

Al-Khibrah Al-Mutsirah's Strategy to Improve *Maharah al-Kalam*

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Abstract

The purpose of this study was to find out how to increase *maharah al-Kalam* using the *al-Khibrah al-Mutsirah* strategy, and what obstacles and solutions exist in increasing *maharah al-Kalam* in students. The method used in this research is Classroom Action Research. The results of this study indicate that the *al-Khibrah al-Mutsirah* Strategy can increase the *Maharah al-Kalam* for Class X MA Aliyah Luqman Al-Hakim students. This is evidenced by the acquisition of the value of completeness in cycle 1 reaching 36%. Furthermore, in Cycle 2 it reaches 70% so the number of completeness reaches cycle 2 reaches 90%.

Keywords: *Al-Khibrah Al-Mutsirah; Strategy; Speaking Skills*

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui bagaimana meningkatkan *maharatul kalam* dengan menggunakan strategi *al-Khibrah al-mutsirah*, dan apa saja kendala dan solusi yang ada dalam meningkatkan *maharah al-kalam* pada peserta didik. Metode yang digunakan dalam penelitian ini adalah *Classroom Action Research*. Hasil penelitian ini menunjukkan bahwa Strategi *al-Khibrah al-Mutsirah* dapat meningkatkan *Maharah al-Kalam* Peserta didik Kelas X MA Aliyah Luqman Al-Hakim. Hal ini dibuktikan dengan perolehan nilai ketuntasan pada siklus 1 mencapai 36 %. Selanjutnya pada Siklus 2 Mencapai 70 %, sehingga jumlah ketuntasan mencapai siklus 2 mencapai 90%.

Kata Kunci: *Strategi al-Khibrah al-Mutsirah; Maharah al-Kalam*

INTRODUCTION

Arabic has been spoken by more than 200,000 mankind. It is officially spoken by approximately 20 countries. And since Arabic is the language of the holy book and the religious guidance of Muslims, it is of course the language of the greatest significance for the billions of muslims in the world, both Arab and non-Arab nationalities.¹

The Arabic learning system is increasingly varied along with the development of human thinking. One of the ways that support the development of a person's language skills is to be influenced by their environment and the difficulties felt by students in learning a special language in developing speaking skills because there is no language environment that can be applied properly.²

Knowledge of the characteristics of the Arabic language is a demand that should be understood by Arabic teachers because understanding the discourse will make it easier for them to carry out learning activities. It should be further observed, however, that this characteristic of Arabic is not identical to its difficulty, for having an understanding of it at least it is revealed the advantages that exist in the body of the Arabic language, and it becomes an aspect of ease that is the way for those who learn it.³

Arabic language learning in various madrasas both at the basic and secondary levels is prepared for the achievement of basic competencies.⁴ which include four skills, namely listening skills (*istima'*), speaking skills (*kalam*), reading skills (*qira'ah*), and writing skills (*kitabab*).⁵

Of the four basic Competencies of Arabic that students must master, namely maharatul kalam, it is the most important skill to learn first from other skills. However, in the process of learning about maharatul kalam, there are many problems in the classroom so that students do not master maharatul kalam (speaking skills) well. The problem that often arises is related to the way of delivery or the problem of learning strategies. The strategies used must be able to make students interested and happy in the learning process. This is the responsibility of an educator. Because masi is rarely implemented by some schools that teach Arabic by applying the right strategies. Some of the problems that result are that students do not like Arabic lessons because of monotonous learning, or students find it difficult to learn Arabic, especially speaking Arabic. *Maharah al-Kalam* is the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the interlocutor.⁶ *Maharah al-Kalam Is the ability to compose good words and clearly have a big impact on human life.* Si l'on ne peut pas s'en prendre à l'environnement, il n'y a pas d'autre solution

¹ Humairoh latifatul mahbubah, ainur rohmah, "Pembelajaran Keterampilan Berbicara (Maharah Kalam) Di Markazul Lughah Arabiyah Pondok Pesantren Miftahul Ulum Kebun Baru Pamekasan," *Journal of Arabic Education* 01, no. 02 (2022): 88–95.

² Irhamudin Abdullah, Novita Rahmi, and Walfajri Walfajri, "Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara," *Taqdir* 6, no. 2 (2021): 71–83, <https://doi.org/10.19109/taqdir.v6i2.6283>.

