attendance of the students by mentioning one by one this gives the impression of the teacher's caring attitude towards students, then directly ask questions related to the material in the previous meeting and what will be studied, after that convey the learning objectives to be achieved.

    b. Core activities

First the teacher gives vocabulary. Students can speak well if they master the vocabulary they have learned. During the introduction of vocabulary, all students participated, but when mentioning the vocabulary of an individual or several people, some students were still not fluent.

According to Jokolova[4]Vocabulary is the basis of everyday language. If there is no vocabulary then language will not occur. So that through vocabulary students can get to know foreign languages and add to foreign language treasury, namely Arabic.

    c. Closing activity

The third stage is closing the lesson. This closing activity is the teacher's attempt to find out the success of students in absorbing lessons and achieving learning objectives as well as to find out students' understanding of the material that has been studied.

٣. Evaluation

The learning process is one step in order to achieve learning outcomes. Learning outcomes will be good and increase if the learning process undertaken by students goes well. Vice versa, learning outcomes are low if the student learning process is not going well. In learning activities, the main thing that must be considered by educators is the process. What are the circumstances and conditions of students at the time of learning. However, this process is seen as good, it will be measured by the grades obtained by students after learning

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[2] D Slameto, "Learning and Factors Affecting Learning," Jakarta: Rineka Cipta, no. Query date: ٢٠٢٣-٠٤-٠٩ ١٨:٤٨:١٨ (١٩٩١): p.١٤٤.

[3] A Gafur, "Learning design: Concepts, models, and their application in planning the implementation of learning," Yogyakarta: Ombak, no. Query date: ٢٠٢٣-٠٤-٠٩ ١٩:٣٥:٤١ (٢٠١٢): p.١٧٤.

[4] E Fitriyani and PZ Nulanda, "Effectiveness of media flash cards in increasing English vocabulary," Psympathic: Scientific Journal of Psychology, no. Query date: ٢٠٢٣-٠٤-٠٩ ١٩:٤٥:٣٦ (٢٠١٧), http://journal.uinsgd.ac.id/index.php/psy/article/view/١٧٤٤.

ends.[5]

The purpose of learning maharah al-kalām (speaking skills) includes several things, including the following:

١. Ease of speaking

Students must have a great opportunity to practice speaking, they are able to develop this skill naturally, fluently, and pleasantly, both in small groups and in front of a larger public audience. Learners need to develop trust that grows through practice.

٢. Clarity

Students speak precisely and clearly, both the articulation and diction of the sentences. The ideas that are spoken must be well structured, so that clarity in speaking can be achieved, so various kinds of continuous and varied training are needed. Can be through discussions, speeches, and debates. Because with training like this will be able to organize one's way of thinking systematically and logically.

٣. Responsible

Good speaking practice emphasizes the speaker's responsibility to speak correctly, and to think seriously about what is the topic of conversation, the purpose of the conversation, who is invited to speak, and what the situation and momentum of the conversation are at that time. Such practice will prevent someone from speaking irresponsibly or speaking tongues that deceive the truth.

٤. Establish critical listening

Good speaking practice while developing listening skills accurately and critically is also the main goal of this learning program. From here students need to learn to be able to evaluate the words that have been spoken, the intention when saying them, and the purpose of the conversation.

٥. Habit forming

The habit of speaking Arabic cannot be achieved without real intention from the students themselves. This habit can be realized through the interaction of two or more people who have agreed beforehand, not necessarily in a large community. Creating a habit of speaking Arabic requires commitment, this commitment can start from oneself and then develops into an agreement with other people to speak Arabic continuously. This is what is called creating a real language environment.[6]

*Maharah kalam*this is actually an interesting and 'busy' activity in language class. However, the opposite often happens, speaking activities are often not interesting, do not stimulate student participation, the atmosphere becomes stiff and eventually gets stuck. This happened maybe because the mastery of vocabulary and sentence patterns by students was still very limited. However, the key to the success of these activities actually lies with the teacher. If the teacher can correctly choose the topic of conversation according to the ability level of the students, and has creativity in developing various models of teaching speaking, then of course the traffic jam will not occur.

Another important factor in enlivening speaking activities is the courage of students and the feeling of not being afraid of being wrong. Therefore the teacher must be able to give encouragement to students to dare to speak even at the risk of being wrong. It should be emphasized to students that fear of being wrong is the biggest mistake.[7]There are two problems that hinder Maharah Kalam learning, namely:

١. Linguistic problems

   a) Sound system, students have difficulty in pronouncing some hijai'yah letters which sound almost the same as lettersسAndث, and some students have not memorized

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     [5] M Khoiriyah, MY Hidayat, and R Rahnang, "Analysis of Difficulties in Learning Arabic in Maharah Kalam for Fifth Grade Students at Madrasah Ibtidaiyah Al-Ihsan Pontianak Academic Year ٢٠٢١/٢٠٢٢," Armala, no. Query date: ٢٠٢٣-٠٤-٠٩ ١٢:٢٤:٤٦ (٢٠٢٢): p.٥٤, http://e-journal.iainptk.ac.id/index.php/armala/article/view/١٠٤٨.

