Implementation of the Drill Method in Learning Arabic with a Communicative Approach

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ABSTRACT

This paper will discuss implementing the drill/practice method for learning Arabic with a communicative approach. This study uses a descriptive qualitative. The subjects of this research were all 7G class students at MTs Negeri Kota Batu. The data collected is in the form of the latest learning information data, the number of students, and data on the implementation of learning methods. Data collection using interview techniques, observation, and documentation. Data analysis was carried out according to the theory of Miles and Huberman, with the stages of data collection, data reduction, data presentation, and conclusions. The result indicates that the drill method with a communicative approach is implemented through three steps. Firstly, the planning stage involves preparing a learning program plan. Secondly, the implementation stage applies the drill method based on the characteristics of the communicative approach. Lastly, the evaluation phase employs formative evaluation techniques. The study identifies four supporting factors for the method's application: student participation, cognitive abilities, clarity of instruction, and availability of learning facilities. This study provides valuable insights and knowledge to improve Arabic language teaching for teachers and researchers to develop additional learning on more functional skills.

Introduction

Speaking skills are still a different obstacle for students in learning Arabic, especially in non-Islamic madrasah schools, even though in today's language as a function of communication is an important goal to be achieved by students. The reason is that one of the causes of the difficulty for students in Indonesia to master skills in speaking Arabic is based on research by Azkia et al. However (Albantani & Madkur, 2019) 2019, there was a breakthrough in the

development of learning Arabic carried out by the Ministry of Religion, which focused Arabic on communicative functions and as a tool for understanding Islam (Agama, 2019). However, the effects of the coronavirus pandemic in the past two years have become another obstacle to learning Arabic.

Arabic as a communicative function is essential. Based on the same research, Azkia did not mention that many non-Arabic people want to learn Arabic for economic purposes or look for work due to business expansion and the development of increasingly globalized Arab companies. Therefore, Arabic as a function of communication is essential for students in Indonesia as a preparation for facing the world. Learning Arabic with a communicative approach can help students realize the purpose of language as a communication function. The communicative approach is a language learning approach that emphasizes learning on mastering language skills rather than mastering language structures (Utami, 2020). Therefore this approach assumes that a language is a tool for communication so that the goal of learning is to make students able to communicate actively and practically.

Therefore it is necessary to pay attention to learning Arabic, which focuses on improving speaking skills as part of learning based on a communicative approach. Several previous studies serve as a literature review of this study, such as Husni Arsyad's (Arsyad, 2019) research on methods of learning Arabic that use a communicative approach, including direct, conversation, silent teacher, and natural methods. Then, research by Anwar Sadat (Sadat, 2018) discusses the characteristics of the communicative approach, its advantages and disadvantages, and how to implement a communicative approach in learning Arabic.

The beginning of the development of the communicative approach was due to several factors. The first was the opposition made by Noam Chomsky to structural linguistic theories. Chomsky explicitly pointed out that the standard structural language theory at that time could not explain language's fundamental and creative characteristics, which are unique in every sentence. The second factor is the increasing population movements between European countries due to migration. Therefore, effective foreign language learning is needed to fulfil the need to communicate between countries and nations. The third factor is situational. These situations underlie the emergence of a communicative approach. This is because the need for communication in a foreign language develops from a limited scope for its users to a broader scope for other users. So, the cause of the shift from an audiolingual approach to a communicative approach is the communication needs factor (Muradi, 2014).

A communicative approach is based on the idea that a person's speaking purpose is to communicate. Therefore, carrying out language learning must be based on these objectives. Given the communicative approach, language is a set of rules or grammar and, more broadly, a means of communication. In other words, learning a language focuses on understanding the

structure of the rules or grammar and uses the structure of the rules to communicate in real situations.

Abdul Wahab stated in his research that the goal of the communicative approach is to provide opportunities for students to dare to use Arabic in situations experienced with a spontaneous and creative attitude, in addition to mastery of grammar. The focus of the goal is to convey the correct meaning or purpose according to the demands and functions of communication at that time. Meanwhile, the grammar or structure of the rules in the perspective of this approach is just knowledge of the meaning of the sentence and the position of the words so that students are expected to be able to express thoughts, feelings, wills, and beliefs based on the correct grammatical rules (Ni'mah, 2012).

