

Recitation Method to Enhance the Skills of *Mahāratu Al Kitābah*

Nela Fatkhiyatirrohmah¹, Faliqul Isbah²

^{1,2}UIN K.H. Abdurrahman Wahid Pekalongan, Indonesia

E-mail: nela.fath.12@gmail.com¹; faliqul.isbah@uingusdur.ac.id²

Abstract

This research was conducted to determine the implementation of the recitation method in improving students' writing skills (*Mahāratu al Kitābah*). Starting from the implementation stages, its advantages and disadvantages are explored. Writing skills rank last among language skills, indicating that writing skills can be mastered effectively once students have acquired proper listening, speaking, and reading skills. This fact also suggests that in order to have good writing skills, in addition to learning techniques and practice, students need to be given writing tasks outside of school hours as recitation. This research method employs a qualitative approach with a descriptive field study. The data sources consist of primary and secondary data. Primary data is obtained directly from teachers, students, and school administrators, while secondary data is obtained from relevant documents related to the research. Data collection techniques include interviews, observations, and documentation. The data analysis technique used in this research is an interactive model analysis, which involves data collection, reduction, presentation, and drawing conclusions. The research findings indicate that the implementation of the recitation method to improve writing skills is carried out through preparation, implementation, and evaluation stages. The advantages of this method include fostering self-confidence in mastering Arabic language and enhancing students' creativity. However, a drawback of the recitation method based on teacher assignments is the limited control over students' tasks and the need for active and passive student supervision when tasks are assigned in groups.

Keywords: *recitation method, mahāratu al kitābah, Arabic language*

Introduction

Language, especially Arabic, which is widely used in the world, is the language of religious unity, the language of unity of the Muslims, which unites their souls, even though they have different nationalities, homelands, and different native languages. Therefore, where the Islamic religion developed, that's where the Arabic language also developed.

So great is the role of the Arabic language in various parts of the world. Isma'il and Lois Lamy al-Faruqi correctly describe this language phenomenon as the language that determines the languages of members of the Arab League and contributes more than 40-60 percent of the vocabulary of that language. Besides that, Arabic is a religious language, one billion Muslims around the world are spoken in daily worship is Arabic. This language is also the language of Islamic law, which at least in the area of personal status, dominates the life of all Muslims.

Finally, this is the language of Islamic culture that is taught in thousands of schools around the world.¹

In the field of education, especially in schools or tertiary institutions that carry out Arabic language learning, they must be able to encourage, guide, develop and foster skills and be able to foster a good attitude towards good Arabic. Arabic language skills and a positive attitude towards Arabic are very important in order to help students understand the main sources of Islamic teachings, namely the Qur'an and Hadith, as well as Arabic books related to Islam.²

Thus, improving the quality of education, as one of the pillars of meaningful human resource development is very important for national development, because the future of the nation is very dependent on the existence of quality education.

One of the main duties of a teacher, both teacher and lecturer, is to be responsible for helping their students in terms of learning. To play the role and carry out these tasks, a teacher is expected to have high professional abilities. By honing the ability to make a diagnosis and getting to know the most effective ways to help students develop their potential.

Therefore, to overcome this, a way is needed so that the implementation of teaching and learning can be carried out effectively, one of which is by applying or using the recitation method.³ The recitation method according to Roestiyah (1991) the recitation method is one of several existing methods as an alternative step in order to streamline and streamline the learning process. This method can also improve students' writing skills in learning Arabic. The ability to write in learning Arabic means *Mahāratul Kitābah*.

Mahāratul Kitābah is the ability to describe or express thoughts, from simple aspects such as writing words to complex aspects, namely composing.⁴

In fact, it is true that *kitābah* is the skill that is least used among the four skills possessed. In the real world, writing is the most difficult skill to adapt among the four skills. The four skills include *istima'*, *kalām*, *qirā'ah*, and *kitābah*. In this case, many problems arise from *Mahāratul Kitābah* in Arabic subjects.

Based on the description above, the writer is interested in conducting research on "Recitation Methods to Improve *Mahāratul Kitābah* Ability". This research is intended to analyze how the implementation of the recitation method to improve the ability of *Mahāratul Kitābah* in students and to find out the advantages and disadvantages of the recitation method in improving the ability of *Mahāratul Kitābah*.

Methods

¹ Ismail dan Lois Lamya Al-Faruqi, *Atlas Budaya Islam*, terj. Ilyas Hasan, (Bandung: Mizan, 2003), hlm. 59.

² Ahmad Izzan, *Metodologi Pembelajaran Bahasa Arab*, (Bandung: Humaniora Utama Press, 2015), hlm. 5

³ Akbar, daniel. dan Hermawan, Yoni. *Penerapan Metode Resitasi dan Diskusi untuk Meningkatkan Prestasi Belajar Mahasiswa Program Studi Ilmu Keperawatan Universitas Galuh*, Jurnal Pendidikan dan Kebudayaan, Vol. 20, No. 3, 2014.

