Ṭariqah Mubāsyarah in The Learning of Arabic Speaking Skill: Study Analysis with Al-Iṭṭiṣāli Approach

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Abstract

This study aims to identify the steps, advantages, and disadvantages of teaching Mahārah Kalām using the Mubāsyarah method with the Iṭṭiṣāli approach. The research employs library research with a qualitative descriptive method. Data collection involves documentation, with primary sources including an article by Baroroh et al., entitled "Arabic Learning Based on a Communicative Approach in Non-Pesantren Schools," and secondary sources being books and scientific articles relevant to the study. Data analysis follows Milles and Huberman's theory, including data reduction, display, and conclusion drawing. The study identifies several steps in Mahārah Kalām learning using the Mubāsyarah method with the Iṭṭiṣāli approach: introduction, presentation of short dialogue formats by teachers, student writing of short dialogues, practice of dialogues, questioning, teacher reading of student dialogues, and evaluation. Advantages of this method include improved speaking skills, expanded vocabulary, pronunciation closer to native speakers, and the ability to analogize with other topics. However, its disadvantages include suitability only for small groups, the need for teachers to speak like natives, reliance on teachers to prepare materials, avoidance of the mother tongue, difficulty in identifying teacher mistakes, and the flawed theoretical basis equating mother tongue acquisition with foreign language learning. The research implies that the Mubāsyarah method is not the sole method for teaching Arabic speaking skills.

Keywords: Arabic Speaking Skills, Al-Iṭṭiṣāli Approach, Ṭariqah Mubāsyarah

Abstrak

presentasi format dialog pendek oleh guru, penulisan dialog pendek oleh siswa, praktik dialog, sesi tanya jawab, pembacaan dialog siswa oleh guru, dan evaluasi. Kelebihan metode ini meliputi peningkatan keterampilan berbicara, perluasan kosakata, pelafalan yang mendekati penutur asli, dan kemampuan untuk menganalogisikan dengan topik lain. Namun, kekurangannya termasuk kesesuaian hanya untuk kelompok kecil, kebutuhan guru untuk berbicara seperti penutur asli, ketergantungan pada guru untuk menyiapkan materi, penghindaran bahasa ibu, kesulitan mengidentifikasi kesalahan guru, dan dasar teoretis yang salah yang menyamakan perolehan bahasa ibu dengan pembelajaran bahasa asing. Penelitian ini menyimpulkan bahwa metode Mubāsyarah bukan satu-satunya metode yang harus digunakan dalam pengajaran keterampilan berbicara bahasa Arab.

Kata Kunci: Keterampilan Berbicara Bahasa Arab, Pendekatan Al-Īṭṭiṣāli, Ṭarīqah Mubāsyarah

INTRODUCTION

Speaking skills are fundamental skills in learning Arabic because these skills are the most critical indicator for the success of students in learning the language (Fauzi & Anindita, 2021; Mubarak et al., 2023; Taufiqurrochman, 2020). In learning Arabic, especially Mahārah Kalām, many problems are not simple, both internal and external problems (Prihartini, n.d.). Some problems in learning Mahārah Kalām are divided into two: in terms of linguistics (sound, mufrodite, grammar and writing) and in terms of non-linguistics (socio-cultural factors, the method is not suitable, lack of teacher preparation in teaching, low interest, and lack of motivation). Several factors cause these various problems, including the problem of learning methods (Takdir, 2020). The method is a plan from beginning to end regarding the presentation of the material and does not contradict the approach (Fakhurrozi & Erta, 2012). Methods are essential in achieving learning objectives (Maghrof et al., 2021). Many methods can improve Mahārah Kalām, including the Mubāsyarah method (Rahmanudin & Al Mansyuri, 2023).

The emergence of the Mubāsyarah method was caused by dissatisfaction with the results of language teaching with the previous method, namely the tarjamah method and also because there was a change in the orientation and purpose of foreign language teaching, which was associated with the demands of real needs in society. The pioneer of this movement was Francois Goun (1880-1992), who developed his method based on observations of children’s use of the mother tongue (Dajani et al., 2014). Research conducted by Amaris et al. stated almost the same thing that this method sees language as behaviorism, occurring directly and naturally as a child acquires a mother tongue (first language) (Amaris et al., 2023).