³ Radliyah Zaenudin, Dkk, *Metodologi Dan Strategi Alternatif Pembelajaran Bahasa Arab*, (Cet. 1; Cirebon: STAIN Cirebon Press, 2005), h.10.

⁴ Ibnu Rawandhy N. Hula, "Peningkatan Kompetensi Kaidah Bahasa Arab Bagi Pemula Menggunakan Al-Tadribat Al-Lughawiyah," *Al-Ta'rib* 8, no. 2 (2020): 213–28, <https://doi.org/https://doi.org/10.23971/altarib.v8i2.2054>.

⁵ Henry Guntur Tarigan, *Berbicara Sebagai Suatu Keterampilan Berbahasa*, (Cet. 1; Bandung: CV Angkasa, 2015), h. 1.

⁶ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, h, 135.

que de réduire les émissions de gaz à effet de serre. Si l'on ne considère pas que les pays arabes sont plus nombreux que les pays arabes, mais qu'ils sont plus arabes.⁷

In the educational process, learning and teaching activities are the most basic activities. This means that whether or not the achievement of educational goals is successful depends on how the teaching and learning process is designed and carried out professionally. The process of learning Arabic requires an educator to use a variety of strategies.

METHOD

This research is a Class Action Research (PTK). According to Burns, action research is the application of various facts found to solve problems in social situations to improve the quality of actions carried out by involving the collaboration and cooperation of researchers and practitioners. Classroom Action Research is a research activity carried out in the classroom. This research was conducted according to class action research steps starting from the planning, implementation, observation, and reflection stages which aimed to overcome problems in learning practice in the classroom. Research steps are sought to improve *Maharah al-Kalam* Learners through the *khibrat mutsirah* strategy.⁸

This research is an action study that focuses on efforts to change the current real conditions towards the expected conditions. This research relates to the use of the Al-Khibrah Al-Mutsirah strategy to improve the *Maharatul Kalam* of learners. This research is carried out collaboratively, meaning that in this research the researcher together with collaborators determines the problem, planning, acting, observing, and reflecting. In this study, the research steps to be implemented refer to the Kemmis and McTaggart models. Each cycle/phasing of actions includes planning, action, observation, and reflection which can be described as follows.⁹

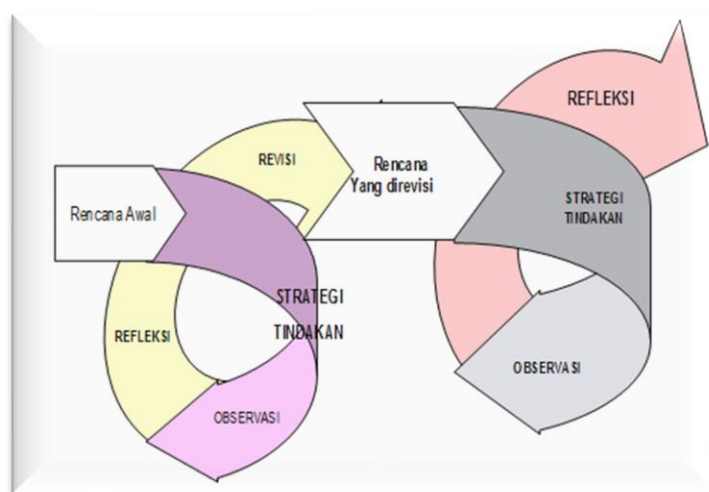


Figure 1: Kemmis & McTaggart Cycle Model

⁷Abdul Hamid, Dkk, *Pembelajaran Bahasa Arab Pendekatan, Metode, Strategi, Materi, dan Media*, (Cet. 1; Malang: UIN Malang Perss, 2008), h. 42.

⁸Nabila Rifqiyah, Skripsi, *Meningkatkan Keterampilan Berbicara Bahasa Arab dengan Menggunakan Media Teks Cerita Bahasa Arab Siswa Kelas VIII MTs Nurul Yaqin Gorontalo*, (Gorontalo: Sultan Amai, 2015), h. 19.

