




Research Article

Kalam Science Learning Strategies for Beginners

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Abstract. Kalam Science Learning Strategies for Beginners explains the importance of teaching Maharah al Kalam (speaking skills) in Arabic, especially for beginners. It aims to improve students' speaking skills through various creative and innovative techniques and approaches. This study outlines the stages in learning Maharah al Kalam, which include the stages of stimulation, thinking, processing words, and speaking them. Stimuli can be in the form of questions or images that trigger students to speak. Furthermore, students are expected to collect and organize their ideas before processing them into sentences that are in accordance with Arabic language rules.

Supporting factors in this learning include correct pronunciation, adequate vocabulary, and understanding of grammar. The teacher acts as a facilitator who helps students understand the material and provides opportunities for discussion. In addition, the use of media such as textbooks, reading materials, and technology is also expected to enrich students' learning experience.

In conclusion, teaching *Maharah al Kalam* at the beginner level requires a systematic approach and a variety of techniques to increase the effectiveness of learning, so that students can gain optimal Arabic language skills.

Keywords: *Maharah al Kalam*, Teaching Techniques, Arabic Language

INTRODUCTION

Maharah al kalam is the ability to speak or speak Arabic properly and correctly. This ability is very important for students who want to learn Arabic, especially for those who want to understand the holy book of the Qur'an. *Maharah al kalam* is one of the four *maharah al-lughawiyah* that every Arabic learner must have.¹ Mastery of *Maharah al kalam* is very important for learners of Arabic, as it will help them in understanding and interpreting the contents of the Holy Quran and other Arabic literature. In addition, *Maharah al kalam* also allows learners to communicate with native Arabic speakers, thus opening up opportunities to expand knowledge and experience.

For the Indonesian people, Arabic is not only part of a foreign language on an international scale, but as a language that is closely related to religious dimensions considering that the Indonesian people are predominantly Muslim. Therefore, Arabic is something that is urgent to be developed in Indonesia, including through the implementation of Arabic language education from kindergarten (partial) to university level. Even the government has formulated the objectives of Arabic language subjects in the regulation of the Minister of Religious Affairs of the Republic of Indonesia number 2 of 2008 concerning Competency Standards and Content Standards for Islamic Religious Education and Arabic Language.²

The regulation states that the objectives of the Arabic language subject are:

1. Develop the ability to communicate in Arabic, both orally and in writing, which includes four language skills, namely listening (*istima*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*).
2. Raising awareness about the importance of Arabic as a foreign language to be the main tool of learning, especially in studying the sources of Islamic teachings.
3. Developing an understanding of the interrelationship between language and culture and expanding cultural horizons. Thus, learners are expected to have cross-cultural insights and involve themselves in cultural diversity.

¹ Suandi Munthe, Bambang Bambang, and Abdul Halim Hanafi, "Pembelajaran Mufradat Dalam Meningkatkan *Maharah Al-Kalam* Santri Di Pondok Pesantren," *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 4, no. 2 (2022): 22–31.

² Novita Rahmah, "Implementasi Permenag Nomor 2 Tahun 2008 Dan Permendikbud Nomor 20 Tahun 2016 Tentang Standar Kompetensi Lulusan Di MAN Prambon Nganjuk," *Intelektual: Jurnal Pendidikan Dan Studi Keislaman* 8, no. 2 (2018): 183–94.

In learning *Maharah al kalam*, a learner must be able to understand grammar, vocabulary, and sentence structure in Arabic. This can be achieved through speaking, listening, and reading exercises. Students in Islamic boarding schools are usually trained in Arabic speaking skills through the use of Arabic as a language introduction in daily activities, such as in class, group discussions, and social interactions in the boarding school environment. Marlius and friends emphasized that the existence of an Arabic-speaking environment is very important to support the realization of Arabic language skills.³

In a formal environment, the presence of teachers or instructors who are competent in Arabic is very important to guide learners in mastering Arabic language skills. In addition, the formal environment that provides facilities such as Arabic books, audio, and video can also help learners in developing Arabic language skills.

Meanwhile, in informal environments such as family or peers, the existence of an Arabic-speaking environment can help learners in practicing Arabic language skills continuously and naturally. For example, learners can speak in Arabic with family members or peers who are also proficient in Arabic.

Thus, the existence of an Arabic-speaking environment is very important in supporting the realization of Arabic language skills. Formal environments such as schools or boarding schools can provide facilities and competent teachers, while informal environments such as family or peers can assist learners in practicing Arabic language skills continuously and naturally. With an adequate Arabic language environment, learners will find it easier to develop Arabic language skills effectively and efficiently.

