APPLICATION OF A COMMUNICATIVE APPROACH IN LEARNING ARABIC TO IMPROVE STUDENTS' SKILLS IN SPEAKING ARABIC

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ABSTRACT

The students still find it challenging to do it all with a tedious learning process, making them less motivated to participate in the learning process. Therefore we need a way in form of an approach that can encourage the learning process, namely a communicative approach. A communicative approach is an approach that makes students more enthusiastic and active in communicating orally and in writing in conveying ideas or ideas that are in their minds to listeners or readers and making the class atmosphere more fun and not dull because the core of the communicative approach is students as students—center and teachers only as facilitators. The purpose of this study was to determine the speaking skills of class VIII students before applying a communicative approach to Majalengka Arabic learning. To find out the process of applying a communicative approach in learning Arabic. To determine the speaking skills of class VIII students after applying a communicative approach to learning Arabic. The method used in this study is a quasi-experimental design with a quantitative approach. Moreover, this study's data collection is through observation, interviews, and tests. The results of this study are evidenced by the comparison of data in the control class that does not use a communicative approach, with an average score of 68.23 students, the lowest score is 40, and the highest score is 92. The data scores in the experimental class using the communicative approach. With the acquisition of an average student score of 78.87, a lowest score of 66, and the highest score of 93. Therefore, it can be concluded that applying a communicative approach in learning Arabic to improve students' ability to speak Arabic is declared successful with the existence of a free test and post-test and proved by the formula t = 005 > 000, which means Ha is rejected and Ho is accepted.

Keywords: Communication Approach, Learning Arabic, Speaking Ability.

ABSTRAK

Fakta dilapangan siswa masih merasa kesulitan untuk mempelajari bahasa Arab semua dengan proses pembelajaran yang membosankan dan membuat siswa kurang termotivasi dalam mengikuti proses pembelajaran. Oleh karena itu diperlukan suatu cara berupa pendekatan yang dapat mendorong terjadinya proses pembelajaran yaitu pendekatan komunikatif. Pendekatan komunikatif merupakan pendekatan yang membuat siswa lebih antusias dan aktif dalam berkomunikasi secara lisan maupun tulisan dalam menyampaikan ide atau gagasan yang ada dalam pikirannya kepada pendengar atau pembaca serta membuat suasana kelas menjadi lebih menyenangkan dan tidak membosankan karena inti dari pendekatan komunikatif adalah siswa sebagai siswa. pusat dan guru hanya sebagai fasilitator. Tujuan penelitian ini adalah untuk mengetahui keterampilan berbicara siswa kelas VIII sebelum menerapkan pendekatan komunikatif pada pembelajaran bahasa Arab Majalengka. Untuk mengetahui proses penerapan

pendekatan komunikatif dalam pembelajaran bahasa Arab. Untuk mengetahui keterampilan berbicara siswa kelas VIII setelah menerapkan pendekatan komunikatif dalam pembelajaran bahasa Arab. Metode yang digunakan dalam penelitian ini adalah quasi eksperimen dengan pendekatan kuantitatif. Dan pengumpulan data dalam penelitian ini adalah dengan cara observasi, wawancara, dan tes. Hasil penelitian ini dibuktikan dengan perbandingan data pada kelas kontrol yang tidak menggunakan pendekatan komunikatif dengan skor rata-rata siswa 68,23, skor terendah 40, dan skor tertinggi 92. Data skor pada eksperimen kelas menggunakan pendekatan komunikatif. dengan perolehan nilai rata-rata siswa 78,87, nilai terendah 66, dan nilai tertinggi 93. Oleh karena itu, dapat disimpulkan penerapan pendekatan komunikatif dalam pembelajaran bahasa Arab untuk meningkatkan kemampuan berbahasa Arab siswa dinyatakan berhasil dengan adanya free test dan post test dan dibuktikan dengan rumus t = 005 > 000 yang berarti Ha ditolak dan Ho diterima.

Kata Kunci: Analisis Kesalahan Semantik, Terjemah Harfiah, Pesantren Mafaza Indonesia

INTRODUCTION

Based on observations made by researchers at MTsN 09 Majalengka, information was obtained from one of the Arabic language teachers in class VII, saying that there were still many students who were less interested in Arabic subjects, so students ignored what the teacher was teaching. Even students are less enthusiastic about learning, such as telling stories with their classmates. This will significantly disrupt the learning process and will not achieve the learning objectives, as well as the low ability of students to practice Arabic in daily communication. Students feel stiff in speaking Arabic; they are dissatisfied when they have to use Arabic in their communication.

