CAPABILITY LEARNING ON SPEAKING IN ARABIC
(An Ethnographic Study at Arabic Department Of FITK
UIN Syarifhidayatullah Jakarta)

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Abstract: *This study aimed to obtain an extensive understanding regarding to learning ability on to speak in Arabic at Department of Arabic Education Faculty of Tarbiyah and Teacher Training UIN SyarifHidayatullah Jakarta. This study involves qualitative method comprehending ethnographic method by Spradley model. This study lasted from November 2015 to June 2016. The data was obtained from participatory observation, interview, documentary analysis, and audio-visual material. This study proves that: (1). the learning objective is considered by the level of Muhâdatsahthat is divided into level 1, level 2, and level 3. (2). Curriculum applies on KKNI basis (National Education Quality Standard). And the syllabus applies Functional Syllabus. (3). Scenario of the learning material covers themes on conversation, vocabulary, the maqala concerning to the most recent development and attractive topic on argumentative debate relating to educational issues. (4). The method involves Eclectic Method that organises Grammar-Translation method, Direct Method, Audio-Lingual Method, and Debating Method. (5). The media of learning is equipped by powerpoint presentation, video (native speaker), and printed materials. (6) the evaluation is conducted on the performance basis to assess the ability on Arabic through communicative activity, orally and in writing. (7) the lingual environment is supported by formal and informal environment.*

Keywords: Learning, Speaking, Arabic, Ethnography

INTRODUCTION

An adult may improve second language proficiency, in this case is foreign language, through natural acquisition by socializing in a language society where the language is spoken or being enrolled in a well-structured formal institution, by applying appropriate learning method, obtaining attractive learning material, being well-equipped by effective media and learning kit. Krashen (1982:10) believes that an adult effectively elaborates two waysto develop second language (foreign language)

proficiency. Firstly, how kids acquire their first language, this is called by 'acquisition'. Similarly, the language was sub-consciously acquired or throughnatural process. Secondly, by learning the language. Again, the language was consciously acquired through learning through the formal grammar of the language.

Ellis either describes two kinds of language acquisition, naturally and formally. Ortega convinces that second language acquisition is a study to understand how the second language is learned naturally or through structured learning context. A natural learner learns language from some opportunities such as multicultural environments, colleges, and jobs, without an intense lecturing on the language he is working on. In contrast, people learn language through formal class, such as in some educational institutions, schools or colleges, or through informal language class, and etc.

Speaking skill (*mahârah kalâm*)or named by*Muhâdatsah* as well, is attractively observed for its uniqueness. Furthermore, the uniqueness is well-known as social capability as it collaboratively involves an individual to transform information, idea, opinion, and emotion to another one orally that enables them to interact. Furthermore, the speaking skill reasonably requires other people to run the communication while the other skills do not.

Penny Ur in Basic convinces that the speaking skill is the most desirable as the most desirable thing by any language learners are to speak that language.Moreover, Brown[1] affirms that the speaking skill is complex regarding to micro and macro skill through communication. Hughes in Harwood[2] shows that speaking is considerably a particular communication and the basis of human contact to develop individual identity. He convinces that in love with the language and its native speakers helps individual to learn the language.

In addition, Hughes[3] described that the concept of speaking ability is a part of language ability that covers linguistics of discourse, lexis, grammar,

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[1] Brown, H. Douglas. (2007). *Teaching by Principles : An Interactive Approach to Language Pedagogy*, (New York: Pearson Education, Inc. P. 328

[2] Harwood, Nigel. (2010). *English Language Teaching Materials: Theory and Practice*, New York: Cambridge University Press. P. 208

[3] Hughes, Rebecca. (2011). *Teaching and Researching Speaking*, United Kingdom: Pearson Education Limited. P. 6

phonology/phonetics. Hughes shows that speaking ability is a part among other skills. Speaking ability stipulates 3 aspects, (1) organizational and behavioral aspect that deal to psycholinguistics and sociolinguistics, pragmatics, kinetics, concept and talk analysis; (2) Structural aspect that deals to syntax, grammar, morphology, lexicon/words, and phonology; (3) Articulation aspect that deals to phonetics, phonemics, prosodics/intonation.