To improve *Maharah al kalam*, a learner should also practice in using Arabic in different situations, such as in formal or informal situations, written or spoken language, and so on. In addition, learners should also practice in improving intonation and pronunciation in Arabic in order to communicate well and correctly. In the end, mastery of *Maharah al kalam* is a very important skill for Arabic learners, especially for those who want to understand and interpret the contents of the Holy Quran and other Arabic literature.⁴

In order to achieve this, a learner must practice consistently and continuously in the use of Arabic in speaking and communicating properly and correctly. At the beginner level, teaching *maharah al kalam* becomes more complex because students need to learn basic vocabulary and Arabic language structures. Speaking activities in language classes have a two-way communication aspect, namely between the speaker and the listener reciprocally. Thus the practice of speaking Arabic must first be based on: (1) listening skills, (2) speaking skills, and (3) mastery of (relative) vocabulary and expressions that allow students to communicate their intentions/thoughts. So

³ Yoni Marlius, Bambang Bambang, and Metsra Wirman, "The Efforts to Improve Students' Arabic Speaking Skills through Language Environment Activation: A Study of Phenomenology," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 35-48.

⁴ Nurbaiti Ibrahim, "Maharah Al Istima'u Wa Kalam," *Ameena Journal* 1, no. 1 (2023): 28-43.

speaking proficiency is the standard of success in Arabic after other skills, namely listening, reading and writing.⁵

Therefore, this article will discuss the concept of teaching *maharah al kalam* at the beginner level.

METHODOLOGY

The method used is library research, data collection by searching for sources and reconstructing from various sources such as books, journals, and existing research. The result is qualitative research conducted with a research design whose findings are not obtained through statistical procedures or in the form of counts, but aims to reveal phenomena in a holistic-contextual manner by collecting data from natural settings and utilizing the researcher as the key instrument.⁶

This research is to improve *Maharah al kalam* by collecting data, then processing it. It is hoped that by using the library research method, the article can provide a more in-depth and detailed description of the concept of teaching *maharah al kalam* at the beginner level, so that it can provide more useful guidance for teachers and learners of Arabic.

DISCUSSION AND ANALYSIS

Maharah al-Kalam is linguistically equivalent to the term speaking skill in English which can be interpreted as speaking skills. Speaking is the ability to utter articulate sounds or words to express, express and convey thoughts, ideas and feelings. In addition, speaking is a form of human behavior that utilizes physical, psychological, neurological, semantic, and linguistic factors so extensively that it can be considered the most important human tool for social control.

Maharah (skill) listening has a strong relationship with maharah kalam (speaking), and is rarely separated between the two in everyday life.⁷ Maharah al kalam is one of the four language skills that every Arabic learner must have. To achieve this speaking skill, many aspects are related to it. According to Ritonga and his colleagues, speaking skills can be improved by building an adequate language environment.⁸

Learning Of Maharah Kalam

Kalam is one of the strong factors in improving Arabic language skills. Therefore, this learning must be taught properly and correctly to get satisfactory

⁵ Rahmaini Rahmaini, "Strategi Pembelajaran Maharah Kalam Bagi Non Arab," *Ihya Al-Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab* 1, no. 2 (2015).

⁶ Miza Nina Adlini et al., "Metode Penelitian Kualitatif Studi Pustaka," *Jurnal Edumaspul* 6, no. 1 (2022): 974-80.

⁷ Nurbaiti Ibrahim, "Maharah Al Istima'u Wa Kalam," *Ameena Journal* 1, no. 1 (2023): 28-43.

⁸ Ritonga Mahyudin et al., "Duolingo: An Arabic Speaking Skills' Learning Platform for Andragogy Education (Cek Similarity)," 2023.

learning results.⁹ In practice, learning maharah kalam requires several stages, namely the stages of stimulation, thinking, processing words and speaking them. The first stage is stimulation, i.e. before speaking a person needs stimulation about what to talk about. The smallest example is the question in an interview, “What is your name? Where is your house?” and other questions. The stimulus can also be in the form of a picture, for example, the teacher gives a picture where the learner must tell about the picture seen. In telling a picture according to the command, it can be interpreted that the learner has been well stimulated, so that he is able to express what is in his mind.

In general, the stages in language learning as well as teaching other materials follow the flow of planning, implementation, and evaluation of learning. In the context of teaching *Maharah al-Kalam*, there are at least four aspects that teachers must consider when planning lessons, namely: 1) Who will be taught; 2) What needs to be taught; 3) How they will be taught; 4) With what tools they will be taught.

The second stage is thinking, which is the process in which the learner gathers ideas from the stimuli and then organizes them. In the process of organizing these ideas, the learner must really understand the main idea of the stimulus. If the main idea is not well received, it will make it difficult to process. As a result, the learner repeats different ideas, and the message conveyed becomes disorderly, even difficult to understand. In fact, the function of communication is to convey messages so that they can be received and understood with the same meaning and the same meaning.¹⁰

The third stage is word processing, in which the learner begins to translate his ideas into the target language properly and correctly according to Arabic rules. In word processing, adequate vocabulary is needed, at least vocabulary related to the theme discussed. With the amount of vocabulary that students know, it will make it easier for them to compose sentences that will be conveyed according to the context.