⁹Sukardi, *Metodologi Penelitian Pendidikan*, (Jakarta: Bumi Aksara, 2007), h. 214-215

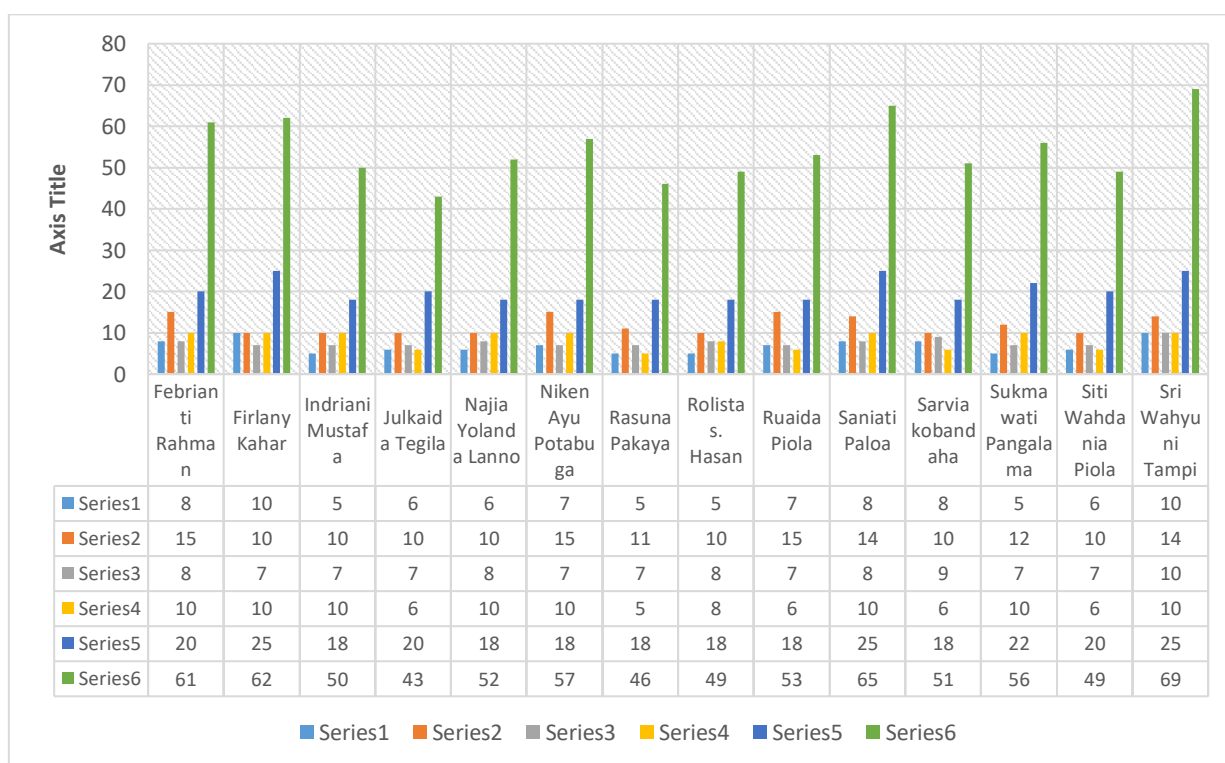
This research was carried out at the Madrasah Aliyah Lukman Al-Hakim, Gorontalo Regency, which is one of the high schools located in the city of Gorontalo under the auspices of the Ministry of Religion. Researchers chose Madrasah Aliyah because the students in the Madrasah Aliyah Lukman Al-Hakim school in Gorontalo Regency learn *maharatul kalam* very minimal and are a difficult subject, so the Arabic scores of students in the school are low.

RESULTS

1. Pre Test

Before conducting class action research, the researcher makes preparations in accordance with the plan prepared, namely asking permission from the principal and seeking approval from the teacher of the Arabic subject of Madrasah Aliyah Luqman Al-Hakim, at this stage preparing the research instruments that will be used in the initial observation or pre-test until the test post. After being prepared, the author then gives a pre-test to students. This pre-test was carried out in February in the third week of 2017 in accordance with the applicable Arabic class hours. This research was carried out on 14 students of class XI madrasah Aliyah Luqman Al-Hakim, consisting of 14 daughters. In accordance with the title of the researcher on the application of al-Khibrah Al-Mutsirah's strategy to improve maharatul kalam the form of the test is to speak using Arabic. The pre-test results can be seen in the following table:

Table I . Value Generation Results in Pre Test



Description

1. Fluency
2. fluency in speaking
3. Courage to Speak

4. Conformity with the theme and title being discussed.
5. The correctness of the language structure in terms of *nahwu* and *sharaf*.