The Mubāsyarah method presents foreign language material by how the teacher directly practices the language without using the mother tongue in the learning process (Zakaki, 2022). In the article by Sudjani et al., success in the learning process depends on the method used (Sudjani et al., 2020) because using inappropriate methods will cause problems in the learning process.

The Direct Method, a language teaching approach emphasizing direct communication and immersion in the target language, has been criticized over the
years (Calafato, 2020; ElSayed & Farouk, 2020). Here are some of the key criticisms:

Lack of Focus on Grammar. Critics argue that the Direct Method does not provide adequate instruction on the grammar rules of the target language, which can lead to difficulties in understanding and communicating effectively. Insufficient Vocabulary. The method’s emphasis on context and immersion can result in students needing to learn the full range of vocabulary necessary for effective communication, particularly in formal or technical contexts. Limited Practice: The Direct Method’s focus on oral communication can lead to limited opportunities for students to practice writing and reading skills, essential for effective language use. Difficulty in Learning Complex Grammar. The method’s reliance on context and immersion can make it challenging for students to learn complex grammar rules or abstract concepts, often better taught through explicit instruction (Dajani & Omari, 2013). Limited Transferability. The Direct Method’s emphasis on oral communication and context can make it difficult for students to apply their language skills in different contexts or situations, such as in writing or formal settings. Inadequate Feedback. The method’s focus on oral communication can make it difficult for teachers to provide students with timely and effective feedback on their language use, which is essential for language learning (Al Roken & Barlas, 2023; Boukdir et al., 2023). Limited Use of Technology. The Direct Method’s emphasis on face-to-face interaction can limit the use of technology in language teaching, which can be a valuable tool for language learning and practice.

Fakhrurrozi and Mahyudin stated that the method used must be in line with the Approach (Fakhrurrozi & Erta, 2012) because there is a hierarchical relationship between approaches, methods and techniques, an axiomatic approach will give birth to procedural methods, while methods will give birth to implementable techniques (Irawan, 2014). Approach is the basis and philosophical background of the material or subject matter to be taught (Utami et al., 2020). There are several approaches in the process of learning Arabic. One of the approaches is a communicative approach (Chaparro, 2024; Lukyanova et al., 2015). That learning approach emphasizes language skills rather than proficiency in mastering language structure (Dajani & Omari, 2014).

The Mubāsyarah method is an appropriate method for learning Mahārah Kalām because speaking skills can be acquired by habituation (Yusvida, 2020). The existence of Arabic practice directly and continuously in the learning process will impact students’ ability to use the language (Mahmudah et al., 2023). The Mahārah Kalām learning indicators are fluency in speaking, accuracy in choosing words, the ability to apply grammar rules well, and the ability to be communicative (Efektif & Amin, 2023) as the results of a thorough application of the direct method (Mubāsyarah) can improve Mahārah Kalām learning outcomes well. Through this method, students are accustomed to listening to the teacher using Arabic in the learning process (Yasin et al., 2023).

In learning speaking skills, appropriate methods and approaches must be used to achieve learning objectives (Lutfiati & Wahyuni, 2021). The communicative approach emphasizes language proficiency and is undoubtedly in line with the Mubāsyarah method. This approach is considered relevant for second language learners (Slabakova, 2013) because sociolinguistics and psycholinguistics follow the nature of language (Arsyad, 2019). The communicative approach is a path or means
used to achieve communication goals in learning (Chaparro, 2024). This research is motivated by the importance of conducting a critical analysis of implementing the Mubāsyarah method in learning Arabic speaking skills, which is the grand method for the effectiveness of learning to speak Arabic to date. Therefore, researchers are interested in writing articles related to Ṭarāqah Mubāsyarah in Mahārah Kalām Learning: Analytical Studies with the Iṭṭiṣāli Approach to know the steps, problems and solutions in learning Mahārah Kalām using the Mubāsyarah method with the Iṭṭiṣāli approach.

