THE SKILLED APPROACH IN ARABIC LEARNING
AT ISLAM BURAPHA WITYA SCHOOL NARATHIWAT, THAILAND

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Abstract
In this study, the author will describe learning Arabic with a skills approach at the Burapha Witya Narathiwat Islamic school in Thailand which aims to provide innovation in a fun and skilled Arabic learning that can master four aspects of language skills including listening, speaking, reading and writing as well as motivating students to be able to learn Arabic easily so that they can practice it in their daily life. This research uses qualitative research methods, namely descriptive analysis with a case study approach, data collection techniques in the form of observation, interviews and documentation. The results of the study state that learning Arabic with a skills approach can provide innovation and motivation in learning Arabic for students and Arabic teachers because students can play an active role directly in various kinds of learning language skills according to the level of ability possessed by each student. in their field so that students can learn Arabic with ease and fun and can master four aspects of language skills including listening, speaking, reading and writing. Thus students can practice Arabic in everyday life.

Keywords: Arabic Learning, Skill Approach, Language Skills.

Abstrak
Dalam penelitian ini, penulis akan mendeskripsikan pembelajaran bahasa Arab dengan pendekatan keterampilan di sekolah Islam Burapha Witya Narathiwat Thailand yang bertujuan untuk memberikan inovasi dalam sebuah pembelajaran bahasa Arab yang menyenangkan dan terampil yaitu mampu menguasai empat aspek keterampilan berbahasa diantaranya menyimak, berbicara, membaca dan menulis serta memotivasi siswa agar dapat belajar bahasa Arab dengan mudah sehingga mereka dapat mempraktekannya dalam kehidupan sehari-hari. Penelitian ini menggunakan metode penelitian kualitatif yaitu analisis deskriptif dengan pendekatan studi kasus, teknik pengumpulan data berupa observasi, wawancara dan dokumentasi. Hasil penelitian menyatakan bahwa pembelajaran bahasa Arab dengan Pendekatan keterampilan dapat memberikan inovasi dan motivasi dalam pembelajaran bahasa arab bagi siswa maupun guru bahasa Arab, karena siswa dapat berperan aktif secara langsung dalam berbagai macam pembelajaran keterampilan berbahasa tersebut sesuai dengan tingkat kemampuan yang dimiliki oleh masing masing siswa dalam bidangnya sehingga siswa
INTRODUCTION

Arabic is one of the languages that have a high ranking in today's Day. Learning the essential language is to learn the skills of those who are listening, speaking, reading and writing. Arabic language Learning for foreign students, there needs to be habituation or continuous learning because language learning needs to be generated skills. In terms of its objective to learn Arabic, there are two kinds of learning Arabic for life and learn Arabic for special purposes such as for academic, professional, labour and educators. Besides, the purpose of learning Arabic is to familiarize students to learn Arabic under the way of native Arabic speakers, to know the specificity and privileges of Arabic, and to know the civilization and specificity of the Arabs.

In a language learning process, the approach is defined as a set of axiomatic assumptions about the nature of languages, teaching and learning languages used as a foundation for designing, implementing and assessing language-learning processes. A learning approach can be interpreted as a point of decline or our point of view to the learning process, which refers to the view of the occurrence of a process that is still very common, in which it embodies, inspires, strengthens, and Melies learning methods with certain theoretical scopes. In self-learning, there are two types of approaches that are oriented or students-centred learning-centred approach, and the second is a learning approach that is oriented or centred on the teacher-centred approach. The Arabic approach is called Madkhal. An axiomatic or philosophical approach that is oriented towards establishment,

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6 Makmun Abin syamsuddin, *Psikologi Pendidikan* (Bandung: Rosda Karya Remaja, 2003), 20
philosophy and belief is something that is believed but not necessarily demonstrable. The approach in Arabic language learning is a combination of energy in a dynamic teacher with continued experience in learning and teaching. Some approaches to Arabic language learning include integrity approaches, communicative approaches, skill approaches and functional approaches.

In the process of learning Arabic can use an approach that suits the needs of learners, one of which is a communicative approach that combines the audio-visual as presented by Muradi in his research. Thus, students need a learning strategy that is equipped with learning media, so that the material presented is more interesting. Also, the approach that can give maximum results in language learning is one of the skills approach. As told by previous researchers that the approach to process skills can increase student activity and involvement in the learning process and also improve student learning outcomes.

