

IMPLEMENTATION OF THE SAM'IYAH WA SYAFAWIYAH METHOD IN TEACHING ARABIC IN CLASS II OF MADRASAH TSANAWIYAH (MTS) PUTRA AL-ISHLAHUDDINY KEDIRI WEST LOMBOK

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Abstract

This research seeks to analyze the implementation of the Saam'iyah wa Syafawiyah method in teaching Arabic in class II of Madrasah Tsanawiyah Putra Al-Ishlahuddiny Kediri, West Lombok. The research method used is a qualitative *filed research method using* a qualitative descriptive approach and using a narrative qualitative strategy to try to investigate and tell the experience of the research object and retold by the researcher in narrative form. The results of the research show that the implementation of the Sam'iyah wa Syafawiyah method in teaching Arabic in Class II MTs Putra Al-Ishlahuddiny Kediri relies on the theory of the Sam'iyah wa Syafawiyah (Audio Lingual) method. However, regarding the implementation of the Sam'iyah wa Syafawiyahd Method in teaching Arabic in class II MTs Putra Al-Ishlahuddiny Kediri, it has run smoothly and is in accordance with what is stated in the theory of the Sam'iyah wa Syafawiyah Method, although it still requires improvement because there are several obstacles.

Keywords : Sam'iyah wa Syafawiyah Method, Teaching, Language

INTRODUCTION

Arabic is the language used by Allah to reveal the Koran. Thus, Arabic and the Qur'an are a unity that cannot be separated, so that Arabic has a special role compared to other languages, namely by being destined to be the language of the Qur'an (*Lajnah Pentashih Mushaf Al Quran Departemen Agama Republik Indonesia, Al Quran Dan Terjemah*, 2006).

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Meaning: *Indeed, we have sent down the Qur'an in Arabic so that you can understand it.* (QS Yusuf: 2)

The verse above provides an indication that studying Arabic is a requirement for understanding the contents of the Qur'an and studying the Qur'an means studying Arabic. Thus, the role of Arabic is not only as a means of communication between fellow human beings, but also as a means of communication between servants and their kholiq in the form of prayer, du'a and so on. The very important and special role of Arabic in the lives of Muslims is not an exaggeration if teaching needs to receive serious and thorough emphasis and attention, both in formal and non-formal institutions (FX. Koesworo et al, 2004) .

Teaching Arabic or other foreign languages which is often in the spotlight and as a topic of discussion is in terms of methods. The success or failure of a teaching program, especially languages, is often assessed in terms of the methods used, because methods are what determine the content and ways of teaching languages (Mulyanto Sumardi, 2017) . 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 not one that is best used for various Arabic language teaching purposes, because all of these methods each have their own advantages and disadvantages. shortcomings (Ahmad Y. Samantho, 2011) . However, if the teacher can choose and use it appropriately, namely in accordance with the objectives, materials, student abilities, teacher abilities and time conditions as well as adequate teaching equipment or media, then what is expected in the teaching and learning process can be achieved.

Among the Arabic language teaching methods (Arsyad Azhar, 2004) that have been in effect, each has its advantages and disadvantages, initially the translation method was considered the most suitable for the ability to read effectively and understand the content, then the Direct Method emerged as a reaction even though since its existence In the Roman period, the Aural Oral Approach (Sam'iyah Wa Syafawiyah) method emerged which was considered the most effective because it was based on linguistic principles which were expected to be able to answer and overcome various problems in the Arabic language teaching and learning process, the main aim of which was for students to have language skills. or the ability to speak Arabic well and correctly (Aziz Minanul, 2007).

Departing from the assumption that there is no best and most correct method for carrying out teaching to achieve the objectives of teaching Arabic, Madrasah Tsanawiyah Putra Al-Ishlahuddiny Kediri West Lombok implements the Sam'iyah wa Syafawiyah Method (Audi-Lingual Method) which is one an Arabic language teaching method that prioritizes listening and speech training (Aural Oral), by taking the advantageous aspects of this method (Dahlanz, 2008) .

By implementing the Sam'iyah wa Syafawiyah method at the Putra Al-Ishlahuddiny Madrasah Tsanawiyah Kediri, West Lombok, it is intended that mastery of the four language skills is balanced, the language skills in question are: Listening skills, speaking skills, reading skills and writing skills. In addition, in teaching and learning interactions, it is found that there are various situations experienced by students that influence the learning process, both internal learning problems and external learning problems that need to be addressed seriously and described in detail, so that solutions or solutions can be emerged. .