Those are corresponding toTarigan[4] saying that speaking is a kind of manly behavior that works on physical, psychological, neurological, semantic, and linguistic features extensively or in wider understanding, plays its role as the most feature used by people on social control. Speaking is beyond articulating sound and words. Speaking plays as an instrument to convey messages, managed and advanced to fit to speaker (*mutakallim*) and listener (*mustami'*) need. Speaking has corresponding system to communication. Communication process fundamentally works to transfer concept or emotion to other people (communicant). This concept may have idea, information, and emerging opinion on the speaker's mind. While the emotion may work on belief, compromising, doubt, worry, fury, patriotic, excitement, and likewise rising from someone's heart. The communication conducted among people is demonstratively complex and adaptable. However, there are certain characteristics to enable the communication takes place

Accordingly, by applying *Muhâdatsah*on learning, the learners are expected to speak in Arabic in accordance with Arabic accentuation(*lahjah 'arabiyyah*) formally(*fusha*)not'*ammiyyah* (non formal), are able to pronounce letters under well *makhraj* dan intonation (*nuthqu al-ashwât*), to perform dialogue (*hiwâr*), to deliver speech (*khithâbah*), to welcome people (*al-kalimât*), to announce (*al-i'lâm*) or to suggest (*irsyâdât*), to tell a story (*qishshah*) or to entertain by fun stories (*nawâdir*), to conduct a discussion (*munâqasyah*) in the classroom by performing presentation (*nadwah*), debating (*munâzharah*) and some other forms.

Concerning to those matters, Ridwan[5] highlights the importance that some learners assume that it is unrealistic to comprehend completely grammatical system

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[4] Tarigan, Henry Guntur. (2015). *Berbicara: Sebagai Suatu Keterampilan Berbicara*, Bandung: Angkasa. P. 16

[5] Ridwan, Sakura (2011). *Metodologi Pemelajaran Bahasa: Aplikasi dalam Pengajaran Morofologi-Sintaksis*, Yogyakarta: Kepel Press. P. 53

of the language they are working on. Therefore, teacher must outline more preferably on fluency rather than accuracy.

Hence, this research is aimed to obtain a comprehensive understanding about the process of teaching speaking Arabic in Department of Arabic Education under Faculty of Tarbiyah and Teacher Training at State Islamic University of SyarifHidayatullah in Jakarta purposing to produce graduates that actively understand Arabic on communication orally or in writing, is probably achieved.

Practically speaking, this research could be a model among learning models in*Muhâdatsah*subject in Higher Education Institution that promotes Arabic studies. Moreover, this research is expected to be comparable material on *Kalâm*or *Muhâdatsah s*ubject at State Islamic Higher Education (PTKIN) under supervision of Ministry of Religious Affairs (Kemenag), and Ministry of Research, Technology, and Higher Education (Kemenristekdikti)

METHODOLOGY

This research was conducted starting from November 2015 to June 2016. This research involves qualitative approach that applies ethnographic method. By applying ethnographic method, the researchers describe and analyse whole aspect on cultural theme roles in Department of Arabic Education under Faculty of Tarbiyah and Teacher Training at State Islamic University of SyarifHidayatullah in Jakarta and to establish an interpretation to draw a conclusive statement on what learning is according to the viewpoint of people involved in.

According to Cresswell the data could be obtained from observations, interviews, documentaries and audiovisual material analysis consisting of images and sound (recording) by the researcher to comprehend the central topic.

To analyze data obtained from participatory observation, this ethnographic study involves Spradley model to bring out questions. As Emzir (2012:209) suggests, ethnographic researcher need to analyze their fieldnotes when a period of fieldwork is completely done afterward to find what to search on the next period of participatory observation. There are 4 types of analyzing techniques, they are: 1. Domain Analysis, 2. Taxonomy Analysis, 3. Component Analysis, 4. Topic Analysis.