In addition, based on observations made by researchers, the interaction between students with one is still not maximized, and most students are passive; there is no initiative to ask things they do not understand, so student activities are only limited to a few aspects, coupled with circumstances(Ardiansyah, 2020). When teaching and learning activities are disrupted and less conducive to the covid-19 virus, sometimes the learning system is erratic, sometimes it is carried out directly, and sometimes online, depending on the conditions and policies issued by the government (Yusuf & Wekke, 2015).

In fact, according to researchers at the junior high school level, speaking skills are skills emphasized in coaching, reading, and writing, and easy things to teach when learning is online or offline due to government regulations due to the covid-19 virus (Wargadinata dkk., 2020).

The method used by the Arabic language teacher at the school previously, according to the researcher, used the lecture method or the *syam'iyah safawiyah* method, which in the teaching and learning process did not emphasize the use of language functions as a communication tool (*maharatul kalam*) (Zaini, 2017). Speaking Arabic still feels foreign and challenging to apply in communication and the teaching and learning process, which seems to only follow what the teacher is doing without being accustomed and more emphasized, especially in the ability to speak Arabic (Nurdiniawati, 2018). Therefore, new methods or approaches are needed for students in the Arabic teaching and learning process so that learning activities are more effective, efficient and not boring, one of which is the ability to speak Arabic using a communicative approach (Khalilullah, 2011).

For researchers, this is a severe problem because researchers are worried that students at the MTsN level are at the golden age, meaning that at that age, they experience very rapid development in mastering the spoken language. Suppose that period is passed without an impression. In that case, students will not be used to hearing Arabic sentences and cannot speak Arabic, impacting their learning achievement (Mamnunah dkk., 2021). Therefore, to achieve the national education goals set by the government, it is necessary to hold basic training and to learn the Arabic language learning, including the frequent practice of recognizing, memorizing vocabulary, and making simple sentences through

various approaches that can motivate students to get used to it—speaking to improve speaking skills (*Mahārtul Kalām*).

One approach that can motivate and provide broad opportunities for students to get used to speaking Arabic in class without fear of mispronunciation is the communicative approach because, in the communicative learning process, errors in pronunciation are accepted as usual, with the hope that students can express his mind through speaking Arabic. The role of teacher in the classroom only acts as a guide to help students convey what they want to convey in Arabic sentences (Ali, 2019).

The previous studies that are relevant to the research are: First, Ima Irmalasari Dewi's 2011 thesis entitled "The Effect of a Communicative Approach on Students' Speaking Ability in Indonesian Language Subjects in Class IV SDN Tanjungsari 02 Leuwiliang, Bogor Regency". 13 The research method used is quasi-experimental with a quantitative approach. This study used a control class and an experimental class. The study results show that there is a considerable influence on students' speaking ability in the experimental class by applying a communicative approach than in the control class, which only applies conventional methods. This can be seen from the data taken using the t-test formula showing that by using a communicative approach, the results of students' speaking abilities have increased.

This study has similarities in the variable "X," which discusses the communicative approach. The difference in the variable "Y" is that the researcher discusses the ability to speak Indonesian, while this study discusses speaking skills. The schools studied were also different; the researcher above was at SDN Tanjungsari 02, while this study was at the junior high school level, MTsN 09 Majalengka.

Second, Titik Nikmatul Fikriyah, in his 2014 thesis entitled "Improving Storytelling Ability in Indonesian Language Subjects through a Communicative Approach for Class V Students in the First Semester of MI Matholiul Falah Dranvang Menganti Gresik." Based on the study's results, it can be concluded that implementing learning Indonesian with story material through a communicative approach can improve learning outcomes and student achievement. This is evident from the observations that student and teacher learning activities have increased. Student activities can be seen when they are enthusiastic and participate in learning, namely doing questions and answers and telling a story in front of the class with group members. Teacher activities in guiding, directing, motivating students, explaining the material and providing feedback, asking questions, and carrying out evaluations everything has been done well. This study has similarities in the "X" variable discussing the communicative approach. At the same time, in this study, there are also differences in the "Y" variable, namely the difference between the researchers above discussing storytelling skills, but this study discusses speaking skills. The type of education unit level is different. The research is still at the primary level, while it is applied at the junior high school level in this study.