METHOD

The type of research used in this research is qualitative field research or *field research* (John W. Creswell, 2016) using a qualitative descriptive approach and using narrative qualitative strategies to try to investigate and tell the experiences of the research object and retold by the researcher in narrative form. (John W. Creswell, 2016) . The study in this research has two types of data, namely; primary data and secondary data. Primary data was obtained through in-depth interviews (Gunawan, 2013) and participant observation (Lexy J. Moleong, 2011) regarding the implementation of the Sam'iyah wa Syafawiyah method in teaching Arabic in Class II MTs Putra Al-Ishlahuddiny Kediri, and secondary data will be obtained

from documentation (Sugiono, 2016) , and three methods are used, namely; source triangulation, technical triangulation, and time triangulation to test the validity of the research data. And for data analysis in this research, we follow the Creswell data analysis model, namely; *spiral analysis*, which has the following stages, namely; The researcher will manage the data to be researched, read and record data related to what is experienced by the research object, describe, classify, interpret phenomena experienced by the research object, obtained from the results of data collection, and report the research results (John W. Creswell, 2016)

RESULTS AND DISCUSSION

Results

1. Implementation of the Sam'iyah wa Syafawiyah Method in Teaching Arabic in Class II MTs Putra Al-Ishlahuddiny Kediri

The implementation of the Sam'iyah wa Syafawiyah Method in Class II of Madrasah Tsanawiyah Putra Al-Ishlahuddiny Kediri can be said to have gone smoothly, because the Arabic language teacher, when starting the lesson, starts by listening to the sounds of the language in the form of words or sentences, before reading and writing lessons, then what he said was imitated by students individually and in groups or as a whole. After that, students are asked to practice the hiwar/dialogue in front of the class in turn, and after the students have mastered and are able to memorize the hiwar/dialogue well, then the teacher gives them the material to be written. So from all the explanations above, it can be stated that the implementation of the Sam'iyah wa Syafawiyah Method at the Putra Al-Ishlahuddiny Kediri Tsanawiyah Madrasah has been running smoothly and is in accordance with what is stated in the theory regarding the Sam'iyah wa Syafawiyah method, although it still requires improvement.

However, because there is no teaching method that is best for achieving goals and situations, because all methods each have their own strengths and weaknesses, of course this method, in addition to getting students used to using the language and practicing directly what they learn, is because the students participate actively directly. . It also provides students with the ability to repeat or imitate perfectly when they hear the teacher's words but are unable to practice in situations that are different from what they have learned.

2. Obstacles and Solutions to Implementing the Sam'iyah wa Syafawiyah Method in Teaching Arabic in Class II MTs Putra Al-Ishlahuddiny Kediri

The success of the teaching and learning process really depends on the time allocation given as in the 1994 curriculum in the field of Arabic language studies at MTs. Putra Al-Ishlahuddiny Kediri is set at two hours of lessons or 2 x 40 minutes so that in one quarterly period it is set at twelve weeks or 24 hours of lessons. However, with the change in the system from quarterly quarters to semesters, 72 hours of lessons are set in one year, for the first semester there are 40 hours of lessons and for the second semester there are 32 hours of lessons so that each student can prepare all the time and materials for completing daily or monthly assignments. . So for Arabic language teachers to use the material in the amount of time available is certainly a problem besides the existence of national and madrasa holidays on certain days such as Hultah which coincide with Arabic language class hours.

Time allocation is indeed an obstacle in teaching and learning activities, so the efforts made by the Head of Madrasah and TU MTs. Putra Al-Ishlahuddiny Kediri collaborates with the foundation to provide Arabic language teaching outside school hours (in the dormitory) three days a week after the Asr and Fajr prayers. Apart from that, the Al-Ishlahuddiny Kediri Islamic Boarding School holds Diniyah recitations which are held in the evening. This activity is very helpful in solving problems faced in learning Arabic. Apart from time allocation, the obstacles faced are related to the lack of Arabic language textbooks for class II MTs. Putra Al-Ishlahuddiny Kediri as a student handbook for teaching and learning activities at MTs. Putra Al-Ishlahuddiny still feels that he cannot meet the demands of students, because a teacher is not able to cover all the materials and all the subjects, the teacher must be able to guide what is actual and must be prepared as well as possible, clearly here the teacher's task is more difficult than just instructed to note down and memorize.

Efforts made by the Head of Madrasah, TU and MTs Arabic language study teachers. Putra Al-Ishlahuddiny Kediri to overcome the problem of the lack of Arabic textbooks for students to use is to collaborate with the government such as the Department of Religion and the Department of Education and Sports. Besides, students are emphasized to have their own books and students can make use of the madrasa library which is very helpful in completing their assignments.

Furthermore, in the teaching and learning process the obstacles are; There

are differences in the level of understanding of students who vary and the lack of courage to imitate the teacher's words in Arabic lesson material which is caused by the students' life and educational backgrounds. This is an obstacle in the implementation of Arabic language teaching, because some of the students come from remote villages and schools, This situation also causes students' ability levels to vary greatly. To overcome this problem, the Principal collaborates with the mudabir (management) of the Boys' Dormitory to provide Diniyah recitations in the evening. Apart from that, the Arabic teacher concerned fosters the will and motivates and creates a language environment in the classroom to attract students' attention and interest in Arabic language lessons. And finally, the obstacles found were; related to the absence of professional laboratory operators in operating language laboratories.

