Systematic Review of Learning Method for Teaching Arabic Listening and Speaking Skills

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ABSTRACT: This research discusses appropriate learning methods for learning Arabic listening and speaking skills. The study's importance is based on learners’ weak listening and Arabic speaking skills in Indonesia. The research was conducted with a qualitative approach, and data was collected from books, journals and experts' thoughts related to the research theme. The data was obtained with the help of publish or perish, which was then mapped with Vosviewer. After that, the data were analyzed using comparative techniques. Based on the literature, listening skills are the first means for humans to interact with each other. In istima' activities, a person will recognize vocabulary (mufradat), sentence components, and sentence structure. Learning by listening can be performed by listening to conversations, short stories, verbal questions, and chain messages. Speaking skills are related to the ability to articulate words to convey information through ideas, responses, or feelings. Speaking skills can be learned from the beginner and intermediate levels to the highest levels. All of these levels have the same method except for material difficulties. The novelty of this research is the position of the researcher's thoughts among various opinions of academics, namely the elaboration of ideas that are by the context of learning Arabic listening and speaking skills for students in Indonesia. The researcher rejects some opinions and strengthens other views, so the position of the results of this research is in the form of elaboration.


**Keywords:** Arabic Teaching, Listening Skills, Speaking Skills, Learning Method.

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**I. INTRODUCTION**

Learning methods are one of the essential elements in learning activities because the accuracy of the selection and use of methods has an important position in achieving learning goals (Thirumoorthy, 2021). In this case, several opinions emphasize the importance of strategies for attaining planned learning outcomes (Aziz, Yusof, & Yatim, 2012);(Khalil & Elkhider, 2016). Education experts agree that learning methods are more important than learning materials (Haleem, Javaid, Qadri, & Suman, 2022);(Hasani, Mustofa, & Pratama, 2022);(Ikhwan, 2021b);(Abidah & Febriani, 2022).

By the above statements and opinions, learning language skills also requires selecting and using appropriate methods. L2 students should possess four language skills: listening, speaking, reading, and writing (Abdelbaset & Jabari, 2020);(Chathamkulam Abdulrahman & Abu-Ayyash, 2019);(Zawahir, 2021);(Mahfudz, 2017). Different methods are needed according to the targeted skills to teach each of these skills. It should be noted that the learning method used is closely related to how teachers prepare learning plans.

In the learning process, teachers must make a learning plan (Shafie, Yusoff, & Baharudin, 2019) containing the learning methods and media used (Mota, Reis, & Carvalho, 2014);(Miswari, Rusdarti, Prihatin, & Soesanto, 2021). Teachers must master the material and have teaching skills for each material according to the plan (Azizah, Sukarmin, & Masykuri, 2021);(Cavanagh et al., 2019). Especially in the current technological era, various teacher skills must be improved (Ritonga, Hakim, Nurdianto, & Ritonga, 2023). The ability to use technological devices is necessary because starting from planning and implementing to the learning evaluation stage requires technology.

In learning listening skills (istima’) and speaking skills (kalam), the teachers prepare the mastery of methods and essential materials. The selection and use of techniques (suitable learning methods provide benefits) influence learning outcomes (Mohamed, Saad, Ismail, & Hoque, 2022);(Rababah, 2020). In addition, teachers must also master convenient learning methods in the learning process.

The method (thuruq) shows the steps that will be implemented to achieve the learning goals (Donohgue & Hattie, 2021). All language learning activities (Hanifah, 2021) determine method effectiveness (Zulhannan, 2014). The method includes ways and
steps to be applied (Ugwu, 2015). The process requires the ability of teachers to consider various aspects.

In foreign language learning, experts agree that listening skills should be taught first (Nazarieh, Razmi, Azizian, & Ghani, 2022); (Bozorgian, 2012). This view aligns with the essential nature of language that should be used for communication. In addition, linguistic principles explain that (Agus, 2016) language can be pronounced and can be heard. Language teaching experts state that istima’ is the first aspect considered, followed by kalam, qira’ah, and kitabah.