FINDINGS

The research finding is wrapped up in the table below:

Table1. Process of Learning Arabic speaking ability

Learning Components	Results
Curriculum and Syllabus	National Education Standard Framework (KKNI), and *functional syllabus*
Learning Objective	Purposing to two areas, those are: (a) the mission of the department (program studi) is to expanding Arabic as scientific field, developing Islamic studies on Arabic literature basis, communication skill, the culture of research, and future educational profession by national scope; and (b) the objective of the department (program studi) is to bring about graduates that possess Arabic skill actively in communication, oral and written.
Learning Materials	The learning materials are arranged in books, *Muhâdatsah*themes, and are taught in every meeting. The materials convey moral lesson, possess new words and vocabularies in line with the theme, give students more knowledge, and above all, suit to the curriculum and students' needs.
Learning method	Communicative method, debate, and eclectic, combining among grammar-translation and direct to audiolingual.
Technology used	Power point as media assisted by LCD Projector that is available in the classroom. Furthermore, it operates printed books that students have to possess to make them easier to grasp the materials.
Evaluation of the learning	On the performance basis, purposing to assess Arabic skill through communication activity, orally and written.
Lingual Environment	Formal and informal environment
Cultural theme	Going beyond the majority (*out of the box*) and tough learning ethos; competitive and working together through the process and to establish the lingual environment.

DISCUSSION

The discussion of the research finding is detailed below: Firstly, the Department of Arabic applies KKNI model as curriculum. The basis of this curriculum is to displaying behavioral domain, understanding, skill, includingtransferable skills, and considering to long life learning. To design the curriculum applied to improve skill of speaking Arabic, it has to correspond to the orientation basis of the Department of Arabic, it is, to produce graduates that having

good skill in Arabic and actively involved in communication process, orally and in writing.

Therefore, it is obvious that on the curriculum deisgn, students are expected to be proficient to describe the Arabic foundation, to be clear and concise in presenting idea, being highly appropriate in speaking and writing, equipped by pedagogical skill regarding to Arabic learning, performing clear and coherent oral skill, to actively participate in the classroom discussion or in more extensive situation (seminar and conference).

In developing the curriculum applied in the Department of Arabic, learning to speak in Arabic in particular, directly subject to the orientation of the Department of Arabic, it is, to produce graduates that having good skill in Arabic and actively involved in communication process, orally and in writing. As Wahab[6] states that there are four purposes on Arabic Education. The mapping of those purposes is crucial to locate and point out where the development of PBA curriculum goes to. To begin with, religious purpose, it means that people learn Arabic to understand and call for Islam. (*fahm al-maqrû'*). This purpose is obviously identified on learning receptive skill *mahârah istiqbâliyyah* (listening and reading) and on learning productive skill as well/*mahârah ta'bîriyyah-intâjiyyah* (speaking and writing). Secondly, academic purpose, people learn Arabic purposing to grasp the sciences and skill of Arabic (*istimâ', kalâm/tahadduts, qirâ'ah,* and*kitâbah*) and translation. This purpose puts Arabic as a science and object of study that isnecessarilyimportant in academic background. Thirdly, professional/practical and pragmatic purposes, it means that people purposely learn Arabic for professional, practical or pragmatic interest such as skilled in oral communication (*muhâdatsah*) to be migrant workers, diplomat, tourists, business man, or to study in a Mid-Eastern college, and other relevance. Finally, ideological and economical purpose, learning Arabic to understand and employ Arabic as medium to proliferate orientalism, capitalism, imperialism interest, and many other things.

To settle the syllabus, the lectures are under some considerations, one of those is purposely to enable their students having capability to speak in Arabic. And

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[6] Wahab. Muhbib Abdul. (2016). *Standarisasi Kurikulum Pendidikan Bahasa Arab Di Perguruan Tinggi Keagamaan Islam Negeri, Arabiyât* : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban. P. 34-35

the settled syllabus co-works to current applied curriculum approved by the Faculty meeting on curriculum design. The components covered are: foundational component, the indicator of competence, learning materials, evaluation and criteria of learning. Those components indicate that designed syllabus does not suit to KKNI yet applied in the Department of Arabic Education.

Secondly,to run the mission and objective of the Department concerning to speaking ability and producing graduates that actively understand Arabic to communicate in speaking and writing, the Department of Arabic Education has obviously regulated the purposes of learning under the curriculum that settled by the Faculty, they are: (a) to be able to describe the basis of Arabic; (b) to be able to demonstrate a clear, concise, and good presentation by speaking and writing; (c) To obtain pedagogical capability regarding to Arabic Education; (d) To demonstrate clear and coherent oral communication skill dealing with Arabic Education; (e) to demonstrate an active achievement in a discussion forum by the classroom or by more extensive involvement (seminars and conference).