Thirty, Diah Kurniatun Ni'mah (2018) "Application of Al-Ta'biir Al-Mussawwar Strategy on Al-AdawaaT Al-Madrasiyyah Arabic Language Subjects to Improve Speaking Skills for Class IV Students of MI Miftahul Khoir III Purwosari Pasuruan" The purpose of the research conducted by Diah Kurniatun Ni'mah to provide an overview of the application of the Al-Ta'biir al Mussawwar strategy in learning speaking skills in the Arabic subject of al-Adawaat al-Madrasiyyah material for fourth-grade students at MI Miftahol Khoir III Purwosari Pasuruan. The method used in this study uses classroom action research (classroom action research).

The difference between this study and the researcher is that in terms of variables, variable X1 uses the Al-Ta'biir Al-Mussawwar strategy, while the researcher uses a communicative approach. The study's second variable (Y1) only focused on improving students' speaking skills at the basic level of Arabic subjects and researchers at the junior high school level.

Four, Endang Wahyuningsi, in his journal entitled "communicative approach in learning Indonesian." This research in the journal created by Endang Wahyuningsih is qualitative, which only describes descriptively the meaning and how it is applied in learning Indonesian.

The similarities with the research that the researchers did were in terms of variable X, which both discussed the communicative approach. At the same time, the difference is that the first of the research contained in the journal above is qualitative. At the same time, this study is quantitative; secondly, the Y variable in previous studies only focused on learning Indonesian. In contrast, the researchers' research focused on speaking skills (*mahārah kalām*).

Five, Lalu Mufti Sadri's thesis with the title "A Communicative Approach to Tareq Arabic Teaching Materials (Case Study at Al Azhar University Indonesia and Darun Najah Islamic Boarding School Jakarta." The results show that this research is only specific to teaching materials. The communicative approach Tareq teaching materials are supported by other approaches that add to their effectiveness. This is reflected in several aspects of Tareq learning that apply a communicative approach in the materials, objectives, methods, techniques, media, and evaluation of learning in addition to other approaches, such as structural approaches, especially in evaluation materials. Meanwhile, the similarities with the research that the researchers did on variable X, which both discuss the communicative approach, and the difference with this research is that the previous research is a case study. In contrast, this research is quantitative and experimental. They previously focused on teaching materials Arabic Tareq, while this study focused on speaking skills (*mahārah kalām*).

Six, the book Teaching Communicative Language Theory and Practice by Drs. Furqanul Azies, M.Pd. & Dr. A. Chaedar Al-Wasilah, M.A., the book contains communicative language teaching with examples of communicative language teaching materials. However, the discussion was based on a foreign language other than Arabic, so it did not discuss Arabic at all.

Seven, the journal created by Ahmad Muradi entitled "Communicative approach in learning Arabic" describes the history of the emergence of the communicative approach and its application in Arabic learning which is still general and does not focus on one aspect of Arabic, which is made descriptively whose research is qualitative. The similarities are that both discuss the communicative approach to the X variable, and the difference with this study regarding the quantitative research method that focuses on speaking skills in the Y variable.

Eight, Journal by Ryan Eka Rahmawati and Syafi'I entitled "Analysis of listening and speaking skills in learning Arabic in the era of adaptation of new habits," whose research method is descriptive qualitative research through field studies conducted on third-grade students of MI Islamiyah Rejomulyo City Madison. This research aims to analyze the implementation, constraints, and strategies used in the school to improve Arabic listening and speaking skills.

The similarities with the research carried out by researchers are on the Y variable, one of which discusses Arabic speaking skills. While the difference is that in this study, the research method is quantitative. At the same time, the previous one was descriptive qualitative, only analyzing the errors and solutions given to the two skills above and in the research that researchers carried out using a communicative approach.

Nine, Thesis with the title "Implementation of the Al-Thorīqah Al-Mubāsyarah Method (Direct Method) as an effort to improve speaking skills (Maharah Al-Kalām) in learning Arabic at the Darul Ishlah Islamic Boarding School Ujung Loe Bulukumba. By Abrar, who was submitted to the Islamic Religious Education Study program to get a master's degree at the Sinjai Muhammadiyah Islamic Institute in 2019.