Learning methods for listening and speaking skills can be seen in previous studies. Nor explained that listening skills require supporting media such as DVDs (Nor, 2014). Wulandari and Sya’ya explained that listening skills can be improved by listening to a podcast (Wulandari & Sya’ya, 2021). The proper method for teaching listening skills begins with listening to the pronunciation of letters, words, and simple sentences (Maulina et al., 2022).

From several studies described above, there is a gap that has yet to be worked out by Arabic education experts. Arabic listening skills are essential, considering the differences between Arabic and other languages. Therefore, this study aims to explore suitable learning methods for Arabic listening and speaking skills.

II. METHOD

This research is part of qualitative research (Royadi, Susiana, & Khumaida, 2019), which aims to describe research data in sentence descriptions and arguments, not statistical data or numbers (Busetto, Wick, & Gumbinger, 2020). Qualitative research was chosen because the research objectives will discuss related learning methods for listening and communication skills in Arabic.

To achieve the research objectives described above, the source of this research is a literature review (Winchester & Salji, 2016), which is research that seeks data from various written sources such as books, and officially published articles (Snyder, 2019). The seeds are read carefully and classified based on the research content.

To help and facilitate researchers in collecting and classifying data, researchers publish or perish tools that contain various data related to learning Arabic listening and speaking skills. After the data is collected, the researcher looks for its classification with the help of Vosviewer. With these two platforms, the author will find it easy to assemble and classify data according to its categorization (Ikhwan, 2021a).

After the research data is collected and classified, the researcher then analyzes it using a comparative approach, namely comparing one source with another source and an opinion with another opinion. After that, the researcher determines the position between the existing ideas. So that the novelty of this research will be found in the work of researchers strengthening and rejecting existing opinions related to learning listening skills and learning Arabic communication skills.
III. RESULT AND DISCUSSION

Overview of Arabic Istima’

Listening skills are the first means for humans to interact with each other. In *istima’* activities, a person will recognize vocabulary (*mufradat*), sentence components, and sentence structure (Mohammed, 2022); (Barnabas, Rafli, & Rasyid, 2020). *Istima’* has a vital function in everyday life because *istima’* is the initial medium for socializing with each other (Tiwari & Tiwari, 2012). With *istima’*, one can recognize and learn other language skills, such as speaking skills (*kalam*) (Hoang & Ngoc, 2021); (Alharizeh & Khasawneh, 2022), reading skills (*qira’ah*) (Emam, Kazem, Al-Said, Al-Maamary, & Al-Mandhari, 2014) and writing skills (*kitabah*). All language skills are interconnected, starting with listening and speaking, followed by reading and writing (Nan, 2018); (Bozorgian, 2012); (Khasawneh & Ahmad, 2021).

Listening skills (*maharah al-istima’) are the ability to understand vocabulary or sentences by speakers or media (Alzamil, 2021). Learning listening skills requires native pronunciation from native speakers. The primary purpose of listening skills is to understand the meaning of conversation and be able to conclude. Globally, the sense of listening skills can be seen by knowing the sound of Arabic expressions (Al Zumor & Wahed, 2019), recognizing signs of spoken language, describing main ideas, imitating speech, and practising excellent listening skills.

In addition to the above objectives, it is also necessary to practice listening skills and concentration on the material being listened to according to the development of students, strengthen the ability to interpret messages in response to the material heard, understand the content heard quickly and accurately, and be able to analyze information heard through sources. Learning listening skills can be performed through several stages: identification, listening and imitating, listening and understanding, and reading and listening. These four stages can be described in table 1:

**Table 1. Listening Practice**

<table>
<thead>
<tr>
<th>No</th>
<th>Stage</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identification</td>
<td>Listening to Arabic sounds according to the correct makharijul hurf and introducing various Arabic sounds and distinguishing them.</td>
</tr>
<tr>
<td>2.</td>
<td>Listening and Imitating</td>
<td>Focus on new sounds or sentence patterns and practice long, short, with or without tasydid vocabularies</td>
</tr>
<tr>
<td>3.</td>
<td>Listening and Understanding</td>
<td>Listening to the text re-expressed orally and in writing by students</td>
</tr>
<tr>
<td>4.</td>
<td>Reading and Listening</td>
<td>Prepare material in the form of recordings that will be played in class, students read the text silently following the recording</td>
</tr>
</tbody>
</table>

Istima’ Learning Method

By the explanation above, listening skills are the first and foremost skills that every foreign language learner should have. Based on several opinions, the learning methods for listening skills are: *First*, the teachers prepare a hiwar/conversation according to the level of students. The teachers read the hiwar/conversation to the students, and then the teachers give some questions about the hiwar/conversation. *Second*, the teachers read simple stories in front of the class and then asked the students to retell them in their language. *Third*, the teachers asked students to listen to short stories from
cassettes, radio, or television and then trained them to repeat the stories they heard before telling them in front of the class. To assess their skills, the teachers ask the students to discuss the stories heard.