Thirdly, the lecturers have designed learning materials arranged in books, or in topics of *Muhâdatsah*that lectured on every course. Generally speaking, the designed material conveys moral lesson, consists of thematic new words and vocabulary (*mufradat)*, improves students' knowledge, and above all, those materials are in line with curriculum and students' needs.

In interview and observation, lecture applies a sort of techniques to carry the materials: (a) to create fun and enjoyable out of fear and distressed, (b) to suggest constructive advices to attract students to the learning; (c) To play as model that applies Arabic indoor and outdoor; and (d) to introduce applicable learning materials. In addition, in designing the materials, the lecturer basically fuses his perception and experience in to. That is absolutely inseparable from his educational background and studying or living (*muqim*) in overseas countries.

Fourthly, in *Muhâdatsah* 1, it applies eclectic method, combining Grammar-Translation method to Direct and Audiolingual Method. This is seen through the learning process which students do not learning target language only but its culture

as well. According to Effendy[7] teaching Arabic in college generally applies eclectic method under several circumstances. Among those are, heterogenic enrolled students, immense authority of the lecturers, and more accessible to current situation in teaching language methodology.

While in *Muhâdatsah* 2, it also applies eclectic method by a same circumstance, the heterogeneity and background of students, and classroom atmosphere. Furthermore, communicative method is also involved as lecture intensively want to improve communicative skill of his students, to apply the language for multi purposes and multi opportunities through *Muhâdatsah*. This can be observed through conducting dialogue activity dealing with the topic of materials. Moreover, it provides opportunity to students to present their paper in purposing to improve their communication skill, under the purpose to apply the language for multi purposes and multi opportunities through *Muhâdatsah*.

As Richards and Rodgers (2001:81) saidthat there are some possible methods to put in this learning procedures, among of them are: (a) presentation and a discussion, (b) Oral practice of each utterance of the dialog segment, (c) Questions and answers based on the dialog topic(s) and situation itself.

While in learning process at *Muhâdatsah* 3,applies debate method. Debate or widely speaking about chosen topic is an alternative technique to be applied to improve speaking skill at advance level. Students talk about debatable topic to other students in Arabic to stimulate an effective and enjoyable learning atmosphere.

Fifthly, the learning process employs media technology of powerpoint through LCD projector provided in the classroom. Knoblauch (2013:5) told that powerpoint presentation is a communicative work, works on genre of communication. It means that powerpoint worked by the presenter at a mean time that is supported by object and technology. Knoublauch explains that powerpoint as an advanced learning media or a medium of communication to convey the message of learning material (*a source*) to *a receiver*supported by ICT (*Information and Communication Technologies*) basis.

Furthermore, it also uses printed book as the media that is mandatory to ease them to learn. That purposes to improve*reading habits*among students. Instead

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[7] Effendy. Ahmad Fuad. (2004). *Metodologi Pengajaran Bahasa Arab*. Malang: Misykat. P. 71

of*powerpoint*and printed books, bell could work as a media to time effectively discussion activity and.

Sixthly, the evaluation of learning process is on performance basis purposing to effectively assess speaking Arabic through communication activity in speaking (*kalam*) or writing (*kitabah*). Yet, it does not ignore the evaluation on receptive skill such as, (istima') and reading (*qira`ah*). In its implementation, this evaluation on performance basis is integrated into the learning process.

In *Muhadatsah*1, the assessment is operated through role-play. Effendy[8] contends that, role play contains recreative value, therefore it is exciting. In the role play, students prepare to, (a) select the topic story which has positive value in its dialogues as a medium to teach speaking skill, (b) practice before performance.

While in*the Muhadatsah* 2, the assessment is managed by *hiwar* (*face to face*) and writing*maqalah*. It is mentioned by Hingle and Linington in Richards and Renandya[9] to soak up more language learners and enable them to talk about themselves, their families, houses, colleges, hobbies, and many other things. Consequently, this procedure involves a list of questions.

While in the*Muhâdatsah* 3, the assessment is determined by the actively involvement during debate. Though, the debate is played collectively, the pro and the cons, everyone is assessed individually. Scope of the assessment is: (a) fluency, and (b) flowing idea or concept. This assessment model is expected to decrease psychological stress among students for its nature and flexibility.

