

Analysis Study Of The Sam'iyah Wa Syafawiyah Method Concept In Learning Arabic Language At The Madrasah Tsanawiyah Level

Fathur Rusydi Amar, MA¹

¹STAI Darul Hikmah West Aceh, Aceh Province Of Indonesia

Email: rusydiamar98@gmail.com

Abstract

The selection of the right method is expected to grow various student activities in connection with the teacher's teaching activities, so that they can achieve what is expected in the teaching and learning process. It can also encourage students to achieve optimal performance. Once again, among the methods of teaching Arabic that have been applied, each has advantages and disadvantages. Initially, the translation method was considered the most suitable for the ability to read effectively and understand the content. then came the Aural Oral Approach Method (Sam'iyah Wa Syafawiyah) which was once considered the most effective because it is based on linguistic principles which are expected to be able to answer and overcome various problems in the process of teaching and learning Arabic whose main goal is for students to have language skills or Arabic language skills properly and correctly. Thus, the purpose of teaching Arabic should refer to efforts to foster and develop the four aspects of language skills in question, namely the ability to listen, speak, read, and write with the hope that students are able to understand the language well through hearing or writing.

Keywords: Analysis, Sam'iyah Wa Syafawiyah Method, Arabic

INTRODUCTION

Madrasah Tsanawiyah is a junior high school with Islamic characteristics organized by the Ministry of Religion. The Madrasah Tsanawiyah curriculum was determined by the Minister of Religion, so in the Madrasah Tsanawiyah curriculum there were Arabic language subjects that had to be taught to students at Madrasah Tsanawiyah. Teaching Arabic at Madrasah Tsanawiyah is an educational process that is directed at encouraging, guiding, developing, and fostering



Arabic language skills, both actively and passively, as well as fostering a positive attitude towards Arabic, in this case Fusha Arabic (GBPP Bahasa Arab, 1994: 1). Active Arabic language skills, namely the ability to communicate, both verbally, namely being able to talk to other people, or in writing such as making essays. Passive Arabic language skills, namely the ability to understand other people's speech and the ability to understand reading.

In teaching Arabic at Madrasah Tsanawiyah there are sub-subjects of Arabic lessons which are all important and interrelated, so that if one of the sub-topics is not developed in teaching, the goal of mastering the language may not work well. In the Outlines of the Teaching Program each subject includes four sub-topics, namely: Speaking (including listening), mufradat and sentence structure, reading and writing (*Insha' Muwajjah*). The four components are presented in an integrated manner (*Nazhariyyah Wahdah*). (GBPP Bahasa Arab, 1994: 4).

Thus, the teaching of Arabic used in Madrasah Tsanawiyah is a unitary theory system (التي ربطت دحولا) which teaches the sub-subjects of Arabic lessons in an integrated manner and together as a whole, without selecting and distinguishing between the sub-subjects of Arabic lessons. another.

Further explained in GBPP 1994 concerning the teaching of Arabic at Madrasah Tsanawiyah states that, In essence, learning Arabic at Madrasah Tsanawiyah is learning to use that language in communicating, both orally and in writing, not to explore the Qawa'id language itself. Studying Qawa'id is only for those who are prepared to become proficient in Arabic. (GBPP Bahasa Arab, 1994: 4).

The existence of the very important and special role of the Arabic language in the life of Muslims is not excessive if teaching needs to receive serious and thorough emphasis and attention, both in formal and non-formal institutions. In teaching Arabic or other foreign languages, what is often highlighted and discussed is in terms of methods, the success or failure of a teaching program, especially languages, is often judged in terms of the methods used, because it is the method that determines the content and method of teaching the language (Sumardi, 1974: 7).

Therefore it is not surprising that in the field of language teaching there are often changes from Method A to Method B, then back again to Method A. This can happen because in the field of language teaching there are various kinds of teaching methods and among the existing Arabic language teaching methods, there is no one that is best used for various purposes of teaching Arabic, because all of these methods each have advantages and disadvantages. But if the teacher can choose and use it appropriately, that is, in accordance with the objectives, material, student abilities, teacher abilities as well as the time conditions and



adequate teaching equipment or media, then what is expected can be achieved in the teaching and learning process.