The meaning of the skill itself is a thorough process that includes understanding, time management and an effort gained by habituation, understanding of a relationship and the outcome of encouragement and direction. In language learning are known four language skills that students must have: listening skills (Mahārah al-Istimā'), speaking skills (Mahārah al-Kalām), reading skills (Mahārah al-Qirā'ah), writing skills (Mahārah al-Kitābah). The relationship between Istima' and Kalam is in the process of understanding the communication between storage and speakers. Among the Qira'ah and Kitabah, the reciprocal communication will occur when the two intertwined roles, i.e. readers doing writing activities and writers doing reading activities.

In the mastery of these four language skills, some linguists assumed that one's linguistic ability was only determined by the level of mastery of the vocabulary and of course with the involvement of students thoroughly. This is certainly relevant to language skills as communication tools must first have to master the Vocabulary (mufradāt). Any Arabic-language management will not be separated from methods, strategies, or media. So, Arabic language learning will be easier to

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13 'Audh, Madâkhil Ta’lim al-Lugah al-‘Arabiyyah, 41
14 Syaiful Mustofa, Strategi Pembelajaran Bahasa Arab Inovatif (Malang: UIN Maliki Press, 2011), 2
master. In Arabic language learning, there is a term of internment Ta’bir (speaking ability) and Ta’bir Tahriri (writing skills), both of which have a fundamental similarity, namely active to declare what is in the mind of one. Speaking with a foreign language is a basic skill that is the goal of some language teaching objectives. As talk is a means to communicate with others.

Arabic Learning for non-Arab students there are still many problems including the absence of programs and special planning to study them. Besides, some problems in Arabic language, one of which is caused by the conditions in the Arabic language itself (linguistic problematics), such as phonetic problematics/grammar, writing, morphology, syntax/grammatically, and semantic, and can also be caused by Non-linguistic problems such as Sociologic problematics, History, and Problematics found in the teacher or the learners themselves in the process of language learning. The Stigma that develops in school students that learning Arabic is considered complicated and difficult because it could be teachers who teach wrong steps in implementing strategies and methods in learning Arabic. As students are encouraged to memorize many vocabularies (mufradāt) every day, or more emphasis on grammar and not contextual so that the students’ ability to speak and communicate fellow friends is not achieved, whereas each language has different levels of difficulty and ease depending on the character system language itself. Some factors that affect learners are reluctant to engage in language learning, especially in Arabic language learning including cultural, linguistic and psychological factors.

Thailand is a unitary country with a majority of the Buddhist population and only a few Muslims. Thai Moslem communities are concentrated in southern Thailand including Pattani, Narathiwat and Yala. Arabic is the second language obtained after the first language, which is the Malay language in the South Thai state region. Language learning in the region is still very small, in a formal environment also the implementation of the Arabic language curriculum was determined by the school, without the interference of the Thai government, as well as the Arabic language

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16 Wa Muna, Metodologi Pembelajaran Bahasa Arab (Yogyakarta: Teras, 2011), 119
Studies in the Islam Burapha Witya School Narathiwat still use formal learning designed following the school curriculum so that students are less motivated in learning Arabic and still find it difficult to practice Arabic in everyday life. As such, the school needs to provide an Arabic language learning program with an approach that can support learners in the Arabic language learning process. So that the students will be able to achieve the learning objectives of Arabic language easily according to the ability and can apply in a variety of things such as reading books culture and literature, listen to the radio, convey conversations with art performances and use the language with other people who use it.

Several previous studies that used approaches in the learning process such as improving the skills of writing official letters through the process skills approach carried out by Syafiq Hakim and Mimi Mulyani showed increased results because students became more attentive, enthusiastic and active in participating in learning, writing skills increased by 10.05% and an increase in a student behaviour change from negative to positive. Then research on Indonesian learning innovations using a process approach by Eka Rosmawati stated that the learning outcomes using this pross approach had an impact on the level of mastery of Indonesian language subject matter which was still relatively low. This process approach is translated into four aspects of Indonesian language skills, namely listening, speaking, reading and writing so that learning does not tend to be monotonous. Research on Arabic Language Learning with a cultural approach was explained by Khairi Abu Syairi said that culture-based learning is a strategy for creating a learning environment and designing learning experiences that integrate culture as part of the learning process based on recognition of culture as fundamental to education as an expression of communication. ideas and knowledge development with stages including learning material, material selection and organization, learning and evaluation methods. From the various literature reviews above, the writer concludes that a learning process needs an approach as a learning strategy that will be achieved. The approach used, of course, adapted to the circumstances, needs and learning objectives.

Based on the analysis that was previously shown the author will describe the process of learning Arabic with a skills approach in the Islam Burapha Witya School Narathiwat Thailand. The purpose of this learning is to provide innovation and motivation in the learning of Arabic so that one can obtain both languages easily, able to use the language well and master the aspects of language skills that include listening, speaking, reading and writing correctly. To achieve these learning objective students need adjustment and habituation in Arabic language learning to adapt to the environment and circumstances.