Research related to the Communicative approach (Iṭṭiṣāli) to improve language proficiency has been carried out several times, including research that M. Husni Arsyad has carried out with the conclusion that Arabic learning methods based on communicative approaches are methods that emphasize listening and speaking skills, with the aim that students can communicate with the target language learned anytime and anywhere and this is according to the nature of language learning (Arsyad, 2019).

Related to the Mubāsyarah’s method of learning Arabic, research conducted by Sudjani and Gunadi with the result that the Mubāsyarah Thariqah abolished the mother tongue (Sudjani & Gunadi, 2020). Thariqah is also indicated by the dominance of language learning through speech by emphasizing the mastery of mufrodat in everyday life, and learning language rules is carried out with demonstrations that require students to conclude each, and the activeness of students and teachers becomes a reference for learning success.

Research conducted by Baroroh et al. entitled 'Arabic Learning Base on A Communicative Approach in Non-Pesantren School' explains that the communicative approach in learning Arabic changes the focus of learning from memorizing grammar to the formation of the ability to communicate using Arabic orally and in writing and the communicative approach in Arabic learning prioritizes expressive language learning activities and a language environment that conducive is essential for the growth and development of Arabic learners (Baroroh & Tolinggi, 2020). While in this study will discuss the steps and implementation of the Mubāsyarah method with the Iṭṭiṣāli approach in learning Mahārah Kalām.

Some of the previous research above is very clear: the Mubāsyarah method is widely used by several Arabic language teachers in various formal and non-formal educational institutions to improve students’ Arabic speaking skills, regardless of the use of learning media. However, in this study, the researcher wants to provide an antithesis that this method cannot be denied from several advantages and disadvantages, considering that students’ language intelligence varies greatly. This research reveals the advantages and disadvantages of this method and the implications that Arabic language teachers’ Arabic speaking skills can use various learning methods according to the characteristics of students’ needs without using the Mubāsyarah method.

METHOD
Research Design
This research is a type of library research using a descriptive qualitative approach. According to Hermawan, literature study is a technique that includes analysis from previous research through books published or derived from scientific
articles (Creswell, 2007). The primary data source in this study is an article published in Sinta 2 (Ijaz Arabi, UIN Malang) written by Baroroh et al. entitled 'Arabic Learning Base on A Communicative Approach in Non-Pesantren School'. In contrast, other sources are books, previous research, and scientific articles related to the research title.

Data Collection and Analysis Techniques

Data collection techniques are documentation, while data analysis techniques use Milles and Huberman analysis techniques with activities in the analysis, namely data reduction, data display and conclusion drawing/verification (Ismawati, 2012; Sugiyono, 2015). The researcher reduced data related to the advantages and disadvantages of the Mubāsyarah method in learning Arabic speaking skills obtained from e-journal literature containing research written by Baroroh et al. with the title Arabic Language Learning Based on a Communicative Approach in Non-Islamic Boarding Schools in the Ijaz Arabi Journal accredited as Sinta 2. Next, the researcher presents data on the advantages and disadvantages of the Mubāsyarah method in tabular form. The researchers’ final step is to conduct a critical dialogue and compare it with several other research results.

RESULT AND DISCUSSION

Steps to Apply the Mubāsyarah Method in Learning Mahārah Kalām with Iṭṭiṣāli Approach

There are several steps to apply the Mubāsyarah method with an Iṭṭiṣāli approach in learning Mahārah Kalām: Introduction, doing things related to the material presented or Lu'bah 'Arabīyyah that can provide stimulus to students. Teachers present a short dialogue format based on student experiences and images displayed through Projectors or pieces of paper as a medium for students to tell stories or role-play. Learners Write short dialogues, sentences or paragraphs to express images or dialogues to role-play. Students engage in short dialogue-related practices, expressing images or role-playing individually or in groups in class or in videos. Teachers or other friends ask questions regarding the content and situation in the dialogue. Teachers read dialogue written by students. Evaluation in the form of oral questions that students must answer related to the material presented.

Here are some examples of the application of the Mubāsyarah method with the Iṭṭiṣāli approach in learning Mahārah Kalām: a short dialogue that describes the students' experience, telling stories by expressing images and role-playing.

