

CHAPTER I

INTRODUCTION

A. Background Case

Reading Aloud and Drill are one of the learning method which is often applied in teaching. Both are applied method in Arabic teaching for *Tamhīdi* students of Abu Bakar Ash-Shidiq Institution, University Muhammadiyah of Surakarta. Not all lecturers use these method, because use of these method just for first level education. The different levels of education program, caused different methods. Actually, those methods are not applied for *tamhīdi* students but applied until second level education. The aim of applying these method for *tamhīdi* student to understand, to inure, to smooth and to tell the words and sentences that are difficult for beginners so that the intensity of the application of this method is more often taught to female students *tamhīdi*. On other side, more *tamhīdi* students come from non boarding school and do not have basic in Arabic, and then this case help much them for keep in memorizing and repeating so they easily do not forget. The subject for *tamhīdi* students which applied those methods are *Ta'bīr* (Capability for speaking), *Qirō'ah* (Reading), *Tadrībat* (Exercise), *Sa'qōfah* (hadiths)

This kind of learning method in large numbers, moreover in teaching foreign language more method which applied *Muḥā'dasa'h* method, *Muṭā'la'ah* method (Reading), *Imlā* method (Dictation), *Insyā* method (Arrange)¹, Peer Group Discussion method, Reading Aloud method, Repeatition method etc.

¹ Tayar Yusuf, *Metodologi Pengajaran Agama Dan Bahasa Arab* (Jakarta: PT Raja Grafindo Persada, 1997), 191

Reading Aloud is one of the important activity to build a knowledge and skills in speaking. Reading Aloud is indispensable for all student because it help out on memorizing process continuously in coversation and identify new words and add vocabulary to the existing context. On other side, Reading Aloud is one of groovy activity and opportunity for divisible². Reading Aloud also give contribution as one of valid and fast technique for seeing students progress especially special skills, giving a training communication skill and faciliating media for teacher to improve students and competence especially for the shy one.³

Drill is one of method in active learning with the word repeating technique to obtain a deep understanding that established by training through giving assignment or quiz. The training and repetition can help process memorizing. Repetition not is conducted with the question or same information, but in the form of fariatife information until students do not feel boring.⁴

Speaking ability is competence in saying articulation sounds or pronouncing words to express the idea or concept. The speak goal is communication, In order to convey effective information, speaker must understand with what is delivered until listener is easy to accept information. To be a good and effective in speaking of course involve delivered language, because other competences composing words and sentences, language beautification as other there are proponent factor.⁵ Language ability is one of the most complicated ability to use , as for what is meant to give expression for idea and

² Jurnal Ilmiah Bahasa dan Sastra, ISSN : 23557083, Volume 3 Nomor 2 Desember 2016.

³ *Ibid*

⁴ <http://repo.iain-tulungagung.ac.id/142/4/BAB%20II.pdf>

⁵ Arsjad G Maidar &U.S Mukti, *Pembinaan Kemampuan Berbicara Bahasa Indonesia* (Jakarta: Erlangga,1988),

feeling with correct structured words and sentences, with grammar contemplation, sound, grammatical and the other ability system such as listening, reading and writing.⁶ There are several factors in improving language ability that support ability language like common language used should be neatly arranged, valour and calm.⁷

The Conversation is one of a gift from God given to every people, because with dialogue human can express them self clearly pass through the words. With the help of one's speaking ability help much to find the precise way in accomplishing all sorts of life problem. The key of self confidence in what extent someone can convey what the idea regarly and clearly until easy to understand with the other, because this matter can be mediator of communication between one and the other. But, otherwise if someone can't give expression to feel or think the matter tends to be harder for adaptation with the other, because of limitations in speaking or communications. And then, the important language ability must improve in order to result the quality of effective speak and clearly. Effective in this case is how can someone speak with the step in such a way until resulting impact. Not everyone is awarded speaking in an effective way, but this ability can continue to be honed by systematic training.⁸

In order to achieve generation and graduate that can speak Arabic fluently and correctly, Abu Bakar Ash-Shidiq Institution University Muhammadiyah Surakarta is one of the institution for Arabic language and tahfidz that facilitate and teach various of

⁶Syamaun Nurmasiythah, *Pembelajaran Maharah al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan* (UIN Ar-Raniry Banda Aceh: Skripsi), 249

⁷ digilib.uinsby.ac.id

⁸Julian James & Alfred John, *Belajar Kepribadian The Accelerated Learning for Personlity mengoptimalkan kemampuan berpikir, bersikap, berbicara, bertindak dan berkarakter, Baca! baca buku, buku baik* (Yogyakarta: 2008), 90-91

learning methods for all levels such as Tamhīdi (Beginner), Mustawā Al-Awwal (first level), Mustawā Al-Sa'ni (second level), Mustawā Al-Sa'lis (third level), and Mustawā Al-Rōbi' (fourth level). Each level varies in language ability. As for Tamhīdi is the basic, where in this level almost all of the student has no basic in Arabic which makes this level different from the others in learning and coaching aspects.⁹