*Seventhly,*Arabic language operates formal and informal environment. Formal environment (genuine) manages natural situations with native speaker (in this term: lecturer) that is supported lingual communication process. In addition, informal situation is created by the lecturer and students' design that collaborate ttothe department and The Association of Students Department (HMJ) to provide more opportunities for students to practice the language they are working on to achieve learning objectives, such as through Arabic debate, speech contest, and learning Grammar-Morphology at Tuesday, Wednesday, and Friday at 4 in the afternoon. Moreover, HMJ organizes Arabic week annually such as ALF (*al-'Arabiyyah Lil*

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[8] Effendy. Ahmad Fuad. (2004). *Metodologi Pengajaran Bahasa Arab*. Malang: Misykat. P. 71

[9] Richards. Jack C. dan Willy A. Renandya. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. New York: Cambridge University Press. P. 355

Funûn). This activity intends to organize some contests; debate, news-anchoring, *Qirâ`atul Kutûb*, *Muhâdharah*, and also Arabic Symposium.

Furthermore, the lecturers and students are expected to be actively manage verbal and visual environment. The verbal environment is managed through oral communication activity indoor and outdoor like as Arabic greeting among mates, oral announcement in Arabic, Arabic speech contest, debate, or other activities that provide students more opportunities to practice Arabic as a spoken instrument of communication. Beside, to create a visual environment could be possible made by 'Arabicising' name-tag, written announcement and hanging on such as

العربية ، غرفة المدرسين ، غرفة رئيس قسم اللغة العربية. And Arabic proverb hangs on classroom cornersuch as **"أساليب الكلمات الجذابة ونماذجها"**.

Those efforts indicate that the lecturers and the students are actively involved to create informal language environment. Ainin[10] (2011:22) conceives about verbal and visual environment. Verbal Arabic environment is managed through oral communication indoor and outdoor such as to greet people in Arabic, spoken announcement, Arabic speech contest and debate, or other activities that provide students more opportunities to practice Arabic as a spoken instrument of communication. Meanwhile, to create visual environment could be enabled by Arabicising name-tag, written announcement, periodical wall-display vocabulary, or words with moral weight.

The cultural theme involved in this research is a culture of going beyond borders (*out of the box*) and powerful learning ethos. UIN Syarif Hidayatullah Jakarta provide a powerful academic culture. Halim[11] (2012:103) claims that UIN Syarif Hidayatullah Jakarta holds moderate, rational, and open Islamic culture that plays as significant factor that supports to acceptability of its graduates in the nation and society. Halim details the vary of intellectual transformation happened among the academicians which their concept could color scientific atmosphere in Indonesia and this confirms that we are in a position where learning ethos is higher on the basis of the culture of going beyond borders (*out of the box*) as the ground to establish

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[10] Ainin. Moh. (2011). *Fenomena Demotivasi dalam Pembelajaran Bahasa Arab di Madrasah: Penyebab dan* Alternatif *Pemecahannya,* Malang: Universitas Malang. P. 22

[11] Halim. Sudarnoto Abdul. (2012). *Renaisans Universitas Islam Negeri.* Jurnal Alumni UIN BIJAK. P. 103

significant framework and piece of work towering into beyond the sky of archipelago.

That is seen through *Muhâdatsah*learning. One among lecturers dare to prepare a theme of learning material that is different to *Muhâdatsah*the researcher does not discover in other colleges.*Muhâdatsah* 2, in particular,covers uncommonly attractive themes; politics, urban lifestyle, arsenal competition among nations, clash among east and west civilization and etcetera. All these are purposing to introduce them wider knowledge and to get them into new terms *Muhâdatsah*.

Another cultural theme is to attract competition and co-working on learning process. An interesting feature in the *Muhâdatsah* is the involvement of lecturers to design fun-learning activity. As Alwasilah in Hermawan[12] explain receptive attitude is important to any foreign language learning, it is to receive the learning process consciously without feeling guilty of making mistake and to be aware that learning is not a burden. He exemplifies to soccer. Although, the game runs toughly and avoids no injury, exhaustive and fatigue, the players are always excited all over the game. Therefore, *Muhâdatsah*is well-designed by the lecturers to suit to fun and excitement by attracting competition andco-working activity.