Short Dialogues Describing Student Experiences

The first example is a short dialogue describing the student's experience. The teacher asks the students directly in turns using Arabic.

**Table 1. Short Dialogues Describing Student Experiences (Part-1)**

<table>
<thead>
<tr>
<th>Mubāsyarah</th>
<th>Mubāsyarah</th>
</tr>
</thead>
<tbody>
<tr>
<td>آتَﮫُ ﻋﻠﯿـُکم ورﺣـْمَة ﷲ ورـِـکانَـه ـ</td>
<td>آتَﮫُ ﻋﻠﯿـُکم ورﺣـْمَة ﷲ ورـِـکانَـه</td>
</tr>
<tr>
<td>ﻋﻠﯿـُکم ﺳـَـلَام ورﺣـْمَة ﷲ ورـِـکانَـه</td>
<td>ﻋﻠﯿـُکم ﺳـَـلَام ورﺣـْمَة ﷲ ورـِـکانَـه</td>
</tr>
<tr>
<td>يا ﻣﻮﺗﻴاـًرًا، أي ﻋـﻤـﻠـﺖ</td>
<td>يا ﻣﻮﺗﻴاـًرًا، أي ﻋـﻤـﻠـﺖ</td>
</tr>
<tr>
<td>ﻋـﻤـﻠـﺖ اﻟـﻨـﻮـم؟</td>
<td>ﻋـﻤـﻠـﺖ اﻟـﻨـﻮـم؟</td>
</tr>
<tr>
<td>يا ﻣﻮر، أي ﻋـﻤـﻠـﺖ</td>
<td>يا ﻣﻮر، أي ﻋـﻤـﻠـﺖ</td>
</tr>
<tr>
<td>ﻋـﻤـﻠـﺖ اﻟـﻨـﻮـم؟</td>
<td>ﻋـﻤـﻠـﺖ اﻟـﻨـﻮـم؟</td>
</tr>
</tbody>
</table>

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Alternatively, the learner is taken to the real world by being shown objects related to the material—for example, the material related to objects in the classroom. The teacher showed him a pen and then asked about the object.

Table 2. Short Dialogues Describing Student Experiences (Part-2)

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>ما هذه؟</td>
<td>هذه حقيبة المطالعة؟</td>
</tr>
<tr>
<td>هذه حقيبة المطالعة؟</td>
<td>أين اشتريتها؟</td>
</tr>
<tr>
<td>أين اشتريتها؟</td>
<td>اشتريتها في السوق المركزية بميدان</td>
</tr>
<tr>
<td>هل اشترتها وحدك؟</td>
<td>لا، اشترتها وأنا مع أمي وآخي</td>
</tr>
</tbody>
</table>

Two tables, table 1 and Table 2, explain short dialogues in Arabic carried out by teachers and students. Short dialogues are effective in learning Arabic, especially in describing students' experiences and building speaking skills. Using short dialogues, students can play roles and interact with each other, improving their speaking skills and understanding of social contexts in Arabic.

It cannot be separated from the context of behavioristic learning. It requires stimulus and response to stimulate students' Arabic speaking skills (Midi HS, 2020). Short dialogues in Arabic learning focus on developing speaking skills and require a behavioristic learning context that allows students to interact with stimuli and responses. Thus, short dialogues stimulate students' speaking skills and improve their speaking skills in Arabic (Mukminin, 2021). As in Table 1, teachers and students question and answer each other during daily activities that allow students to explore their true personalities. The teacher’s questions are deliberate to stimulate students so that students can respond to questions through information complete of quality and quantity maxims.
Unlike in Table 2, the short dialogue between teachers and students no longer references daily activities. The dialogue touches more on activities carried out by students outside the home, such as buying and selling. As in Table 1, Table 2 shows how enthusiastic teachers are in giving a stimulus to students in the form of short questions. Then, students respond in the form of answers to what the teacher gives. Two short dialogues in Arabic, tables 1 and 2, reduce the concept of behavioristic learning, which needs to be emphasized in exercises to develop students' Arabic speaking skills (Azizah et al., 2021; Fitriani, 2020).