In short, the principle of the communicative approach, according to Scarino, is that a learner will learn a language well when in the following eight conditions (Muradi, 2014): A) Learners are treated as individuals who have needs and interests; B) Students are allowed to participate in the communicative use of the target language in various activities; C) Students are shown communicative data that is understandable and relevant to their needs and interests; D) Learners deliberately focus their learning on forms, skills, and strategies that support the language acquisition process; E) Students are exposed to sociocultural data and direct experience with the culture that is part of the target language; F) Students are aware of the role and nature of language and culture; G) Students are given appropriate feedback regarding their learning progress; H) Learners are allowed to organize their learning.

After the authors read several literature reviews, the researchers implemented the drill method for learning Arabic with a communicative approach at MTs Negeri Kota Batu. Researchers chose the drill method because its implementation is relatively easy to apply in learning. The drill method is a learning method that involves doing the same thing repeatedly and seriously. Nana Sudjana stated that the drill method, also called training, is the same and repeated activity carried out in earnest to strengthen an association or perfect a skill to become permanent (Sudjana, 1998). The training method (drill) is also said to be a good way of teaching to instil certain habits and maintain good habits. In addition, this method is also suitable for obtaining dexterity, accuracy, opportunities, and skills (Djamarah, 2010).

There are three kinds of drill methods/exercises. Each type can stand alone or be part of a sequence that is a whole, namely: A) Mechanical exercise. This aims to instil the habit by providing a stimulus to get the correct response. These exercises can be interpreted orally or in writing and are integrated with speaking and writing skills exercises; B) Meaningful exercises are linked to actual situations or contexts. Contextual provision can be found in props and class situations; C) Communicative exercises: This exercise fosters students' creative power and is an actual language exercise. Therefore, this exercise should be given if the teacher feels that

students have received enough material (in the form of vocabulary, structure, and communicative expressions) appropriate to the specified situation or context (Unsi, 2020).

The drilling method has steps for learning Arabic, so the lessons given should be relevant to learning Arabic. According to Syaiful Bahri Djamarah and Aswan Zain, the steps for implementing the drill method are as follows: First, in the preparation phase, the teacher ensures that the necessary equipment is provided, such as Arabic textbooks, stationery, and notebooks. Plus, the teacher creates a conducive learning environment, considering factors like student attendance. Next, during the implementation phase, the teacher begins by providing an understanding or explanation of the lesson before commencing the exercises. The teacher then demonstrates the process or procedure, with students observing and taking notes. Moving on to the evaluation or follow-up stage, students are allowed to practice the exercises and apply what they have learned. Through this practice method, students conclude the exercises they engage in. Furthermore, the teacher actively engages with students by asking them questions to assess their understanding. Finally, in the closing phase, the teacher reinforces the lesson by explaining it again before concluding the session (Djamarah, 2010).

Several similar studies have used the drill method in learning Arabic, such as 1) Hafid and Arif's research (Darmawan, 2019) regarding the application of the drill method in learning Arabic. This research is CAR research with research problems of low learning outcomes quality. 2) Tuhfatul research (Unsi, 2020) on how to apply the drill method in learning microdata Arabic. This research is in the form of descriptive qualitative research with the aim of research so that students master Arabic vocabulary so that students can use it in oral and written communication. 3) Research conducted by Masfiyatul and Rima (Asriyah, 2021) regarding applying the drill method to improve the mastery of rote Arabic vocabulary. This research is CAR research with a descriptive quantitative approach with the aim of research describing the application of the drill method to learning Arabic and describing the improvement of Arabic vocabulary skills; 4) The research conducted by Eko (Widodo, 2019) the study concerning the effect of using the drill method on Arabic reading ability. This research is a quasi-experimental research with a time series design. This study aimed to examine the effect of the drill method on reading ability. 5) Research conducted by Yulia (Prihatiningtyas, 2020) on applying the drill method to learning Arabic. This type of research is field research to research and analyze the application of the drill method in learning Arabic.

The research mentioned previously has similarities with this research; namely, they both examine the application of the drill method to learning Arabic. However, what is different is that previous studies have used the drill method but have yet to be based on a communicative approach. The research mentioned previously only focuses on improving vocabulary, memorization, and reading skills. Other studies only discuss applying the drill method to learning

Arabic in general. Therefore the researcher in this paper will discuss the application of the drill method to learning Arabic by using the characteristics of a communicative approach.