The study used qualitative research methods to improve student's skills in speaking Arabic in learning Arabic. The difference is that this study uses a qualitative method, with the students as the

object, to improve speaking skills in learning Arabic, while this study uses a communicative approach to improve students' speaking skills.

METHOD

The research method used in this research is quantitative research with a Quasy experimental type of research with a design (Non-equivalent Control Group design). as for the data sources in this study were obtained from primary and secondary data sources, the primary data sources were data obtained directly from Arabic language teachers, and students who were the respondents of this study, namely students of class VIII MTsN 09 Majalengka and secondary data sources were sources The data in this study were obtained apart from students and teachers who could be used as references in the study, namely data obtained from school principals and Arabic language teachers for class VIII, etc. Data collection techniques using several techniques, namely observation, interviews, and tests. Moreover, the data analysis technique uses reliability, normality, homogeneity, and hypothesis testing.

RESULTS AND DISCUSSION
The results of the study in the control class

The results of the free test and post-test in the control class carried out at MTsN 09 Majalengka before and after applying the communicative approach were as follows:

Table 1

EXPERIMENTAL CLASS (CLASS C)			
Before	**Before**	**Name**	**Number**
55	40	Ade Zulfa Hidayati	1
78	70	Agnestasya Vernanda Agusti	2
50	39	Agus Saefullah	3
78	65	Ahmad Fadholi	4
83	75	Ayu Wahyuni	5
80	60	Baihaqi Putra Kiswanto	6
71	55	Delliya Nabillah	7
69	56	Devi Afriani	8
74	65	Esra Septia	9
85	69	Fajar Nurfarkhi	10
78	58	Fatur Muhaemin	11
92	80	Febbia Salsabila	12
89	76	Hanan Sania Azmi	13
50	38	Inayah Khoirunnisa	14
70	49	Kayla Rahma	15
78	68	Khotima	16
72	48	Khusnu Khotimah	17
69	57	Kiki Damayanti	18
72	60	Lisa Marsela	19

PRETEST CONTROL					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	38	1	3,3	3,3	3,3
	39	1	3,3	3,3	6,7
	40	1	3,3	3,3	10,0
	48	1	3,3	3,3	13,3
	49	1	3,3	3,3	16,7
	55	2	6,7	6,7	23,3
	56	1	3,3	3,3	26,7
	57	1	3,3	3,3	30,0
	58	1	3,3	3,3	33,3
	60	2	6,7	6,7	40,0
	65	2	6,7	6,7	46,7
	68	5	16,7	16,7	63,3
	69	1	3,3	3,3	66,7
	70	3	10,0	10,0	76,7
	72	1	3,3	3,3	80,0
	73	1	3,3	3,3	83,3
	75	2	6,7	6,7	90,0
	76	1	3,3	3,3	93,3
	80	2	6,7	6,7	100,0
	Total	30	100,0	100,0	

83	73	Misbahudin Nabilul Aqil	20
73	55	Mita Sari	21
85	68	Muhammad Azry	22
60	68	Muhammad Hafidz	23
51	68	Muhammad Raihan	24
55	70	Muhammad Saefil Haqi	25
50	80	Nabila Azzahra	26
48	70	Nazwa Shalsabila	27
62	72	Nur Fatma	28
40	75	Rizki Ferdiansyah	29
47	68	Zahra Zafirah	30

If in percentage form, then as follows:
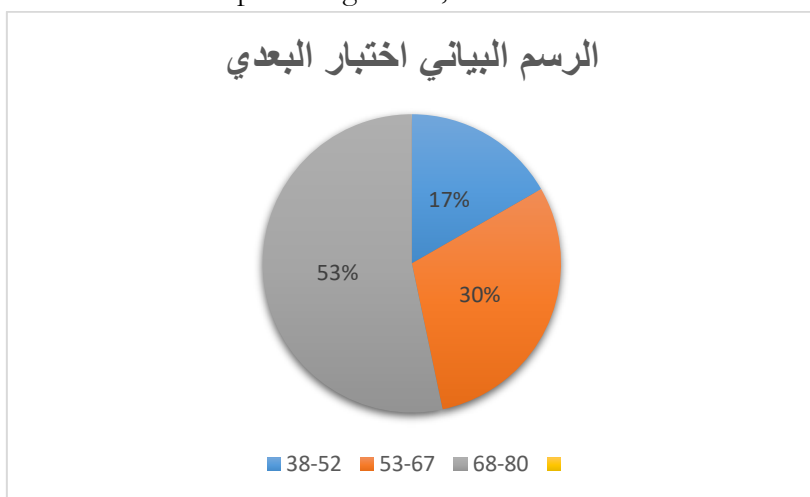
As explained above, the free test results in the control class show that those who get a score between 38-52 are around 17%, 53-67 are around 30%, and those who get a score of 68-80 are around 53%.