Expressing Images

The teacher displays the picture in front of the class through the Projector or shows a piece of paper related to the image to be told. Teachers divide students into groups or individually. If students are divided into groups, the teacher will show pictures to each group, then ask them to tell stories related to pictures, for example:

**Picture 1, 2, and 3. Expressing Images**

Role Playing

Role-playing is pretending or acting as if, through the process of behavior, imitation, playing about something and as if in actual circumstances. The purpose of role play is so that students can appreciate and live the feelings of others, fostering a sense of responsibility in students (Meddeb et al., 2021; Ningsih & Munir, 2022). In implementing Mahārah Kalām, learning by role-playing has several forms. One person plays some roles, but several people generally play them (Hamdani, 2010; Iswanto, 2017). Examples of role-playing include acting as doctors and patients, teachers and students, traders and buyers and folk legends such as role-playing stories of Sampuraga (Mandailing Natal), Malin Kundang (West Sumatra), Sangkuriang (West Java), or stories of students in Islamic boarding schools. In this role-playing, in addition to training students' proficiency in practicing Arabic, they also learn about the wisdom that students can take as lessons from the story played.

Advantages and Disadvantages of the Application of the Mubāsyarah Method in the Learning of Mahārah Kalām with the Iṭṭiṣāli Approach

Each method has its advantages and disadvantages. As for some of the advantages and disadvantages of applying the Mubāsyarah method with Iṭṭiṣāli’s
approach in the learning of Mahārah Kalām which is as follows (Efektif & Amin, 2023; Iskandar, 2020; Taubah, 2019; Ulum et al., 2021);

Table 3. Advantages and Disadvantages of the Application of the Mubāsyarah Method in the Learning of Mahārah Kalām with the Iṭṭiṣāli Approach

<table>
<thead>
<tr>
<th>Advantage</th>
<th>Lack</th>
</tr>
</thead>
<tbody>
<tr>
<td>With the discipline of listening and using dialogue patterns, students will be skilled in listening and speaking.</td>
<td>The principles of this method may be accepted in schools with a small number of students but may be challenging to apply in schools with many students.</td>
</tr>
<tr>
<td>With many demonstrations, students can learn many Mufrodat.</td>
<td>Teachers must speak fluently like native speakers.</td>
</tr>
<tr>
<td>With many pronunciation exercises and teacher guidance, students will be relatively close to native speakers.</td>
<td>Rely on teachers in presenting material, not textbooks.</td>
</tr>
<tr>
<td>Speaking exercises, especially topics trained in class, help students analogize with other topics.</td>
<td>Avoid using the mother tongue and other second or translated languages.</td>
</tr>
</tbody>
</table>

Mubāsyarah Method in Mahārah Kalām Learning the Iṭṭiṣāli approach, as described in Table 3, has several advantages and disadvantages. These advantages include increasing awareness and understanding, improving critical and analytical skills, improving communication skills, and increasing awareness and understanding of culture and history. These shortcomings include sufficient time, resources, good teacher skills, and student awareness and understanding.

CONCLUSION

The advantages of applying the Mubāsyarah method with the Iṭṭiṣāli approach in learning Mahārah Kalām are: (1) with listening discipline, students will be skilled in speaking; (2) with several demonstrations, students can learn many Arabic vocabulary; (3) by hearing the teacher's pronunciation, they will approach the original pronunciation; and (4) with speaking exercises related to a topic, helping students analogize with the topic other. On the other hand, the shortcomings are: (1) it may be more appropriate for classes with few students; (2) require teachers to speak like native speakers; (3) rely on teachers to prepare materials instead of textbooks; (4) avoid using mother tongue; (5) teacher mistakes are
difficult to spot compared to student mistakes; and (6) the concept says that the acquisition of mother tongue with a second language and a foreign language is the same, but psychologically, this concept has no proper theoretical basis. This research implies that the Mubāsyarah method is not the only method that must be used by an Arabic language teacher, especially in Arabic speaking skills. Arabic teachers can use various methods according to students' conditions.

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