METHOD

This research is a qualitative study with a descriptive analysis (case study). Descriptive is a method of researching a group, the status of objects and events that occur. The research was conducted by this method to get an overview of the process of "skills approach in Arabic language learning at Islam Burapha Witya School Narathiwat, Thailand". The subject of his research in Arabic language teachers and students. The research data consists of two data namely primary data in the form of interviews and observations and secondary data in the form of scientific papers and literature references relevant to the research title.

Data collection techniques are by observation, interviews, and documentation.\(^{28}\) The observation done during the Arabic language study in the form of Arabic Camp program lasts 10 days. The samples used were 35 students of the Arabic Camp program. Interviews are done randomly so there is no subjective element in conducting this research. Then documents in written form of syllabus and planning of Arabic language learning to dig the information.

The data analysis technique used in this research is through three stages, the first is data reduction, namely by summarizing or selecting the main and important things so that they can provide a clearer and easier picture for data collection. Both data displays are in the form of narrative text to make it easier to understand what happened based on what was understood. The third is data verification, namely drawing conclusions and verification. The goal is to describe the skilled approach in Arabic language learning in Islam Burapha Witya School Narathiwat, Thailand.

RESULT AND DISCUSSIONS

Arabic Language Learning

Learning is a two-way communication process between teachers and students to develop abilities in terms of knowledge, understanding and development of their skills. Language learning

itself is built based on psychology (psychology) and language (linguistic) theories. In learning Arabic, there are several principles including speaking before writing, basic sentences, sentence patterns and habits, expressions, sound systems to practice, limiting vocabulary and writing what is already understood. In general, Arabic learning is intended so that students can use both active and passive language. In language learning, there are four aspects of skills, namely listening, speaking, reading and writing. These four aspects are very important in learning Arabic because these four skills cannot be separated and are very supportive in achieving language skills.

The learning approach is a level of philosophical stance regarding language, language learning and teaching. In the teaching and learning process, the media has a very important role because it can help explain the material presented. Learning media is anything that is used to make it easier to convey learning material. The media in learning Arabic can arouse the joy and joy of students and renew their enthusiasm, generate joy for school, strengthen knowledge, bring lessons to life because the use of media requires work movement. Meanwhile, learning evaluation is an activity to evaluate or correct things that occur or are done during learning activities. Evaluation is carried out to assess the success of achieving goals to find out weaknesses and shortcomings to achieve learning objectives.

**Definition of Skill Approach**

The Skill approach is essentially the management of teaching-learning activities that focus on the active and creative engagement of students in the process of acquiring learning outcomes. This Skill approach is seen as an approach by many experts best suited to the implementation of school learning in order to cope with the growth and development of science and technology that is rapidly growing today. Skill approach is effective if it complies with intellectual readiness. Therefore, the Skill approach must be arranged in a logical order according to the level of ability and experience of the students.

The advantages gained from this approach are as follows:

33 Hermawan, *Pembelajaran Keterampilan Berbahasa Arab*, 224.

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1. Students are directly involved with tangible objects so as to facilitate students' understanding of the subject matter.
2. Students find themselves concepts learned.
3. Training students to think more critically.
4. Train students to ask and engage more effectively in learning.
5. Encourage students to discover new concepts.
6. Give students the opportunity to learn to use scientific methods.

Disadvantages of process skills approach:
1. Takes a relatively long time to do it
2. The number of students in the class has relatively small because each student needs attention from the teacher.
3. Require careful planning.
4. Not guarantee each student will be able to reach the destination according to learning objectives.
5. It is difficult for students to make the actuates evenly during the learning process.

Purpose of Skill Approach

The development of a skilled approach is one of the important efforts to achieve optimal learning success. Learning materials will be easier to master and be experienced by students when students themselves experience learning events. In addition, the purpose of this skilled approach is:

1. Provide motivation for learning to students because in this process skills students are encouraged to always participate actively in learning.
2. To further deepen the concepts, understandings and facts that the students learned because of the fact that students are seeking and discovering the concept.
3. To develop a theoretical understanding with the reality of a life of society so that the theory with the fact of life will be harmonious.
4. In preparation and exercise in the sense of the reality of life in society because students have been trained to think logically in solving problems.
5. Develop a confident, responsible, and social sense of solidarity in the face of various problems of life.