The following data evidence the results of the post test in the control class:

		STUDENT STUDY RESULTS			
		Frequency	Percent	Valid Percent	Cumulative Percent
	40	1	3,3	3,3	3,3
Valid	47	1	3,3	3,3	6,7
	48	1	3,3	3,3	10,0

50	3	10,0	10,0	20,0
51	1	3,3	3,3	23,3
55	2	6,7	6,7	30,0
60	1	3,3	3,3	33,3
62	1	3,3	3,3	36,7
69	2	6,7	6,7	43,3
70	1	3,3	3,3	46,7
71	1	3,3	3,3	50,0
72	2	6,7	6,7	56,7
73	1	3,3	3,3	60,0
74	1	3,3	3,3	63,3
78	4	13,3	13,3	76,7
80	1	3,3	3,3	80,0
83	2	6,7	6,7	86,7
85	2	6,7	6,7	93,3
89	1	3,3	3,3	96,7
92	1	3,3	3,3	100,0
Total	30	100,0	100,0	

الرسم البياني اختبار البعدي

■ 40-54 ■ 55-69 ■ 70-92 ■

24%

20%

56%
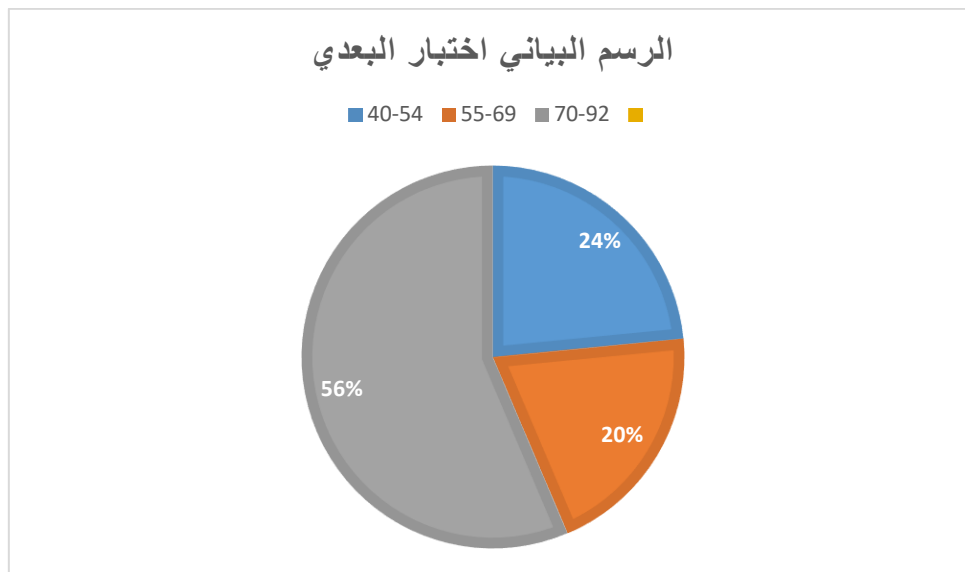
Based on the explanation above, it can be concluded that the results of the post-test in the control class are as follows: students who get a score of 40-54 are around 24%, 55-59 20%, and students who get a score of 70-92 are about 56%.

Based on the explanation above, it can be concluded that the overall results of the values in the control class that does not apply a communicative approach are as follows:

STATISTICS			
		Pretest control	Post-test control
N	Valid	30	30
	Missing	0	0
Mean		63,17	68,23

Median	68,00	71,50
Mode	68	78
Std. Deviation	11,653	14,407
Variance	135,799	207,564
Skewness	-,756	-,310
Std. Error of Skewness	,427	,427
Kurtosis	-,140	-1,064
Std. Error of Kurtosis	,833	,833
Range	42	52
Minimum	38	40
Maximum	80	92
Sum	1895	2047

The results of the 30 students as a whole in the class with the free test, most students got a score of 63.17 with an average of 68, the lowest score was 38, and the highest score was 80. While the post-test results in the control class, most students got a score of 68.23 with an average of 71.50; the lowest value is 40, and the highest is 92.