It was further explained in GBPP Arabic 1994 concerning the objectives of teaching Arabic at the Tsanawiyah Madrasah that: Arabic lessons at the Tsanawiyah Madrasa aim to enable students to actively and passively master Arabic Fusha vocabulary totaling 700 words and expressions in various forms of words and basic sentence patterns programmed so that it can be used as a communication tool and as a basis for understanding simple Islamic religious books, in addition to the Qur'an and Hadith. (GBPP Bahasa Arab, 1994: 1).

From the explanation above, it can be stated that the purpose of teaching Arabic at Madrasah Tsanawiyah is so that students can master Arabic actively or passively which is arranged in various takrib (structures) and sentences and sentence patterns that are expected to be used to communicate and understand the sources of Islamic teachings, namely the Koran and Hadith, and Arabic-language books relating to simple Islam.

THEORETICAL BASIS

A. History of the Sam'iyah wa Syafawiyah Method (Audio-Lingual Method)

The development of language skills through an approach based on reading methods that emphasized the ability to read and understand texts turned out to be unsatisfactory for some people in the United States, especially when this country participated in World War II. And only then was it realized and felt how lacking the ability of the United States was in the field of foreign languages, especially for its Army and Marines who were stationed in several countries either as translators of documents or other jobs that required direct communication with the local population. It was further explained that "To train its personnel, the United States Department of Defense formed an agency called ***the Army Specialized Training Program (ASTP)*** involving fifty -five universities in the United States." (Ahmad, 2003: 46) .

Army or Army Special Training Program Specialized Training Program (ASTP), which began in 1943, aims to enable program participants to achieve active language proficiency, namely speaking skills in several foreign languages. So to achieve the goals of this program, we asked for advice from experts in the field of linguistics, including Franz Boas, who stated that "We should use as much time as possible for exercises to accurately imitate everyday conversations that are commonly used". (Sumardi, 1974: 29).

A number of linguists consider the ASTP model of foreign language teaching based on oral representations to have been successful, therefore the ASTP model should be applied in general outside the military program. It was further explained that "This ASTP model is the

forerunner of the Aural-Oral or Audio-Lingual method, after being developed and given a methodological basis by various universities in the United States, especially by the University of Michigan". (Ahmad, 2003: 46).

According to (Nababan, 1992) that in 1951 to the early 60s the *Audio Lingual* Method reached its peak of fame. After that, linguists and language teaching practitioners began to criticize it, because students after studying for several years still cannot communicate fluently in the Target Language (BT).

B. Implementation of the Sam'iyah wa Syafawiyah Method (*Audio Lingual Method*)

One of the linguistic principles states that language is primarily speech, namely the sounds of language that are spoken and can be heard. It is on this basis that several language teaching experts establish a principle that language teaching must begin by teaching aspects of hearing and pronunciation (Aural-Oral) before reading and writing.

Audio Lingual Method is often known as the Aural-Oral Approach. As the name implies, this method is first ***Aural in nature***, meaning that it can raise the learner's comprehension of the language he hears from other people's speech and understands its meaning. Both are ***Oral in nature***, meaning that they contain activities so that students can use the language orally in associations that use Arabic.

In other words, this method starts language teaching by first teaching listening skills or listening to the sounds of language in words or sentences and then pronouncing them, before reading and writing lessons. Thus the order of language proficiency lessons is:

1. listening : (عامتسلا)
2. speaking : (قئداحملا)
3. Reading : (ةأرقلا)
4. wrote : (ةباتكلا)

With the Aural-Oral Approach, we practice a way of teaching that is in accordance with the nature of language, because language is basically speech and consists of language sounds that can be heard after being spoken (Aural-Oral). This means that a teacher should start teaching language with listening and pronunciation aspects before reading and writing aspects. With the Aural-Oral Approach we also practice teaching Arabic in accordance with the process of learning language for humans in general. (Ministry of Religion-RI, 1976: 112-113).