37 Conny, *Pembelajaran Skill*, 16.
Principles of Skill approach

A discussion of the Skill approach, the principles of that approach are the absolute thing to understand. One thing we have to agree with, that is the learning that the orientation is not only the product learning, namely the learning outcomes that are formulated in the purpose of learning only but more than that. Learning is also aimed at how to obtain the learning outcomes or how the process of achieving the expected learning objectives is fulfilled. To achieve the above objectives, there are several principles that you should understand, which include:

1. Ability to Observe

Observing is one of the skills that are very important to acquire knowledge, both in daily life and in the development of science. This activity is not the same as viewing activities. Observations were carried out by utilizing the entire five senses that may be used to observe the observable matter, then noting what was observed, sifting through its section based on certain criteria, also based on observation objectives, and processing of observations and writing results.

2. Counting Capability

The ability to calculate in a broad sense is one of the essential abilities in everyday life. It can be said that in all life activities all human beings need this ability.

3. Ability to Measure

In a broad sense, measuring ability is indispensable in everyday life. The basis of this activity is comparative.

4. Ability to Classify

Classifying abilities is the ability to group or classify something of objects, facts, information, and ideas. This grouping is based on the same characteristics or traits in a particular purpose, both in daily life and in the development of science.

5. Ability to Find Relationships,

This capability is an important ability that students have to master. Those included in this ability are facts, information, ideas, opinions, space, and time. All of them are variables to determine the relationship between appropriate attitudes and actions.

6. Ability to Make Predictions,

The forecast here is not an estimate, but rather an estimate of a basic or reasoning. Ability to make predictions or forecasts based on reasoning, both in daily life and in developing science. In research theory, the ability to make this prediction is also called the

38 Conny, Pembelajaran Skill, 17.
ability to construct hypotheses. Hypotheses are a reasonable estimate to describe a particular occurrence or observation. In scientific work, a scientist usually creates a hypothesis that is then tested through experimentation.

7. Ability to Implement Research,

Research is the activity of scientists in scientific activities. However, in the daily life of research (experiments) is an investigatory activity to test ideas through practical experimental activities. Experimental activities are generally implemented in subjects such as physics, chemistry, and biology. As for non-Eksakta subjects, the usual activities are simple to research that includes planning and implementation.

8. Ability to Collect and Analyze Data,

This ability is part of the ability to implement research. In this capacity, students need to master how to collect data in both quantitative and qualitative research.

9. Ability to Interpret Data,

In this capacity, students need to interpret the results obtained and presented in the form of tables, diagrams, graphs, or histograms.

10. Ability to Communicate Results.

This capability is one of the abilities that students must master. In this capacity, students need to be trained to communicate the results of their findings to others in the form of research reports, papers, or essays.

Application of Skill Approaches

The approach to process skills is a way to develop skills that become the driving wheel of discovery and development of facts and concepts as well as attitude and value growth. Semiclouds detailing the reason for the need to apply a skilled approach in daily teaching and learning activities:

1. The development of science is progressively faster so that educators can no longer teach all the facts and concepts to the students. Therefore, students are given a Skill that they can use to acquire knowledge without depending on the teacher.

2. The psychology experts generally agree that the children easily understand the intricate and abstract concepts if accompanied and the conditions faced, by practising their own concept of discovery efforts through the treatment of physical reality through the handling of completely tangible objects.

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3. The task of the teacher is not to give knowledge, but to prepare the situation of dribbling children to ask, observe, conduct experiments and find the fact of the concept itself.

4. Science meetings are not absolutely true 100%. The findings are relative, a theory may be disputed and rejected after people get new data that is able to prove the misrepresentation of the theory adopted.

5. In the process of learning to teach the concept of development should not be released from the development of attitudes and values in children. The concept at one party and the value on the other party must be attributed.


Language skills refer to the skill level of using language to perform different communicative tasks in the target language. In communicative language contests, language skills are the learners’ ability to use language for real-life objectives without seeing how competence is obtained. A skill approach in language learning is an approach that provides students with a widest opportunity to engage actively and creatively in a language acquisition process. This approach is seen as an approach to the appropriate learning process in the era of science and technology development. This approach provides the knowledge, experience, and skills that are suitable for acquiring and developing the language competencies we learn, in this case, the Arabic language.

His focus is not only on achieving learning objectives, but also on the giving of knowledge, experience, and skills to achieve the learning objectives. Classroom management in learning with a process skills approach is carried out with classroom settings, both physically and nonphysically. Arrangements are made in such a way that students have the freedom of movement, feeling safe, festive, passionate, and passionate about learning. With such conditions, the material given to the student will achieve maximum results.

1. Classroom Management

Organizing a class is a series of activities that teachers implement in organizing classes. This class term refers to a group of students in a particular education level, rather than merely referring to a mere learning space. This approach requires teachers to organize their best classes so that they can create a classroom atmosphere that allows students to learn well. Activities include physical and non-physical classroom management.