     [6] S Mustofa, Innovative Arabic learning strategies, Query date: ٢٠٢٣-٠٤-٠٩ ٢٠:١٦:٣٩ (repository.uin-malang.ac.id, ٢٠١١), p.١٣٦-١٣٨, http://repository.uin- malang.ac.id/١٢٣٣/.

     [7] A Hifni and K Ramma, "Introduction to Arabic Learning Methodology," no. Query date: ٢٠٢٣-٠٤-١٠ ٠٧:٣٠:٠٢ (٢٠١٥).

hija'iyah letters.

b) Vocabulary, students have not mastered many vocabulary and have difficulty memorizing new vocabulary.

c) Grammar, students have not been able to make Arabic sentences without looking at the textbook, because some students have not been able to distinguish between isim, fi'il, mubtada khabar, and so on.

d) Writing, some students still have difficulty in writing sin letters (س) when in the middle of a word resulting in writing that is difficult to read.

٢. Non-linguistic problems

a) Socio-cultural factors, students have difficulty naming the vocabulary around them so they have to open books, both notebooks and textbooks when mentioning the designated vocabulary.

b) Socio-cultural factors, in this factor some students do not live in an Arabic-speaking environment so that their habit of Arabic is reduced.

c) Methodological factors, the method used by the teacher in learning Arabic is the lecture, demonstration and question and answer method according to the theme being taught. In this case almost all students pay full attention to what is conveyed by the teacher.

d) Teaching factors, lack of teacher preparation before starting lessons. Both in terms of material and media facilities used.

e) Factors of interest and motivation, some students' interest and motivation in learning Arabic is still low so that their activeness and activities in learning Arabic are reduced.

f) The time factor, the time used in teaching and learning is reduced, so the learning process is not effective.[8]

In general, the purpose of speaking practice for beginners and intermediate levels is for students to be able to communicate simply orally in Arabic. The stages of speaking practice are as follows: In the initial stages, speaking practice can be said to be similar to listening practice. In listening practice there are listening and imitating stages. This listening and imitating exercise is a combination of basic exercises for listening skills and speaking skills. The ultimate goal of the pronunciation practice is the ability to express (ta'bir), namely to use ideas/thoughts/messages to others. Both are absolute requirements for an effective reciprocal oral communication.

There are several efforts that can be made by the teacher to overcome the problems faced by students in speaking skills, namely:

١. The teacher can correctly choose the topic of conversation according to the ability level of the students, and have creativity in developing models of teaching speaking which have many variations.

٢. Another important factor in enlivening speaking activities is the courage of students and the feeling of not being afraid of being wrong. Therefore the teacher must be able to give encouragement to students to dare to speak even at the risk of being wrong. It should be emphasized to students that fear of being wrong is the biggest mistake.[9]

CONCLUSION

Maharah al-kalam(speaking skills) is one of the four language skills that is very important to learn and master, bearing in mind that the most important function of language is as a means of communication. Maharah al-kalām is a person's ability to pronounce the articulation of sounds or words to convey ideas and feelings by using grammar (qawaid nahwiyyah washarfiyyah).

The strategies that can be used in learning maharah al-kalam (speaking skills) are Khibrat

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[8] A Ma, Problems of Arabic Speaking Skills in Class IX Semester II Students at Bakong Pittaya School Patani South Thailand Academic Year ٢٠١٨-٢٠١٩, Query date: ٢٠٢٣-٠٤-١٠ ٠٧:١٣:٤٠ (repository.uinsaizu.ac.id, ٢٠١٩), h.١٠-١١, http://repository.uinsaizu.ac.id/٦٤٩٥/.

[9] S Saifuddin, "Problematics of Learning Speaking Skills in the field of Arabic studies at SMP IT Al Fityan School Gowa," no. Query date: ٢٠٢٣-٠٤-١٠ ٠٦:١٦:٣٢ (٢٠١٤): p.١٢٦.

Mutsiroh, Ta'bir al-Ara' al-Ra'isiyyah, Tamtsiliyyah, Ta'bir Mushawwar, Ya'ab Daur al-Mudarris, Jidal Fa' aal.

There are two problems that hinder the learning of speaking skills, namely linguistic factors which include: sound system, vocabulary, grammar and writing. And non-linguistic factors which include: socio-cultural, socio-cultural, methodology, teaching, interest and motivation as well as time.

There are several efforts that can be made by the teacher to overcome the problems faced by students in speaking skills, namely the teacher can correctly choose the topic of conversation according to the level of student ability, and have creativity in developing models of teaching speaking which have many variations. Another important factor in enlivening speaking activities is the courage of students and the feeling of not being afraid of being wrong. Therefore the teacher must be able to give encouragement to students to dare to speak even at the risk of being wrong.

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