Fourth, the teachers divide students into two groups and then give a command sentence with one word. Then one group is asked to repeat the command mentioned while the other group is asked to carry out the given order. Fifth, teachers do role play with students in class where a pair of students are appointed while the others listen. Sixth, the teachers convey a chain message to the students and then ask them to get the news to the friend next to them until the last student. After the message reaches the final student, the teachers mention the real note. Seventh, the teachers read a short text and then ask some questions to the students. Afterwards, the teachers ask the students to answer using simple language without correcting the answers. Eighth, the teachers mention wrong words in a series of sentences and then ask students to convey their views on what they hear. Ninth, the students answer the questions using long sentences. Tenth, the students display hiwar/conversation about specific conditions, songs, music, saga, and others.

Teaching listening skills (maharah al-istima’) requires a routine of practice. Teachers can do listening exercises with variations so that all students have Arabic listening skills. To evaluate listening skills, teachers do through tests by listening to recordings, live oral examinations, or asking questions.

**Learning the Arabic Speaking Skills (Maharah al-Kalam)**

Arabic experts explained that speaking is an activity to mention arranged pronunciation, meaning that someone is doing it intentionally (Ritonga, Febriani, et al., 2022). Terminologically, speaking is pronouncing the sound of Arabic words correctly and precisely with makharij al-hurf according to the consensus of linguists (Moner N. M. Arafa, Elbarougy, Ewees, & Behery, 2018);(Sabir & Alsaeed, 2014);(Ritonga, Zulmuqim, Bambang, Kurniawan, & Pahri, 2022);(Kassmi, Mourchid, Mouloudi, & Mbarki, 2020).

Maharah al-kalam is the ability to express articulations or words to convey information through ideas, opinions, desires, or feelings. It aims to express thoughts to meet the needs of communication. Speaking is the second most important skill of the four language skills. Maharatul kalam is an oral realization after hearing, reading, or writing. Listening and speaking are related to spoken language. In listening, someone will get information through speech and sound. While speaking, someone conveys information through voice or sound. This indicates that both are equally important for communication.

In general, learning speaking skills aims to familiarize language learners with pronouncing expressions fluently and containing perfect meanings by thinking about choosing appropriate sentences or phrases so that students can use meaningful sentences in a language style according to standard Arabic rules (fushah). Learning speaking skills (kalam) also aims to provide convenience by paying attention to clarity, making critical listening, and forming habits.

In the initial phase, speaking practice resembles listening practice. In listening practice, there is a listening and imitating stage. This practice combines basic exercises for listening and speaking skills. The forms of speaking practice can be seen in Table 2:
Table 2. Speaking Practice

<table>
<thead>
<tr>
<th>No</th>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Association and Identification Practice</td>
<td>Train students to respond spontaneously and carefully in recognizing or identifying and associating the meaning of the vocabulary heard.</td>
</tr>
<tr>
<td>2.</td>
<td>Sentence Pattern Practice</td>
<td>Displaying several sentence patterns helps students verbally express sentences without hesitation.</td>
</tr>
<tr>
<td>3.</td>
<td>Hiwar/ conversation Practice</td>
<td>Provide practice in the form of direct conversation in daily activities.</td>
</tr>
<tr>
<td>4.</td>
<td>Storytelling Practice</td>
<td>Teachers help students to find topics and pay attention to the effectiveness of conversations and the core of the story so that they can avoid boredom in listening to stories.</td>
</tr>
</tbody>
</table>

Based on Table 2, regular practice is needed in stages to help students improve their Arabic speaking skills because each type of practice has its orientation and level. At the beginner level, practice is given in the form of association and identification. This practice aims to make students respond spontaneously and carefully to identify Arabic vocabulary. Recognizing and understanding language is an inseparable part of communication skills because students can speak by having several speech (Mat, Bakar, Nokman, Musilehat, & Mohamad, 2020). Therefore, Marlius et al. confirmed that vocabulary recognition practice is the basis for improving speaking skills (Marlius, Bambang, & Wirman, 2021).