Physically, that is meant by class management, among others: a classroom arrangement that includes student seating, whiteboard layout, bookshelves, cabinets, and learning media.
With a good arrangement, all activities undertaken by both teachers and students can benefit the good of students. Meanwhile, the organization of non-physical classes encompasses the management of classroom atmosphere that allows children to feel safe, joyful, passionate, passionate about learning and active.

The group in Arabic language learning at Burapha Witya School Islamic School is divided into 3 groups of 1 (beginner), Group 2 (intermediate level), and Group 3 (advanced). Learning lasts 7 hours/day and is carried out for 10 consecutive days. The material presented were various conversations, speeches, poetry, composing and Arabic-language dramas.

At the end of the meeting held an art performance for the evaluation of Arabic language learning with a skilled approach in the Islamic school Burapha Witya Narathiwat Thailand As a result of learning Arabic that has been implemented in the program Arabic Camp.

2. Learning methods and Techniques

a) Conversation

Teachers give examples of conversations (according to the theme of the conversation you've chosen). Then the teacher ordered the students to converse with a friend who was beside him in turn (if the student asked, then student B replied and likewise vice versa). The materials are delivered every day with different themes, but all groups learn the same material. With this learning technique, students can get used to listening and speaking in Arabic.

b) Speech

Before addressing students are required to write a theme or the content of the message will be addressed in speech, after which students convey a message with a speech according to the pre-written message. The title of the speech text prepared by the three titles: "T]alabul 'Ilmi", "Birrul Wa>xidaini " and "An-NadJ>a>fatu minal I<mak>n", then students choose the title of the desired speech. The aim of the teacher gives the choice of a title so that students can better describe the thing to be addressed in the speech. With this technique, students will be trained to pour ideas, ideas and messages in the form of writing and oral.

c) Poetry

In this learning the teacher gave some text of poetry, then students read and understand the reading of the poem so that students can read it with the intonation and facial expressions that correspond to the message contained. With this technique, students can learn to read readings both in their understanding and phonological terms.
d) Fabricated (Insya ‘)

Students are given the task to tell the story of introducing themselves and the surrounding environment in writing. The material delivered according to the degree of the group from making sentences to paragraphs. With this technique, students learn to personalize ideas, ideas or messages in writing according to the circumstances of the environment.

e) Drama

The steps are that students are required to read the script first. Then determine the scene, expression or intonation of sentences that will convey according to its role. Students can then practice it in a drama. In this technique, students are directed to demonstrate a role and convey a message arranged in the theme of the drama. The Arabic language learning process with this drama involves all the groups in one title of the drama and each student performs a different role. So from the drama, students can learn how to convey ideas or messages to their opponents and be able to respond to messages that have been delivered.

After students have learned Arabic with a skilled approach as already shown by previous researchers, based on the results of several students' interviews: according to Werakiyoh "learning Arabic is easy and fun because they can speak Arabic as per their ability without fear of wrong in his pronunciation". According to Fanisrin "learning Arabic with various methods like this is more enjoyable and not easily bored in the process of learning because students are more able to express the use of the language". It was also conveyed by Azzah that "speaking Arabic does not necessarily have to speak to the Arabs directly, but with performance such as speeches, poetry and drama can also apply the Arabic language". One teacher stated that learning with this skilled approach will give more results in language learning especially Arabic, because students can engage in the learning process by mastering four language skills, which are listening, speaking, reading and writing using Arabic.

CONCLUSION

Language learning for foreign speakers is not easy, because the language is not used in everyday life but with a variety of special purposes. Learning Arabic with a skilled approach is a new Arabic language learning model in Islam Burapha Witya School Narathiwat, Thailand. Arabic language learning using this approach is a language learning that includes the skill aspects including listening, speaking, reading and writing. Implementation of program learning can use various
learning methods such as conversation (Muḥādašah) with this learning, students can practice direct conversation with their peers with the theme set by the teacher, Drama (al-Tamsīl al-Masraḥī) In this drama, stage students play a direct role in portraying the characters that are played and convey the message or story idea using Arabic, speeches in delivery using Arabic so that students can express the message conveyed, poetry In this lesson, students read Arabic poetry by understanding the meaning contained in the poetry so that the message that is carried can be conveyed and Essay in Arabic (Insyā') in this lesson, students are trained to express their ideas or main thoughts in writing. Thus, learning Arabic will be easy, enjoyable, motivating students in learning Arabic. Hopefully, students will be accustomed to practice the Arabic language in daily life.

REFERENCES