⁴ Ahmad, Rathomi. *Maharah Kitabah dalam Pembelajaran Bahasa Arab*. (Kalimantan Barat: Jurnal Keguruan dan Pendidikan Islam, Vol. 1, No. 1, Januari-Juni 2020), hlm. 3.

This type of research is a qualitative descriptive approach. This research method is field research, in which this research focuses on the results of data collection from predetermined information. Field research is direct research on the object under study, namely the implementation of the recitation method to improve the ability of *Mahōratul Kitābah* in learning Arabic. The subject of this study is a person who can be used as a source of data to obtain information, he is a teacher of Arabic subjects at Pekalongan Islamic Middle School.

Data sources are divided into two, namely primary and secondary data. Primary data was collected from interviews with Arabic teachers at SMP Islam Pekalongan, while secondary data was taken from articles, journals, theses, books that were still related to the research topic, namely the implementation of the recitation method to improve *Mahōratul Kitābah* ability in learning Arabic. Methods of data collection is done by interviews, observation, and documentation. While the data analysis in this study used a qualitative descriptive approach, which included three activities, namely data reduction, data presentation, and drawing conclusions.

Results

Observations in class are carried out only once, which are carried out during the teaching and learning process. The interview focused on teachers who teach Arabic. From the interview results obtained data related to the application of the recitation method, positive impacts, and weaknesses that arise when the method is applied in learning activities. These three things are the focus of research explored in this study.

Application of the Recitation Method to Improve *Mahōratul Kitābah* Ability in Learning Arabic

The activities or actions carried out in class during the meeting are as follows:

- a. Setting up learning objectives;
- b. Delivering material in an outline;
- c. Learning activities using the discussion method;
- d. Give directions related to the tasks that will be assigned to students; And
- e. Give assignments to students according to the learning material.

The Positive Impact of the Recitation Method to Improve *Mahōratul Kitābah* Ability in Learning Arabic

In its application, there are several positive impacts on students in using the recitation method in learning Arabic in the classroom, including:

- a. Increasing student creativity in applying this recitation method, students not only receive material information from the teacher directly, but students can search, collect and summarize information independently with the teacher's guidance. This has a positive impact on increasing student creativity in the process of deepening and broadening knowledge related to the discussed Arabic learning material.
- b. Growing a sense of student responsibility, from the results of observations and interviews it was found that, in the process of making assignments, students were able to work on and

complete the assignments given by the teacher quite well. This shows that students are able to fulfill the responsibilities given by the teacher.

- c. Improving Mahāratul Kitābah's ability to present the results of their assignments in front of other students and write them on the blackboard. From the results of interviews with students, at first they found it very difficult to carry out this task, but with the teacher's direction and guidance, students were able to summarize the material discussed by the teacher and work on the assignment sheet well. When in practice students gain knowledge and understanding of the tasks being done. This helps expedite students to communicate well in presenting their work in class.
- d. Provide new experiences to students. From the results of the interviews, the application of the recitation method to learning Arabic also provides new experiences for students. Previously, students were used to being explained and given material directly by the teacher. However, this method requires students to summarize and search for material independently from sources directed by the lecturer.

Weaknesses That Appear in the Application of the Recitation Method

Various learning methods have strengths and weaknesses, while the weaknesses in this recitation method are:

- a. Often assignments at home are done by other people, so students don't know about the work of the assignment, which means the objectives of the lesson cannot be fulfilled;
- b. It is difficult to give work/assignments because of individual student differences in learning abilities and interests;
- c. Often students don't do their assignments well, just copying the work of their friends, and;
- d. If the task is too much or heavy it will disturb the mental balance of the student.

Discussion

Definition of Recitation Method

The recitation method is often referred to as the homework method, namely where students are given special assignments outside of class hours. In implementing this method children can do assignments not only at home, but can also be done in the library, laboratory, practice room and so on. In addition, there are also those who say that the recitation method is a way of teaching which is characterized by planning activities between students and educators recognizing a problem or problem that students must solve within a certain period of time that is mutually agreed between students and educators.

Giving assignments is essentially asking students to do a good and useful job for themselves, in deepening and broadening knowledge or increasing understanding of a subject matter given by an educator.