There is no laboratory operator who is professional in operating a language laboratory in presenting Arabic learning material using the Sam'iyah wa Syafawiyah method and still cannot meet the demands of students because presenting Arabic language material using the Sam'iyah wa Syafawiyah method will be better if the teacher use a language laboratory because students will hear truly accurate speech models and the teacher avoids fatigue and the possibility of errors or inaccuracies in speech. And the efforts made by the Head of the MTs Madrasah. Putra Al-Ishlahuddiny Kediri regarding these obstacles, namely; collaborating with the foundation to look for laboratory operators who are truly capable of providing direction and guidance to students.

Discussion

Teaching and learning activities carried out in schools or madrasas must always present several supporting elements for the implementation of the teaching, so that the aim of implementing teaching using the Sam'iyah wa Syafawiyah method carried out in Class II MTs Putra Al-Ishlahuhddiny Kediri can be carried out well . In order to achieve these teaching objectives, there needs to be support regarding the presence of teachers, support for students, learning materials, adequate time, appropriate methods and good evaluation techniques. The presence of teachers in implementing the Sam'iyah wa Syafawiyah method (Fahmi Akrom, 2007) in teaching Arabic in Class II MTs Putra Al-Ishlahuhddiny Kediri West Lombok is not an obstacle in its implementation, even though the teacher who teaches the Arabic Language Study Field has Takhassus education (Ma 'had Aly) is equivalent

to S1. This is because the teacher has expertise and ability in teaching Arabic (Rahmat Hidayat, 2007) .

When a teacher delivers learning materials to students in class, the learning materials that the teacher provides will provide less encouragement (motivation) to students if the delivery uses inappropriate strategies. This is where the presence of methods plays an important position in delivering learning materials. One of the methods (Fuad Effendy Ahmad, 2005) used in teaching Arabic subject matter at MTs Putra Al-Ishlahuddiny Kediri West Lombok is the Sam'iyah wa Syafawiyah method which is a method of teaching Arabic that prioritizes listening and speech training (Aural-oral), by taking the advantageous aspects of this method (Basri Abid, 2008) .

The Sam'iyah wa Syafawiyah method is used in teaching Arabic in Class II MTs Putra Al-Ishlahuddiny Kediri West Lombok, because according to linguistic experts/experts it is stated that language is first of all speech, therefore language teaching must begin with listening. language sounds in the form of words or sentences and then pronouncing them, before reading and writing lessons. Another assumption of this method is that language is a habit. A behavior will become a habit if it is repeated many times, therefore, language teaching must be carried out using repetition or repetition techniques. So from this basic assumption the Sam'iyah wa Syafawiyah (Audio Lingual) Method emerged to try to answer problems in the use of teaching methods, especially those related to Arabic language teaching methods.

From the illustration above, it can be stated that the use of the Samiyah wa Syafawiyah method in teaching Arabic at Madrasah Tsanawiyah Putra Al-Ishlahuddiny Kediri is so important, this is intended to ensure mastery of the four language skills is balanced, because the order of presentation is listening and speaking, then reading and writing. By using the Sam'iyah wa Syafawiyah method, it is also intended that failure in teaching Arabic can be avoided and problems can be answered. The Arabic language learning materials that are characteristic of the Sam'iyah wa Syafawiyah (Audio Lingual) Method are dialogue texts to be memorized by students, and related to their implementation, it can be said to be in accordance with the provisions taught by the theory of the Sam'iyah wa Syafawiyah method, although it still requires improvement, and requires evaluation so that it can become better.

CONCLUSION

Based on the research results found in the field and from the discussion above, the author can draw the following conclusions:

1. Implementation of the Sam'iyah wa Syafawiyah method in teaching Arabic in class II MTs. Putra Al-Ishlahuddiny Kediri is running smoothly and in accordance with what is stated in the theory of the Sam'iyah wa Syafawiyah method, although it still requires improvement because there are several obstacles.
2. Obstacles faced in implementing the Sam'iyah wa Syafawiyah method in teaching Arabic in Class II MTs. Putra Al-Ishlahuddiny Kediri includes students' varying abilities, students' lack of courage to imitate individually because they are afraid of making mistakes, lack of Arabic language lessons and a lack of textbooks that students have as well as other obstacles in the form of the absence of a Language Laboratory operator.

The efforts taken to overcome obstacles in the form of students' varying abilities and students not being brave enough to imitate individually because they are afraid of making mistakes is that teachers provide attention and guidance to students who are considered lacking in receiving lessons, in addition to fostering will and motivation. And efforts are being made to overcome the obstacle in the form of a lack of Arabic language lessons by increasing students' study time outside of school hours. Meanwhile, obstacles in the form of a lack of textbooks for students to use were overcome through collaboration between Arabic teachers and the principal to provide textbooks such as using books in the Madrasah library. Another obstacle in the form of not having a language laboratory operator was overcome by collaboration between the Principal and the Al-Ishlahuddiny Islamic Boarding School Foundation to find a language laboratory operator.

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