Audio Lingual method, practicing pronouncing vocabulary, sentence structures by imitating the teacher's words will be easy for students to remember and get used to, because



they are directly demonstrated. So one of the objectives of teaching Arabic through this method is listening skills, so as to be able to understand and understand.

The steps in presenting Arabic material according to the Audio-Lingual Method are as follows:

1. Presentation of short dialogues or readings, in which the teacher reads them repeatedly, and students listen without looking at the text.
2. Imitation and memorization of dialogues or short readings, with the technique of imitating the teacher's reading sentences per sentence simultaneously and memorizing those sentences.
3. Presentation of sentence patterns contained in dialogues or short readings that the teacher considers difficult, because there are difficult structures or expressions. This is done by drill technique.
4. Dramatization of dialogues or short readings that have been trained above. Students dramatize/demonstrate memorized dialogues in front of the class in turn.
5. Form other sentences that match the sentence patterns that have been given (Nababan, 1992: 33).

In line with the above, the learning activities in the classroom with the *Audio Lingual Method*, are in the form of demonstrations and Grammar and Sentence Structure Drills, speech exercises and exercises using vocabulary by following or imitating the teacher. He reads or pronounces the vocabulary that will be taught and the structure of the sentence one by one that has been selected and the student imitates the teacher's words, one or up to three times. Then the teacher can switch to vocabulary and other sentence structures if students are considered to have mastered and know where the intonation pressure is. And so on until the end of the teaching event.

C. The Strengths and Weaknesses of the Sam'iyah wa Syafawiyah Method (*Audio Lingual Method*)

In teaching Arabic or other foreign languages, what is often the focus or subject of discussion is in terms of method. The success or failure of a teaching program, especially language, is often judged in terms of the method used because it is the method that determines the content and method of teaching language.

Therefore it is not surprising that in the field of teaching there are often changes from method A to method B, then back to method A. This can happen because in the field of language





teaching there are various kinds of teaching methods and no one method is the best or suitable for use. achieve the goals of teaching language because each method has its advantages and disadvantages, for this reason a teacher must really be able to choose and determine the right teaching method and is suitable to be applied in situations and conditions, so as to achieve what is expected in the teaching and learning process.

The advantages of the *Audio Lingual Method* are:

1. The students have good pronunciation skills
2. The students are skilled at making sentence patterns that have been trained/drilled.
3. The class atmosphere is lively because the students do not stay silent, they must continuously respond to the teacher's stimulus. (Ahmad, 2003: 49).

Meanwhile, according to Ahmad, the weaknesses of the *Audio Lingual Method* are as follows:

1. Student responses tend to be mechanistic, often not knowing or thinking about the meaning of what is being said.
2. Students can communicate fluently only if the sentences used have been previously trained in class.
3. The meanings of the sentences being taught are usually detached from the context, so that students only understand one meaning, even though a sentence or expression can have several meanings depending on the context.
4. The students are not given training in other meanings of the sentences being trained, as a result they only know one meaning or the meaning of a sentence. (Ahmad, 2003: 49).

CLOSING

The method is a way that must be owned and used by the teacher in an effort to convey and provide subject matter to students so that they can achieve the goals that have been set. Sam'iyah wa Syafawiyah, also known as Audio-Lingual, commonly known as the Aural-Oral Approach, is a method that prioritizes hearing and speech training. For this reason, a teacher must really be able to choose and determine the appropriate and suitable method of teaching Arabic in the teaching and learning process, because the subject matter delivered without regard to the use of the method will make it difficult for the teacher to achieve the goal . Therefore, a good Arabic teacher should know exactly what the Arabic teacher wants to achieve, knows what to teach to achieve that goal, knows how to bring it in class so that the goal can be achieved in the allotted time. determined by the curriculum, and knowing also when each stage





is taught. In other words, the purpose of teaching Arabic will determine the material to be taught, and also determine the system and method to be used.

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