Based on the results of the analysis in the first test or pre-test, information was obtained that in general, the ability of students in improving maharatul kalam is very low, even though no one has completed 0%. More details can be seen in the following table:

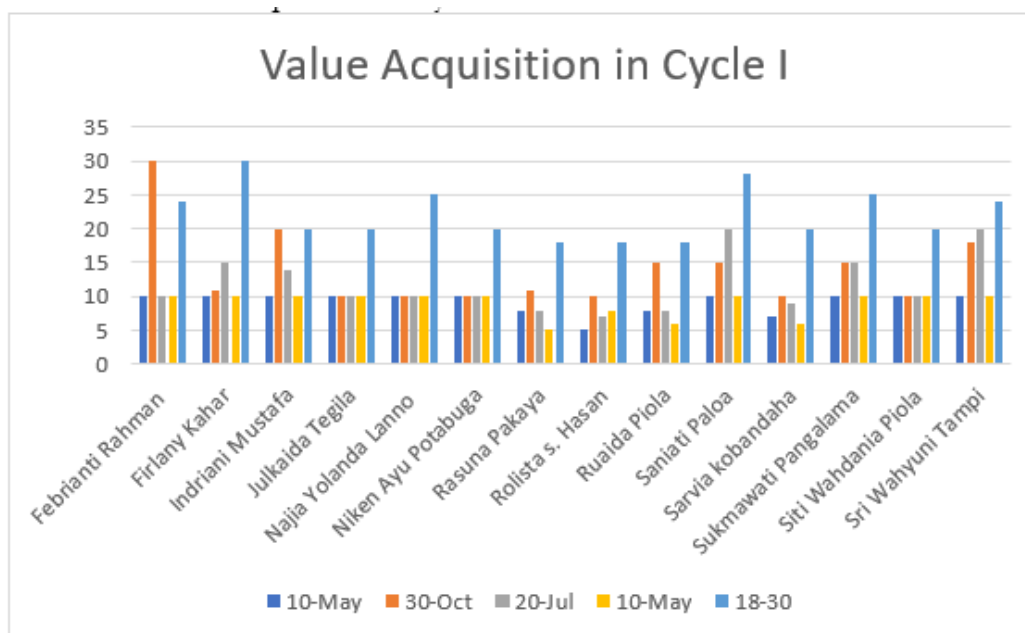
Table 2. Results of Pre-Test Analysis Information on Increasing *Maharatul Kalam*

No	Range Score	Category Evaluation	Amount Learners	Percentage (%)	Information
1	90-100	Very good	-		
2	75-89	good	-		
3	60-74	Enough	4	28,60%	Not Complete
4	40-59	Low	10	71,42%	Not Complete
5	0-39	Very low			
Amount			14 students	100%	
% Student completion			14 students	100%	Not Complete
			0 students	0%	

Cycle 1

In the first cycle of action, the researcher taught for 2 meetings by applying the *Al-Khibrah Al-Mutsirah* strategy in increasing maharatul kalam, the activities carried out for 2 meetings were found in the lesson plans (RPP attached). To facilitate the observation of the process of implementing the action, the researcher was assisted by an Arabic educator who acted as an observer.