Research results in the experimental class

The results of the free test and post-test in the experimental class carried out at MTsN 09 Majalengka before and after applying the communicative approach were as follows:
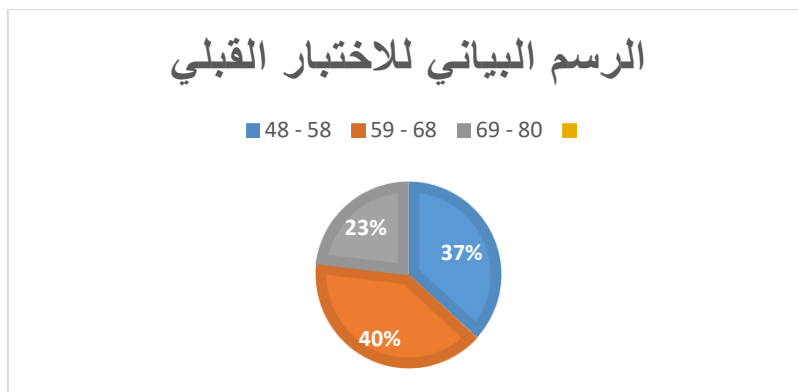
EXPERIMENTAL CLASS (Class D)			
Before	After	Name	Number
75	90	Adelia Nur Khafida	1
73	88	Aisyah Fitriyani	2
57	78	Aldiansyah	3
65	79	Alfian Maschadov	4
58	79	Aliya	5
48	76	Elsa Amelia	6
49	75	Enjel Shafira	7
58	76	Fajar Ferdiansyah	8
68	87	Fatimah	9
58	77	Indah Apriyani	10
60	84	Indah Dilla	11
53	72	Jaffar	12
60	75	Muhammad Asror	13
75	90	Muhammad Rifki Prayoga	14
74	88	Muhammad Yusuf	15
59	71	Nanda Aulia	16

79	90	Nawwal Al Ghalbi	17
60	82	Neliy Sabila	18
65	87	Nina Wulandari	19
62	81	Novan Hidayat	20
80	93	Nur Aziziyah	21
77	90	Nur Faijah	22
68	75	Nurohman	23
57	66	Pipit Fitria	24
58	67	Reyhan Hasanah	25
53	67	Riana Putri	26
67	72	Ridwan	27
62	71	Siti Maesaroh	28
54	68	Siti Maryam	29
60	72	Sulistiawati	30

If in

PRETEST EKSPERIMEN				
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48	1	3,3	3,3	3,3
	49	1	3,3	3,3	6,7
	53	2	6,7	6,7	13,3
	54	1	3,3	3,3	16,7
	57	2	6,7	6,7	23,3
	58	4	13,3	13,3	36,7
	59	1	3,3	3,3	40,0
	60	4	13,3	13,3	53,3
	62	2	6,7	6,7	60,0
	65	2	6,7	6,7	66,7
	67	1	3,3	3,3	70,0
	68	2	6,7	6,7	76,7
	73	1	3,3	3,3	80,0

74	1	3,3	3,3	83,3
75	2	6,7	6,7	90,0
77	1	3,3	3,3	93,3
79	1	3,3	3,3	96,7
80	1	3,3	3,3	100,0
Total	30	100,0	100,0	

Percentage form then as follows:

As explained above, the results of the free test in the experimental class show that those who get a score between 48-58 are around 37%, 59-68 are around 40%, and those who get a score of 69-80 are around 23%. The following data evidence the results of the post test in the experimental class:

		Frequency	Percent	Valid Percent	Cumulative Percent
				POST-TEST EKSPERIMEN	
Valid	66	1	3,3	3,3	3,3
	67	2	6,7	6,7	10,0
	68	1	3,3	3,3	13,3
	71	2	6,7	6,7	20,0
	72	3	10,0	10,0	30,0
	75	3	10,0	10,0	40,0
	76	2	6,7	6,7	46,7
	77	1	3,3	3,3	50,0
	78	1	3,3	3,3	53,3
	79	2	6,7	6,7	60,0
	81	1	3,3	3,3	63,3
	82	1	3,3	3,3	66,7
	84	1	3,3	3,3	70,0
	87	2	6,7	6,7	76,7
	88	2	6,7	6,7	83,3
	90	4	13,3	13,3	96,7
	93	1	3,3	3,3	100,0
	Total	30	100,0	100,0	
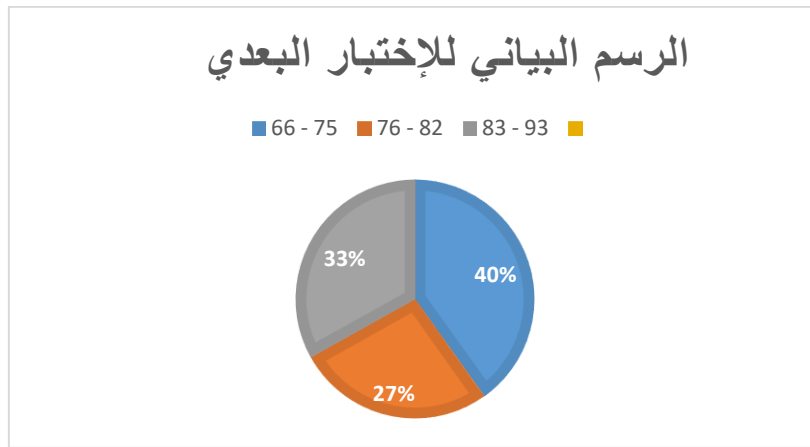
Based on the explanation above, it can be concluded that the post-test results in the experimental class are as follows: students who get a score of 66-75 are around 40%, 76-86 are 27%, and students who get a score of 83-93 are around 33%.

Based on the explanation above, it can be concluded that the overall results of the values in the experimental class are implemented by applying the communicative approach as follows:

STATISTICS		Pre-test Eksperimen	post-test eksperimen
N	Valid	30	30
	Missing	0	0
Mean		63,07	78,87
Std. Error of Mean		1,609	1,490
Median		60,00	77,50
Mode		58[a]	90
Std. Deviation		8,812	8,161
Variance		77,651	66,602
Range		32	27
Minimum		48	66
Maximum		80	93
Sum		1892	2366

a. Multiple modes exist. The smallest value is shown

The results of the 30 students as a whole in the class with the free test, most students get a score of 63.07 with an average of 60, the lowest score is 48, and the top score is 80. While the post-test results in the experimental class, most students get a score of 78.87 with an average of 77.50; the lowest value is 66, and the highest is 93.

CONCLUSION

Based on the explanation above, it can be concluded by comparing the data in the control class that does not use a communicative approach with the average student score of 68.23, the lowest score of 40, and the highest score of 92. The value data in the experimental class that uses a communicative approach with an average score of 78.87, the lowest score is 66, and a highest score is 93. Therefore, it can be concluded that applying a communicative approach in learning Arabic to improve students' ability to speak Arabic was declared successful with the free test and post-test and proved by the formula t = 005 > 000, which means Ha is rejected and Ho is accepted. The process of applying the communicative approach. The steps for learning Arabic using a communicative approach are: (1) Presenting short dialogues. This first step is preceded by an explanation of the function of expressions in the dialogue and the place where the dialogue takes place; (2) Provide exercises. The teacher trains students to listen to what is said and then pronounce and express simple sentences, either individually or in groups; (3) Ask questions. In this step, students can ask questions about the content and situation in the dialogue. The material can be developed into many questions by changing each student's situation. From this, it can be seen that the actual communicative activities have occurred; (4) Explain. In this step, students are given a further explanation about the meaning of communicative expressions in the dialogue material; (5) Conclude. Students are allowed to conclude the dialogue and its grammatical rules. At this stage, the teacher corrects if there is an error in concluding the dialogue; (6) Conduct an evaluation. At this last stage, the student teacher takes examples of communicative activities from several short dialogues carried out by students to be evaluated together. In studying Arabic with a communicative approach, the teacher acts as a facilitator to encourage students' enthusiasm and courage to communicate. In addition, teachers must be able to design various patterns of interaction in student learning activities to achieve communicative Arabic competence effectively.

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