Method

Research Design

This research aims to describe the application of the drill method in learning Arabic with a communicative approach. Based on this purpose, the author in research design used a qualitative approach because qualitative research is more descriptive, with data collected in the form of words or pictures, and does not emphasize numbers (Sugiyono, 2016). The author will explain the stages of planning, implementation, and evaluation.

Data Collection Technique

The research location is MTs Negeri Kota Batu. The subjects of this study were 7th-grade students totalling 33 students. The data collected is in the form of information about learning so far, data on the number of students, and data on the process of applying learning methods. The author uses data collection techniques, unstructured interviews, observation, and documentation (Sugiyono, 2016). unstructured interviews were used to collect data on the learning process so far, unstructured observation techniques to collect data on the implementation of the learning process, and documentation to collect data on the number of students.

Data Analysis Technique

Data analysis was carried out in 4 stages. Namely, data collection was carried out by interview, observation, and documentation techniques. After all the data is collected, the next step is data reduction. The author simplifies, selects, and categorizes data to make it easy to process. After the data is processed, the next step is to display the data; the data displayed is in the form of a descriptive narrative (Michael, 1992). then the last stage is the conclusion.

Result and Discussion

Implementation of the Drill Method with a Communicative Approach

Implementing the drill method in Arabic language learning with a communicative approach has been applied in the Batu City MTs State School. The implementation of learning is carried out by the general implementation starting from planning, implementation, and evaluation.

Planning

Before carrying out Arabic language learning, planning must be prepared first. Learning planning is the decision-making of choices that will be implemented in achieving predetermined

goals. Planning contains various sets of decisions and explanations of goal determination, policy determination, program determination, specific methods and procedures, and the determination of activities to be carried out (Widyanto & Wahyuni, 2020). With good planning, the expected goals can be achieved.

Researchers have designed a learning program plan starting from determining learning objectives, subject matter, media, and learning tools and planning learning activities and evaluations. Before the preparation of the RPP, researchers had conducted interviews with educators at MTs Negeri Kota Batu regarding information in the form of the last teaching and learning process and the number of students.

At the stage of learning objectives, researchers formulate objectives based on core and essential competencies contained in the PAI curriculum and Arabic KMA 183. The theme learned about البيت is based on interviews with teachers who teach at MTs Negeri Kota Batu.

The material used is phrases and conversational texts about learning themes. Material about phrases and conversations is selected based on a communicative approach, and researchers try to provide various experiences of situations to learners according to the learning theme. Researchers prepare learning tools through markers, boards, and conversational text. The learning approach chosen by the researcher is communicative and uses the drill method.

Implementation

After planning has been carried out, the next step is implementation; before starting the lesson, researchers conduct an apperception first to prepare the conditions of the students before learning. Nasution, in his book, explains that apperception includes activities: a) the presentation of a brief description by providing information about the content of the lesson to be taught. b) disclose the material taught by asking about the previous material. c) review the relevance of the material that has been asked with the material to be taught, d) connect the material that has been taught with the material that will soon be taught(S.Nasution, 2010). Apperception is sometimes not just an association between materials; apperception can be in the form of raising opinions or stimulating students to think critically before the material is taught. Besides that, when apperception, teachers can include character values such as honesty, discipline, responsibility, and other things(Saifudin, 2015).

After the apperception is carried out, researchers begin to enter the implementation of the drill method using a communicative approach; the implementation is as follows: (A) The first stage is the researcher writes on the blackboard about the situation or place related to the theme of learning, in this case about البيت, the researcher writes about the rooms in البت such as

(B) In the next stage, the researcher asked the students القرفة الجلوس, الغرفة الأكل, غرفة النوم.

questions about what activities or actions they did in that situation by provoking questions with

the sentence " ؟ .... مذا تفعل في". (C) Then the researcher wrote down the answers from the

students by rearranging and paying attention to the existing rule structure and making it a sentence. Then the researcher explained and demonstrated the drill/practice to all students with sentences written on the board.