In this case all of lecturer prepare various learning methods which is certainly to support their ability especially in Arabic language. Many of the lecturers for Tamhīdi class use the reading aloud and repetition methods. The aim from using these methods is to accustom Tamhīdi students in getting used to listening and repating sentences in Arabic language . There are six subjects taught in Tamhīdi class for using Arabic language and the other one using Indonesian language which are *Ta'bīr* (Capability for speaking), *Qirō'ah* (Reading), *Tadrībat* (Exercise), *Sa'qōfah* (hadiths) and *Kemuhammadiyah* .¹⁰

B. Formulation Of the Problem

In this research, the writer formulate some problem as such :

1. How is the of implementation process of Reading Aloud and Repetition in teaching of Arabic language in Abu Bakar Institution?
2. What are the factors that can to improve the Arabic language capability for Tamhīdi Students?
3. What are the advantages and disadvantages of Reading Aloud and Repeation method ?

⁹ The results of the interview with one of the Ma'had Abu Bakar Ash-Shidiq Trustees / Lecturers, Friday March 16th 2018, at 10:30 a.m., in Ma'had Abu Bakar Ash-Shidiq.

¹⁰ *Ibid*

C. Research Purposes

This result from this research has various of target like :

1. Knowing the qualities from the learning outcomes of Arabic language for Tamhīdi students in Abu Bakar Institution
2. Knowing the factors which can improve the quality in arabic language for Tamhīdi students
3. Knowing the superior and deficiencies from those methods and can be compared for Tamhīdi class in Abu Bakar institution

D. Benefits of research

Generally, this research is expected to be an input and comparison concerning the learning activity for Tamhīdi students in Abu Bakar Institution and provide benefits for all parties, especially teachers.

1. Theoretical Benefits

Improve the ability to speak Arabic through pronunciation, good intonation and can train passive students to be more active.

2. Practical Benefits

- a. Making Reading Aloud and Drill Method as one of the teaching methods and also information on teaching and learning activities in improving the ability to speak Arabic.
- b. As a consideration in teaching using the Reading Aloud and Drill method as one of the methods to support speaking ability from both strategy and preparation and constraints.

E. Research Methods

1. Types and Approaches

This research is a field research, which is a research by examining everything in the field based on the data and information from real life and the actual situation. This field research is essentially one of the methods that is useful for solving problems that exist in the midst of society. As for this study, the data and information were obtained from the Institute of Arabic Language Education and Islamic Studies Ma'had Abu Bakar Ash-Shidiq.

The approach used in this study is a qualitative approach with design research namely classroom action research (PTK), which is a research that is intended to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of individuals or groups. Some descriptions are used to find the principles and explanations that lead to conclusions¹¹. The main purpose of the study described by the author is to describe the phenomenon that occurred in Ma'had Abu Bakar Ash-Shidiq about the efforts to improve the ability to speak Arabic of female students in the the academic year of 2017/2018.

2. Research Sites and Subjects

This research was conducted in Ma'had Abu Bakar Ash-Shiddiq located on Campus 1 of Muhammadiyah University Surakarta (UMS), Jl. A. Yani, Pabelan, Kartasura, Central Java. The subjects of the research were Lecturers of Tamhīdi Class Students, Director Ma'had Abu Bakar Ash-Shidiq, Language Experts of Ma'had Abu Bakar and Tamhīdi Student of Ma'had Abu Bakar.

¹¹Jurnal Teknologi Pendidikan, Vol.10 No.1, April 2010 (46-62). Hal 50

- a. Lecturer of Tamhīdi Class Student, which aims to find out how the role and effort in improving the ability to speak Arabic during the process of Teaching and Learning Activities (KBM) through the relevant learning methods of Reading Aloud and Drill in Class.
- b. Director Ma'had Abu Bakar Ash-Shidiq with the aim of obtaining all information in general and specifically regarding Ma'had Abu Bakar Ash-Shidiq, for the education process and system developed in this place. During this period, Ma'had Abu Bakar male was under the command of Al-Ustadz Mohammad Ilyas, Lc., M.Pd and Ma'had Abu Bakar female Al-Ustadzah Dini Dindiani, S. Sos.I, M. Pd. I.
- c. Linguists, with the aim of obtaining information about linguistics and other supporting matters. In this case, the intended Language Expert is all the teaching staff of Ma'had Abu Bakar from various levels. Currently, the teaching staff consist of 13 males and 9 females. However, only a few were taken to conduct interviews.
- d. Student of Tamhīdi Class in the 2016/2017 school year

3. Data Collection Method

To be able to obtain data relevant to the issues discussed, the authors use several methods. There are three methods of data collection for this study, which are: observation, interviews, documents and tests. Therefore in this study refers to three data collection aids as above:

a. Observation method

Observation is a method of collecting data through sensory devices. Based on this statement, the human senses become the main means in making observations¹². Observation is an activity to collect data that can be used to find conclusions or diagnoses¹³. Observations at the research locations selected by this author were participating in teaching and learning activities (KBM) as full participants. In this case the author follows the whole series of teaching and learning activities by observing several aspects concerned with the title of the research, so that this is where the data is obtained, observation results and others as supporting the discussion of the thesis.