Table 3. Results of Value Acquisition in Cycle I





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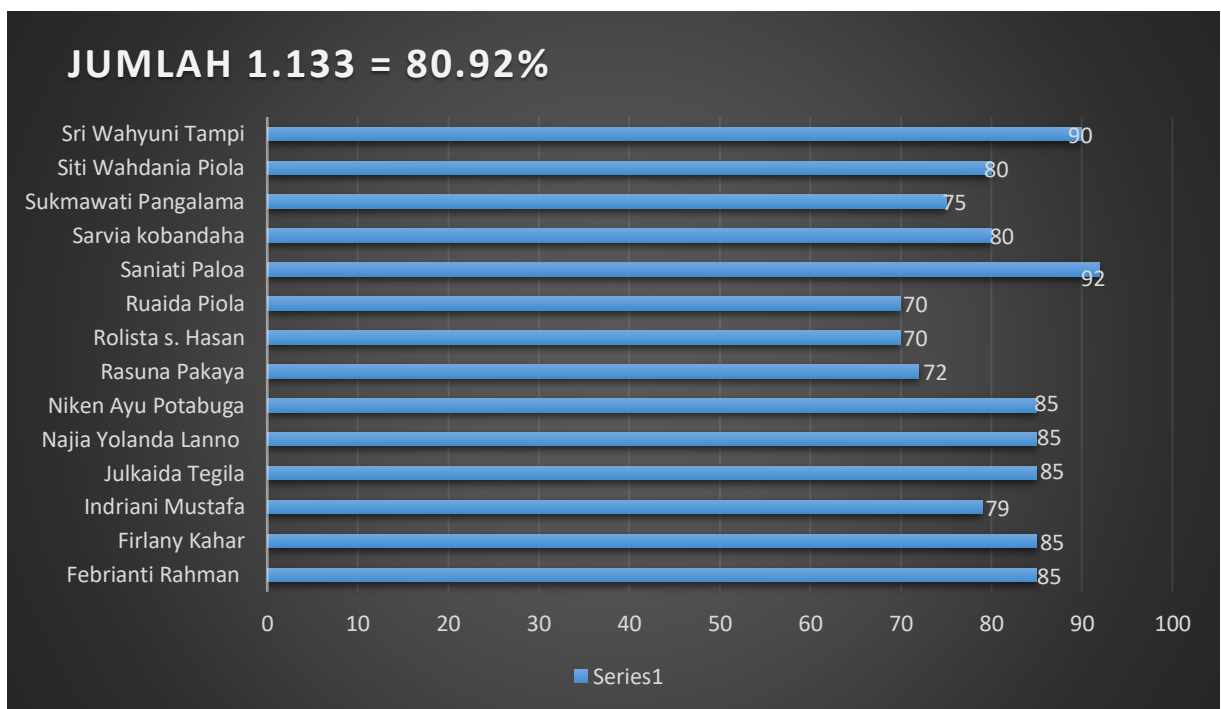
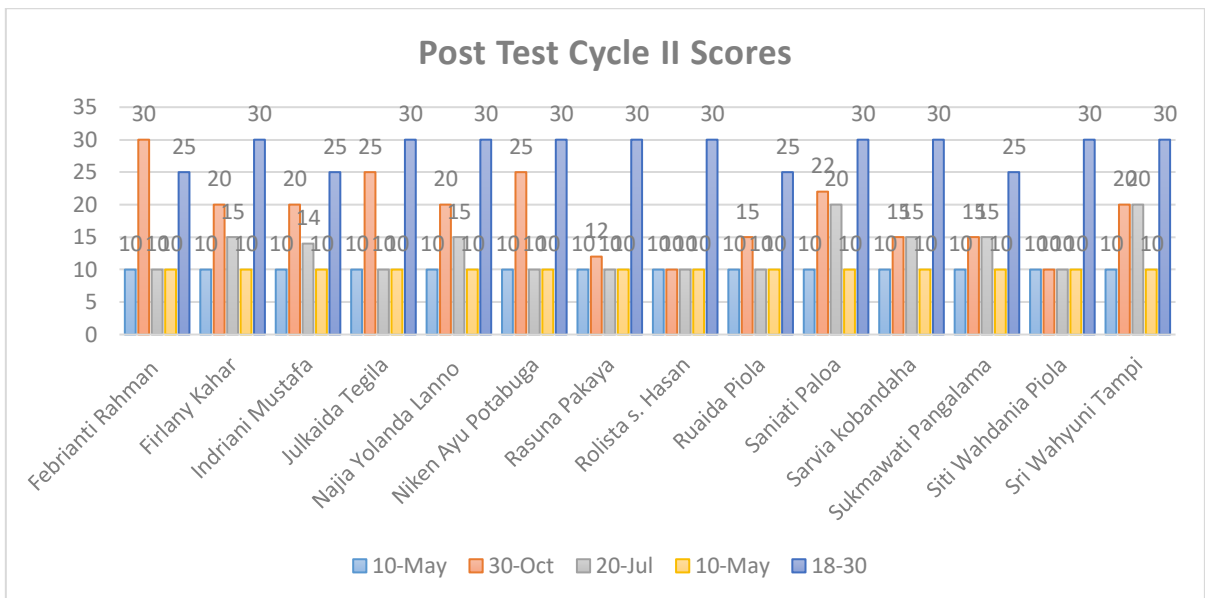
Table 4. Action Results Post Test Cycle I