Later, to design the environment of Arabic social culture. As an academic society in the Arabic Department, students are aware of practicing Arabic to improve their ability on Arabic communication through speaking and writing, indoor and outdoor. Practicing needs a supporting environment. Consequently, students establish their own space and commit to speak in Arabic in it.

This culture is pushed by the awareness of the students, believing that they are less-acquired the language. As Ainin [13] (2011:6) said that the course implies more on learning aspect rather than acquisition. the learning which puts more on learning produces students which are well-understoodto grammar but making no effort to use Arabic in communication. Psychologically, Arabic learning that emphasizes more on formal aspect only carries out less-attractive, less-interactive, and less-communicative.

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[12] Hermawan. Acep. (2014) *Metodologi Pembelajaran Bahasa Arab*, Bandung: Remaja Rosdakarya

[13] Ainin. Moh. (2011). *Fenomena Demotivasi dalam Pembelajaran Bahasa Arab di Madrasah: Penyebab dan* Alternatif *Pemecahannya,* Malang: Universitas Malang. P. 16

CONCLUSION

Basically, the process of learning Arabic skill in the department of Arabic is fine, positively signified, and meaningful to the students and the researchers who have got along the process of learning. It does not go beyond the academic and social culture as the main characteristic and cultural mark of the learning to establish students' point of view toward the learning process.

The academic culture formulates the purpose of the learning, determines applied learning method, extending the learning materials, assessment model, improving the motivation of learning, reward and punishment model, stimulating competition and co-working over the process of the learning, utilizing the learning facilities, and so on. In addition, to support the out, it establishes; communication and interaction among teachers and students, or among students in Arabic as the classroom society to build a language environment and enjoyable learning atmosphere.

Among of the indication is seen below:

Firstly, the Department of Arabic applies KKNI. The structure of this curriculum at least displays attitude, knowledge, skill, including the transferable skills domain, and moreover considers long life learning. At the same time, the applied syllabus is suitable to the current curriculum, approved by the Faculty. While, the component covers: basic component, the indicator of competence, class material, learning strategy, class task, evaluation, and class criteria. Those show that the designed syllabus does not meet KKNI applied in the department of Arabic.

Secondly, to formulate the purpose of learning speaking Arabic skill, the lecturers refer to the purposes of learning in the curriculum approved by the Faculty, they are: (a) to be able to describe the basis of Arabic; (b) to be able to demonstrate a clear, concise, and good presentation by speaking and writing; (c) To obtain pedagogical capability regarding to Arabic Education; (d) To demonstrate clear and coherent oral communication skill dealing with Arabic Education; (e) to demonstrate an active achievement in a discussion forum by the classroom or by more extensive involvement (seminars and conference).

Thirdly, the lecturers have designed learning materials arranged in books, or in topics of *Muhâdatsah* that lectured on every course. Generally speaking, the designed material conveys moral lesson, consists of thematic new words and

vocabulary (*mufradat)*, improves students' knowledge, and above all, those materials are in line with curriculum and students' needs.

Fourthly, the lecturers apply the vary of learning method; communicative method, Ecclectic Method, it is, a combination between Grammar-Translation, Direct, Audiolingual, and Debate Method.

Fifthly, over the lerning process, the lecturers seem to involve PowerPoint presented by LCD Projector that is provided in the classrom and involve printed book too to grasp the material easily.

Sixthly,The lecturers evaluate the learning process on performance basis to assess the ability of speaking in Arabic obviously through communication process, in speaking and writing.Yet, it does not pass over the assessment of receptive ability; listening (istima') and reading(*qira`ah*).

Seventhly, both lecturers and students collectively involve to establish Arabic environment, as well formal and informal. The formal environment naturally situates with the language native speaker (in this case: the lecturers) supporting lingual communication. Whereas, informal language constitutes by the design of both lecturers and students involving The Department of Arabic and The Association of Students Department. To provide the students more opportunities to practice *fusha*of Arabic.

In addition, the culture of going beyond limit and powerful learning ethos are applied for the cultural theme in Arabic learning of the department. The sense of competing and co-working, and the sense to establish Arabic environment.

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