The next stage is the fourth stage, namely pronunciation, in practice the previous three stages are not enough for someone to speak. Instead, there is a stage of pronunciation that will complement the previous stages. This stage will determine whether someone speaks well or even otherwise, because people who listen will not pay attention to the process leading to pronunciation but the pronunciation itself. For this reason, the teacher should pay attention to the pronunciation of the learner, if mistakes are found in pronouncing the sentence, the teacher should give corrections. found mistakes in pronouncing the sentence, the teacher should give corrections.¹¹

⁹ Umi Mahmudah, “Pembelajaran Maharah Kalam Dengan Media ‘Learning. Aljazeera. Net’ Di Universitas Darussalam Gontor,” *Pembelajaran Maharah Kalam Dengan Media “Learning. Aljazeera. Net” Di Universitas Darussalam Gontor* 6, no. 1 (2022): 45–68.

¹⁰ Ibn Hajar, “Youtube Sebagai Sarana Komunikasi Dakwah Di Kota Makassar (Analisis Sosial Media),” 2018.

¹¹ Mohamad Sarip, Zainal Rafli, and Aceng Rahmat, “Arabic Speaking Material Design Using Content and Language Integrated Learning (CLIL),” *International Journal of Humanities and Cultural Studies* 5, no. 1 (2018): 272–86.

Techniques For Teaching Maharah Al Kalam At Beginner Level

There are a variety of techniques that can be used to create meaningful contexts for Arabic speaking practice. Some general guidelines in teaching speaking include the following: (1). Teaching speaking means training students to speak, (2). Students only speak about something they understand, (3). Students are trained to always be aware of what they are talking about, (4). Teachers should not interrupt students' speech or correct students' mistakes too much, (5). Teachers do not demand that students be able to speak exactly like Arabs, (6). The object or topic of conversation is something that is meaningful to students.

After knowing the general guidelines for teaching speaking skills above, speaking practice is grouped into three levels with different teaching techniques. Teaching Techniques for Beginner Level *Maharah al Kalam*.

- 1) Repeat (isma' wa raddid/ listen and repeat).
- 2) Look and say (undzur wa uzkur/see and say).
- 3) Dialogue model (hiwar/dialogue).
- 4) Question and answer (su'al wal jawab/ question and answer).
- 5) Sentence pattern practice (tadrib anmath/pattern practice).
- 6) Information sharing (akhbir jarak/ share yours).
- 7) Completing sentences (ikmal al jumlah/completion).
- 8) Answering questions (al-ijabah 'ala al-as'ilah/answering the questions).
- 9) Asking questions (taqdim al-as'ilah/giving the questions)¹²

The objectives of speaking skills will include the achievement of the following for each individual: (1). Ease of speaking, (2). Clarity, (3). Responsible, (4). Forming critical listening, (5). Forming habits.

Speaking activities in the classroom have a two-way communication aspect, namely between the speaker and the listener reciprocally. Thus speaking practice must first be realized by (1). Listening ability, (2). The ability to pronounce, (3). Relative mastery of vocabulary and expressions that allow students to communicate their intentions, ideas or thoughts. It is expected that learners' language skills will improve during the learning process. The abilities in question are the ability to distinguish various categories of words, word order in sentences, the use of certain pronouns, increasing vocabulary, using the vocabulary according to the context of the conversation, and being able to understand native speakers about what they say.

Maharah al kalam at the beginner level can be done with several techniques, including among others:

1. dialogical: This technique is carried out by inviting students to talk and discuss about topics that have been prepared by the teacher. The teacher acts as a facilitator to help students understand the material.
2. Role-play: This technique requires students to play a certain role in a situation or a regulated conversation. The purpose of this technique is to practice oral communication skills and enrich vocabulary.

¹² Bani Amin, "Konsep Pengajaran Maharah Al Kalam Pada Tingkat Pemula," *Jurnal Seumubeuet* 2, no. 1 (2023): 39-48.

3. Games: Learning through games can help students to enrich vocabulary, hone speaking skills, and also strengthen comprehension.
4. Use of audio and video media: This technique uses audio and video media to help students understand the material and also enrich their vocabulary. Students can listen and watch conversations or dialogs that are relevant to the material being studied.
5. Writing exercises: This technique aims to train students' writing skills. The teacher can provide a certain topic or theme which is then used as writing material by students. Students can also be given feedback on their writing in order to correct mistakes and improve their writing skills.
6. Use of textbooks and other reading materials: Teachers can use textbooks or other reading materials as a source of material. Students can read and understand the text, then speak or write about related topics.
7. Use of the internet and technology: Teachers can utilize the internet and technology to enrich students' learning experience. Students can search for information or reading materials on the internet, watch videos or listen to audio related to the topic being studied. Technology can also be used to practice students' speaking skills through video calls or voice chat.