b. Interview

An interview is a conversation with a specific purpose. The interview was conducted by two people, namely; interviewer who asks questions and interviewee who provide answers to these questions¹⁴. In another words, the interview is also interpreted as a communication interaction process carried out by at least two people, on the basis of availability and in a natural setting, where the direction of the conversation refers to the stated goal by laying down the trust as the main foundation in the process to understand it¹⁵. Interviews on research objects were shown to all elements that helped in the smoothness of teaching and learning activities. Interviews were conducted to get results related to the

¹²Herdiansyah Haris, *Wawancara, Observasi dan Focus Groups sebagai Instrument Penggalian Data Kulitatif, September 2013* (Jakarta: PT Raja Grafindo Persada, 2010) 129

¹³Herdiansyah Haris, *Wawancara, Observasi dan Focus Groups sebagai Instrument Penggalian Data Kulitatif, September 2013* (Jakarta: PT Raja Grafindo Persada, 2010) 131

¹⁴Moleong J Lexy, *METODOLOGI PENELITIAN KUALITATIF EDISI REVISI*, (Bandung: PT Remaja Rosdakarya, 2013), 186

¹⁵Herdiansyah Haris, *Wawancara, Observasi dan Focus Groups sebagai Instrument Penggalian Data Kulitatif, September 2013* (Jakarta: PT Raja Grafindo Persada, 2010) 31

development of students in the learning process from the teaching staff and also some things related to the research. Actually, interviews were conducted not only for teaching staff but also for language experts, students and the people involved in this research.

c. Documentation

Documentation is one of the notes or work of someone to tell something that has passed. In qualitative research, documents about people or groups of people, events or in social situations and are related to the focus of research are one source of information that can help researchers. The document is divided into several types, namely; Written documents can be in the form of life histories, biographies, writings and stories. In addition, there are documents in the form of cultural material, or works of art that become the source of information for researchers with a qualitative approach¹⁶. The documentation in this research is in the form of historical documents owned by the agency (profiles, assessment files, student learning progress files).

d. Observation

Observations can be classified on observations through participation and those who do not participate. In observations without participation the observer only performs one function, which is making observations. Participant observers play two roles at once, as observers and at the same time become official member of the groups they observe. In this case, the observer is as "an actor and an observer" whose role is the researcher as an observer who is not fully involved

¹⁶Muri Yusuf, *METODE PENELITIAN Kuantitatif, Kualitatif & Penelitian Gabungan* (Jakarta: PRENADAMEDİ GROUP, 2014), 391

but performs the observation. The researcher is a pretend member, so it does not merge fully in the whole activity. Such roles still limit the subjects from submitting and providing information, especially those that are confidential¹⁷. In this study, the author uses observations as a non participant, which in this study the author only followed the learning process and obtained the results and data from the learning process.

e. Test

Test is a series of questions or other tools used to measure skills, knowledge, intelligence, abilities or talents of individuals or groups. In educational research, potential ability tests and learning outcomes ability tests can be used as data collection tools¹⁸. Tests are used to measure students' abilities. The test in this case is an oral test. Researchers took several students as samples and were tested directly.

4. Data Analysis Methods

Analysis is grouping, making a sequence, manipulating, and shortening data findings for easy reading.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, from the findings can be informed to other people.

Data analysis techniques in this study use qualitative data analysis, namely by Display, Reduction and Condition. The steps in data analysis are as follows:

¹⁷Moleong J Lexy, *METODOLOGI PENELITIAN KUALITATIF EDISI REVISI*, (Bandung: PT Remaja Rosdakarya, 2013), 176&177

¹⁸Mahmud, *METODE PENELITIAN PENDIDIKAN* (Bandung: CV PUSTAKA SETIA, 2011), 185

a. Data reduction

The activity summarizes, chooses the main things and focuses on important things. Thus, the reduced data provides a clearer picture and makes it easier for researchers to conduct further data research.¹⁹

b. Presentation of Data

Data is educated, then the next step is to present the data into a pattern that is done in the form of a brief description, material, flowchart and so on. This is to make it easier to understand what is happening, and plan the next work based on what has been understood.²⁰

c. Conclusion

The third step in data analysis is drawing conclusions based on the data obtained. The initial conclusions raised are still temporary and will change if there is no strong evidence that supports the next data collection phase.²¹ But if the conclusions raised at the initial stage are supported by valid data, consistent when researching, the researcher will return to the field to collect data. Then the conclusions stated are credible conclusions.

¹⁹Sugiono, Hlm. 249

²⁰Milles Matthew B & Huberman A Michael, *Analisis Data Kualitatif Buku Sumber Tentang Metode-Metode Baru* (Jakarta: University Indonesia, 1992), 17

²¹ Mulyadi Muhammad, *Metode Penelitian Praktis: Kualitatif dan Kuantitatif* (Jakarta: Publica Press, 2016), Hlm. 159