Meaning of Mahāratul Kitābah

Mahārah in Arabic comes from the basic word مهارة which changes to the form *mashdar* مهارة which means skill or skill. Meanwhile, the word كتابة which means writing or writing is a form of *mashdar* which comes from the word كتب which means writing. *Kitābah* is interpreted as a collection of words that are arranged and ordered. Etymologically *Kitābah* is a collection

of words that are composed and contain meaning, because *Kitābah* will not be formed unless there are regular words, with the *Kitābah* humans can express their heart freely according to what they think, and by pouring written expressions it is hoped that readers can understand what the author wants to express.⁵

Writing is an integrated language skill, which is shown to produce something called writing.⁶ Writing is a means of communicating with language between people and other people who are not limited by place and time.⁷

Kitābah (writing) means drawing graphic symbols representing a language one understands for others to read. Graphic symbols are phonemic units that form words, words form sentences, and sentences form paragraphs that contain one unit of thought and a specific purpose or message. The deeper meaning of kitabah (writing) is the pouring out of thoughts through sentences that are structured as a whole, complete and clear so that these thoughts are successfully understood and can be communicated to others.

Meanwhile, writing skill (Mahāratul Kitābah/writing skill) is the ability to describe or express thoughts, ranging from simple aspects such as writing words to complex aspects, namely composing. Writing skill is the skill with the highest level of difficulty for students compared to the other three skills.

In implementing Mahāratul Kitābah related to several aspects including al-qawaid (nahwu and sharf), imla' and khot. Even in the book of ikhtibary students are also required to have hearing sensitivity in distinguishing the letters that are dictated, for example the ability to distinguish the letters alif and 'ain.

The description confirms that Mahāratul Kitābah/writing skill which is interpreted as writing skill is the ability to describe or express thoughts, ranging from simple aspects such as writing words to complex aspects such as composing.

For the initial step for beginner students learning Kitābah is to introduce graphic symbols as phoneme units that form words called al-kalimah (the smallest word unit of a sentence unit or the basic element of sentence formation), al-sum (a group of words that can form a sentence), understanding the meaning or one word that is based on another word), al-faqrah (paragraph) and uslub, although in this discussion it is focused on the basic Mahāratul Kitābah namely introducing graphic symbols as phoneme units that form words and after students recognize these symbols followed by the ability to write without looking at the text or what is known as imla' ikhtibary.

Syamsuddin Asyrofi stated, there are at least two aspects in writing activities, namely skills in forming letters and mastering spelling and skills in generating thoughts and feelings in Arabic written form.⁸ This means that writing skills begin with practicing writing letters accompanied by skills in recognizing the makharijul letters.

⁵ <http://siputjawa.blogspot.co.id/2014/12/strategi-pembelajaran-kitabah-html>

⁶ Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif*, (Malang: UIN-Malang Press, 2011), h. 181.

⁷ Bisri Mustofa dan Abdul Hamid, *Metode dan Strategi Pembelajaran Arab*, (Malang: UIN-Malang Press, 2011), h. 104.

⁸ Syamsudin Asyrofi, *Metodologi Pembelajaran Bahasa Arab*, Yogyakarta: Idea Press, 2010.

Definition of Learning Arabic

According to Rosyidi (2011) the essence of learning Arabic is for the purposes of social communication, while learning Arabic is essentially the development of social communication skills using Arabic.⁹ However, learning Arabic is considered difficult by some students, even though Arabic is actually easy to learn. Therefore, appropriate learning strategies are needed so that students do not feel difficulty.

Learning strategies are plans, rules, steps, and means that will be implemented in practice and will be passed from opening to closing in the learning process in the classroom in order to realize the goals.¹⁰ Learning strategies are carried out so that students can receive material more effectively and efficiently. The selection of Arabic learning strategies cannot be arbitrary, but adjusted to the language skills to be learned. In general, learning strategies that do not involve students or are monotonous will make these students feel bored and unmotivated in learning, so that learning objectives are not achieved properly. Learning strategies are very important in achieving learning objectives.¹¹

Conclusion

Based on the results of research conducted on class VII students of SMP Islam Pekalongan, it can be concluded that: (1) The application of the recitation method to improve the ability of Mahāratul Kitōbah in learning Arabic starts from the phase of giving assignments related to competency standards for learning Arabic. The second phase is the implementation of tasks in groups. The last phase is responsible for the assignment by presenting and writing on the blackboard in the class; (2) The positive impacts of using the recitation method on learning Arabic include: increasing student creativity in the process of deepening and broadening knowledge related to the discussed Arabic learning material, fostering a sense of responsibility among students, and providing new experiences to students; (3) the weaknesses found in the application of the recitation method to learning Arabic appear in the lack of student participation, difficulty controlling and supervising the tasks carried out by students, different levels of student intelligence, and the limited carrying capacity or available infrastructure.

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⁹Rosyidi, A. W., & Ni'mah, M. A. *Memahami Konsep Dasar Pembelajaran Bahasa Arab*, 2011.

¹⁰ Iswanto, R. *Pembelajaran Bahasa Arab dengan Pemanfaatan Teknologi*. *Arabiyatuna: Jurnal Bahasa Arab*, 1 (2), 139-152.

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