No	Range Score	Category Evaluation	Amount Learners	Percentage (%)	Information
1	90-100	Very good	-		
2	75-89	good	4	28.57%	Complete
3	60-74	Enough	6	42.85%	Not Complete
4	40-59	Low	4	28.57%	Not Complete
5	0-39	Very low	-		
Amount			14 students	100%	
% Completeness of students			10 students	71%	Not Complete
			4 students	28%	Complete

Based on table IX above, shows that the increase in the kalam of class XI students has not increased. Where the number of students who have a good score category of 4 students (28.57%) ranges from grades 75-89, 6 students (42.85%) who are in the category of sufficient grades or range from grades 60-74, 4 students (28.57%). Which is categorized as low values or ranging from 40-59. Siklus 2

In the implementation of actions in cycle II, the researcher rearranges the design of actions to be implemented, namely: rearranging the learning steps contained in the learning implementation plan (RPP), preparing the observation sheet, preparing the facilities with the material to be used in learning, and the actions compiled in cycle II refer to the improvements to the problems contained in the reflection.

Table 5. Results of Post Test Cycle II Scores



An analysis of the values obtained by class XI learners in cycle II actions can be seen in the following table:

Table 6. Results of The Action Analysis of Cycle II Test Post

No	Range Score	Category Evaluation	Amount Learners	Percentage (%)	Information
1	90-100	Very good	2	14.28%	Complete
2	75-89	good	9	64.28%	Not Complete
3	60-74	Enough	3	21.42%	Not Complete

4	40-59	Low	-	0%
5	0-39	Very low	-	0%
Amount			14 students	100%
			11 students	78.57%
% Completeness of students			3 students	21.42%
				Complete
				Not Complete

Based on table XIII above, shows that in increasing kalam in Arabic, students have reached 78%. Where the number of students who have a special value category, namely 2 students (14.28%) ranging from grades 90-100, there are 9 students (64.28%) whose grade category is good or ranges from grades 75-89, and 3 students (21.42%) have sufficient categories or range from 60-74. Meanwhile, students have low score categories and very low scores that no longer exist (0%).

DISCUSSION

A. The Nature of *Maharatul Kalam*

1. Definition of *Kalam*

Speaking (*kalam*) etymologically are words, conversations, and talks. Meanwhile, according to Arabic grammarians, *kalam* is a structured pronunciation that provides benefits and is carried out intentionally. In other words, the word is meant to give a complete understanding. The understanding of speaking *kalam* from a terminological perspective is to pronounce Arabic sounds correctly and accurately, and the sounds come out of the *makhraj al-letter* which has become the consensus of linguists. In this context, it can be observed that the notion of speaking *kalam* here does not just come out without any particular trend, but a speaker is able to provide an understanding of the interlocutor when there is interaction (communication) so that it is easy to understand and understand perfectly.

Talking is a free dialogue that takes place spontaneously between certain parties on certain topics. Proficiency in speaking is one type of language ability to be achieved in modern language teaching, including Arabic. Speaking is the main means to foster mutual understanding, and reciprocal communication by using language as a medium.¹⁰

2. The Purpose of *Maharatul Kalam*

In general, speaking skills aim to make students able to communicate verbally properly and naturally. Furthermore, according to Abu Bakr, in his book *Ulin Nuha* the objectives of speaking skills are as follows:

- a. Familiarize students to speak the fluent language.
- b. Familiarize students to compose sentences that arise from their hearts and feelings with correct and clear sentences.
- c. Familiarize students to choose words and sentences, then arrange them in beautiful language, and pay attention to the use of words in their place.¹¹

¹⁰ Rahmaini, "Strategi Pembelajaran Maharah Kalam Bagi Non Arab," *إحياء العربية* 02 (2015): 227–233.

¹¹Ulin Nuha, *Metodologi Dan Strategi Pembelajaran Bahasa Arab*, h. 90.