(D) To reinforce sentence mastery, the researcher asked one of the students to express each of the existing sentences. The expression referred to in this case is the expression of the body or commonly known as the psychic response (TPR). Richard said TPR, or total physical response is a language teaching method that uses collaboration between speech and body movements(Astutik, 2018). With the help of expressing each existing sentence, students can better master the sentence. In this case, the researcher erased all the sentences written on the board and then began to repeat (drill) each expression representing each expression for each student to mention. (E) In the next stage, the researcher provides additional material in the form of conversational text regarding the learning theme, البيت, which is then trained by the students

using the drill/practice method or repeated. The researcher guides the drill/practice process. The following is an illustration of the conversation material.

Illustration for Conversation Material

Evaluation

Evaluation is carried out as an activity to measure the ability of students. Evaluating someone can determine the quality of something, especially about value and meaning (Asrul et

al., 2014). Evaluation carried out by researchers uses formative tests, namely tests, to find out how far students have progressed during the learning process. Usually, tests are carried out at the end of each topic or subject of discussion (Ridho, 2018).

At the evaluation stage, the researcher distributes to each student a sheet of paper containing pictures of activities or situations that have been studied previously. Then the researcher gives time students to provide answers in the form of expressions or activities related to the activities or situations that match the pictures.

The Supporting Factors for Applying the Drill Method with a Communicative Approach

Many factors support successfully applying the drill method with a communicative approach. Among others are: (1) Student participation: Students showed enthusiasm in carrying out instructions from researchers during the learning process. Not only that, but students were also active in answering each question given. According to Wihartanti, one of the indicators of the success of the learning process is the participation of students in each learning activity (Wihartanti, 2022). Many research facts conclude that by actively participating, the quality of student learning will improve, and they will master the lesson better than students who are only passive during the learning process (Ginanjar et al.., 2019). High or low participation of students in learning will affect the learning process. The higher the involvement of students, the easier it is to apply a learning method and vice versa.

(2) Cognitive abilities of the students; The average cognitive ability of students in class 7G is relatively good based on interviews with educators. This class is in the superior category among all grade 7 in MTs Negeri Batu. Cognitive ability is related to a person's intelligence (Nurazizah et al., 2017) because cognitive development is an aspect that focuses on thinking, learning, problem-solving, rational and memory skills (Yadika et al., 2019). With good cognitive abilities, learning will be readily accepted.

(3) Clarity of instruction; With the clarity of instruction from researchers is one of the success factors in the application of learning methods because quickly received instructions will be responded to well by students. In applying a learning method, educators must have this ability. The ability to provide instruction is among the minor pedagogic abilities of educators because it relates to how educators can manage their classes (Lubis, 2018) so that the learning process remains conducive.

(4) One factor that supports a learning method's success is the availability of learning facilities, including electronic and non-electronic devices. Learning facilities have a significant impact on student learning achievement. The more complete the learning facilities available, the better students can learn, and the more it can ease, accelerate, and deepen their independent

learning process (Puspitasari, 2016). MTs Negeri Kota Batu has a complete set of learning facilities, including electronic and non-electronic devices, essential for creating a conducive learning environment.

Conclusion

Implementing the drill method for learning Arabic with a communicative approach can run according to predetermined stages, namely the planning, implementation, and evaluation stages. Planning starts with preparing a learning program plan by determining learning objectives, subject matter, media, and learning tools and planning learning and evaluation activities. At the implementation stage, there are five steps in carrying out the drill method with a communicative approach. In the evaluation stage, researchers use summative tests to determine the extent of progress of students during the learning process. The factors that support applying the drill method with a communicative approach are 1) Student participation. 2) cognitive abilities of learners. 3) Clarity of instruction. 4) availability of learning facilities. Although there are several difficulties at the implementation stage, such as a large number of students, the evaluation stage could be more conducive because it is carried out at the last hour.

The implementation of the drill method with a communicative approach in this writing only represents a portion of the characteristics of the communicative approach. This is due to the adjustment made to accommodate the abilities of beginner students with limited proficiency in Arabic vocabulary. Therefore, the successful characteristic of the communicative approach the researcher applies lies in exposing students to the use of the Arabic language in situations and conditions they encounter. Hence, a suggestion for future researchers is to further develop this teaching method for participants at an intermediate or advanced level, incorporating more diverse communication situations while considering the learners' abilities and conditions. Additionally, instructional media can be expanded to provide a more comprehensive and complex depiction of various communicative situations.

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