The techniques used depend on the needs and characteristics of the students and the learning conditions. A combination of some of the above techniques can help improve the effectiveness of learning *maharah al kalam* for beginners.

Factors Supporting the Learning of Kalam

The first factor is *an-nuthqu* or pronunciation. This factor becomes very important in learning Arabic since the beginning of learning.¹³ If the teacher is wrong in teaching pronunciation, it will be difficult to correct later on. For this reason, teachers are required to pronounce Arabic sentences properly and correctly according to the rules, so that they are always remembered by students.

The teacher is not required to speak perfectly considering that the teacher is also a non-native speaker. However, it is obligatory for teachers to pronounce sentences with correct speech because this speech will be heard by students and will be spoken again. It is important to prioritize the pronunciation of the word over the formula for writing the word, because what the learners will remember is the pronunciation so that they will use it in their daily conversations.

The second factor is *Mufradat* or vocabulary.¹⁴ In learning a foreign language, including Arabic, new vocabulary is necessary. This is to add to the treasure of vocabulary so that learners can translate the sentences they want to say with good language. In addition to getting new vocabulary, the teacher must also learn the use of the word. Arabic has very rich rules, the use of one word in two different sentences

¹³ Shidqil Mubarak, "Pengembangan Panduan Model Pembelajaran Sosiodrama Untuk Peningkatan Maharah Al-Kalām Siswa SMA An Nida'Islamic Boarding School Wonosobo," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2019): 217-32.

¹⁴ Nurlaila Nurlaila, "Maharah Kalam Dan Problematika Pembelajarannya," *Al-Afidah Jurnal Pendidikan Dan Pengajaran Bahasa Arab* 4, no. 2 (2020): 55-65.

is not the same. For example, if the word is used in the first sentence as *fa'il* and in the second sentence as *maf'ul*, then the usage is different.

The third factor is Qawa'id or the rules of Arabic, these rules help learners in composing sentences that will be spoken. Some people think that Arabic rules are not important in learning Arabic.¹⁵ Language rules are considered to make it difficult to improve conversation. However, this is not the case. Language rules are very much needed in learning Arabic. Because with the rules of language, the learner will speak properly and correctly as used by native speakers. In practice, teachers can start from an easy arrangement of words, phrases, and sentences. From here it can be graduated to more complex sentences. No matter how complex an Arabic sentence is, it cannot be separated from the simple rules that need to be taught from the beginning.¹⁶ In fact, in some Modern Pondok in Indonesia, Arabic rules are taught using *fuscha language* or *ta'lim al-qawaid bi allughah*, and not using the mother tongue, either Indonesian or local language, to familiarize listening skills in Arabic.

Forming habits in speaking. Speaking skills can be improved with practice and habituation. Individuals need to get used to speaking in different situations and with different people. Overall, achieving speaking skill goals that include ease, clarity, responsibility, critical listening, and habitual speaking, will help individuals to become better and more effective speakers in communicating with others.¹⁷

CONCLUSION

Based on the discussion presented above, it can be concluded that learning *maharah al kalam* at the beginner level can be done with various learning techniques that we have discussed above. Starting from the use of audio and video media, writing exercises using textbooks and other reading materials, as well as the use of the internet and technology. The combination of some of the techniques above is expected to help increase the effectiveness of learning *maharah al kalam* for beginner level. There are also supporting factors for learning kalam, starting from *an-nuthqu* or pronunciation, *Mufradat* or vocabulary, *Qawa'id* or Arabic rules.

Teachers need to choose materials that are appropriate and relevant to the needs of students. In teaching *maharah al kalam*, the teacher must act as a facilitator who helps students understand the material and provides opportunities for students to speak and discuss topics that have been prepared. Thus, teaching *maharah al kalam* at the beginner level requires a creative and innovative approach so that students can acquire optimal Arabic language skills.

In learning *Maharah al kalam*, a learner must be able to understand grammar, vocabulary, and sentence structure in Arabic. This can be achieved through speaking,

¹⁵ Nurmasiyah Syamaun, "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan," *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2016): 343-59.

¹⁶ Mahmudah, "Pembelajaran Maharah Kalam Dengan Media 'Learning. Aljazeera. Net' Di Universitas Darussalam Gontor."

¹⁷ Nuril Mufidah and Intan Izha Rohima, "Pengajaran Kosakata Untuk Mahasiswa Kelas Intensif Bahasa Arab," *Uniqbu Journal Of Social Sciences (UJSS)* 1, no. 1 (2020): 13-24.

listening, and reading exercises. In order to achieve this, a learner must practice consistently and continuously in the use of Arabic.

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