Speaking is an oral communication movement that can benefit the interlocutor, listeners, or the wider community, and is also beneficial for the speaker himself. The purpose of people doing speaking activities is to (1) manifest themselves personally, and (2) personal social adjustment.¹²

The strategies that can be used in learning *maharah al-kalam* (speaking skills) are as follows: *khibrat mutsirah*, *ta'bir al-ara' al-raisiyah*, *tamtsiliyyah*, *ta'bir mushawwar*, *ya'ab daur al-mudarris*, and *jidat fa'aal*.¹³

3. Maharatul Kalam Technique

This technique of learning speaking skills can be done through several exercises (practices) from what is passively heard in listening exercises. One of the most suitable approaches to learning *kalam* for beginners is "*sam'iyah syafawiyah* and a communicative approach". That is, since the first trip, educators must motivate students to master the subject matter orally. So do not move to study the second lesson, before the first subject matter is mastered orally.

B. Al-Khibrah Al-Mutsirah Strategy

1. Understanding Al-Khibrah Al-Mutsirah Strategy

In the context of teaching, the strategy is intended as a teacher's effort in creating an environmental system that allows the teaching process to occur so that the learning objectives that have been formulated can be achieved and are effective.

According to Nana Sudjana in the book teaching and learning strategies and micro-teaching, that teaching strategy is the teacher's action in implementing the lesson plan by using several teaching variables such as objectives, materials, methods, tools, and evaluations to influence students to achieve the goals that have been set.

Word *خبرة* is the masdar of fi'il/verb *خَبَّرَ، يَخْبُرُ، خَبْرٌ، خَيْرٌ أَوْ خَيْرَةٌ*.

Example:

من أين خبرت هذا الأمر

"How did you know about this?"

While the word *خبرة* can be interpreted as an experimental sentence or experience.¹⁴

According to Bambang Trim in his book entitled I dream of writing a book, *Al-Khibrat Al-Mutsirah*/experience is something that has been experienced personally, both good and bad.¹⁵ This strategy is used to motivate students to be able to express their experiences related to the text being taught. In addition, it also invites the involvement of students in seeing their experiences from the beginning of the lecture.

The steps of the *Khibrah Mutsirah* strategy are as follows.

- 1) The teacher conveys the topics to be studied, for example:

¹² Resky Damayanti Herman, "Efektivitas Penerapan Counseling Learning Method Dalam Meningkatkan Motivasi Dan Hasil Belajar Bahasa Arab Peserta Didik," *Shaut Al Arabiyyah* 7, no. 1 (2019): 44, <https://doi.org/10.24252/saa.v7i1.9485>.

¹³ Mutmainnah and Syarifuddin, "Strategi Pembelajaran Maharah Al-Kalam Di Lembaga Pendidikan Bahasa Arab (Lpba) Ocean Pare Kediri," *Studi Arab* 5 No 1 (2014): 1–22.

¹⁷ *Mu'jam Al-Lughab Al-Arobiyah Al-Mu'jam Al-Wasit*, Cairo: Maktabat Asyuruq Ad-Dauliyah, 2004.

¹⁵ Bambang Trim, *Saya Bermimpi Menulis buku*, (Cet. 1; Bandung: Kolbu, 2005), h. 57.

هَلْ قَضَيْتَ إِجَازَةً سَعِيدَةً؟

2) Students are asked questions, for example:

كَيْفَ قَضَيْتَ إِجَازَةَ آخِرِ السَّنَةِ؟

They were given the opportunity to remember the experiences they had during the year-end holidays. Then, they were asked to convey it in the form of a story or dialogue in pairs. The teacher conveys the text with the title and connects the experiences of students with the text to be taught.¹⁶

CONCLUSION

The results showed that the *Khibrah Mutsirah* strategy could improve students' *Maharah al-Kalam* abilities. This is based on the results of the Post-test in Cycle 2 that there is an increase in *Kalam* in Arabic. Where the number of students who have special value categories, namely 2 students (14.28 %) ranges in the value of 90-100, there are 9 students (64.28%) in the good grade category or ranges from 75-89 grades, and 3 students (21.42%) have sufficient category or range from 60-74. While students have low-value categories and very low scores are no longer available (0%). Because this research is still a trial, it is necessary to conduct a more in-depth study by other researchers so that more information about the advantages can be found. advantages of using this learning strategy.

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¹⁶Ulin Nuha, *Ragam Metodologi Dan Media Pembelajaran Bahasa Arab*, h. 92-93.

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