To improve speaking skills, students are also given practice by introducing various patterns of Arabic sentences. The activity is focused on teaching the types of Arabic sentence patterns because by knowing sentence patterns, students are no longer burdened with understanding grammar (nahwu and sharaf). There are several variations of sentence patterns in Arabic, such as S + P, P + S, S + P + O, O + P + S and other variations (Misdawati, 2018). Sentence patterns in Arabic must be strengthened to improve students' speaking skills.

Problems in Arabic learning are complicated, such as the inability of Arabic teachers to choose themes according to the development of students and technological advances (Rosid, Hasanah, & Yurisa, 2021). Teachers have strong abilities in the grammatical aspect but need to be accompanied by speaking skills (Marpuah & Sulton, 2019);(Russak & Zaretsky, 2021). Arabic learning in Indonesia tends to prioritize language knowledge rather than the ability to use language. This reality has a substantial impact on the soft speaking skills of students.

Arabic speaking skills for students can also be taught by practising conversation, especially related to daily activities. This activity has been carried out by many academics, such as Amin et al., that daily activities are the first material to be taught. They must be forced students communicate and interact using Arabic (Amin, Ritonga, Sobhan, & Kumar, 2022).

Samah et al. confirmed that Arabic speaking skills could be taught by practising debate using Arabic (Samah, Hamid, Sha’ari, & Mohamad, 2013). Yaqub explained...
that a continuous process is needed to improve Arabic speaking skills and is integrated with daily activities (Yaqub, 2012). Learning Arabic speaking skills in Indonesia requires a breakthrough in maximizing Arabic conversation practice in learning and daily activities.

Students can also be taught Arabic speaking skills through storytelling practice. Therefore, Arabic teachers must help students choose themes to be made in the form of stories. In addition to selecting and determining themes, teachers must also facilitate students in determining essential vocabulary related to the chosen theme. Familiarizing students to tell stories using Arabic helps them have good speaking skills.

**Learning Method for Speaking Skills (Maharah al-Kalam)**

Speaking as a primary language function is faced with learning problems, especially in teaching the Indonesian people foreign language speaking skills such as Arabic. Therefore, teachers must be able to choose and use suitable learning methods. Below are the learning methods for Arabic speaking skills according to their level.

At the beginner level, learning is performed by repeating speech (Hussein, Watanabe, & Ali, 2022), seeing and saying (Abugohar & Yunus, 2018), word card games (Al-Bulushi & Al-Issa, 2017); (Riwanda, Ridha, & Islamy, 2021), interviews, drawing stories, biographies, role-playing, and others. At the beginner (mubtadi’) level, the teachers give questions that students must answer. At the same time, students learn to pronounce words, compose simple sentences, and express thoughts.

At the intermediate level, learning uses dramatization (Schenker, 2020), elaboration (Yusri, Rahimi, Shah, & Wah, 2013), creating a story from pictures (Mohammed, 2022); Ritonga et al., 2022), biographies, one-sided conversations, short speeches, continuing the story and others, discussing specific themes, conveying information heard from television, radio or others.

At a high level, learning Arabic speaking skills can be performed by methods relevant to the condition of the students. In one classroom, students can be given and taught in different ways and with varying materials for learning. Teachers can give students assignments to speak using Arabic on a different theme.

**IV. CONCLUSION**

Learning the listening skills (maharah al-istima’) can be carried out using audio media containing recordings of Arabic native speakers. Teachers must avoid misspellings because everything that students hear will become a habit in their daily lives. Meanwhile, learning speaking skills (mahara al-kalam) is carried out according to the level of students. Each class has its learning method. The forms of practice for learning speaking skills can also be carried out according to the type. Each level has a specific orientation of language skills, and each level has a form of Arabic conversation according to the student's character.
V. REFERENCES


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