

Unlocking the Secrets of Arabic Learning: Implementing the Al-Syamiyyah Al-Syafahiyah Method as an Effective Alternative in Schools and Islamic Boarding Schools

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Abstract

This research aims to analyze the contribution of the Al-Syamiyyah Al-Syafahiyah method as a suitable foundational strategy in basic Arabic language learning. The study is motivated by the limited understanding within the education community regarding Arabic language teaching methods. The qualitative approach with descriptive analysis is used, analyzing various selected literature to answer and support the findings. Based on the research results, it can be concluded that the Al-Syamiyyah Al-Syafahiyah method is a strategic approach that should be implemented in basic Arabic language learning. However, it is essential to consider both the strengths and weaknesses of this method, as not all aspects may be effectively implemented. This research sheds light on the significance of the Al-Syamiyyah Al-Syafahiyah method as a valuable tool in Arabic language education and emphasizes the need for further exploration and refinement of language teaching approaches. By understanding and implementing this method effectively, educators can enhance the learning experience and proficiency of students in basic Arabic language skills.

Keywords: Learning Method, Arabic, Al- Syamiyyah Al- Syafahiyah

Introduction

One of the reasons for the decline in interest in learning the language is the lack of development of Arabic learning methods that are tailored to the needs of students, even though in learning Arabic the use of a method in the teaching and learning process depends entirely on the interests of the students.¹ Two major problems faced by educators in learning Arabic in Indonesia, namely the implementation of learning Arabic, and non-implementation. The implementation factor of learning Arabic consists of methods or strategies for learning Arabic that are autonomic.² So that it has a lot of

¹ Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 1998).

² M Ainin, "Fenomena Demotivasi Dalam Pembelajaran Bahasa Arab Pada Jenjang Pendidikan Dasar Dan Menengah. Disampaikan Dalam Pidato Pengukuhan Guru Besar Pembelajaran Bahasa Arab Di

influence on education and students, as well as decreasing student learning interest and decreasing student learning outcomes. then³ argues that there are three factors that hinder the teaching of Arabic in madrasas as follows; *First*, the educational factor, *Second*, socio-cultural factors. *Third*, the linguistic factor of the Arabic language itself. So far, students tend to have the impression that learning Arabic is much more difficult than learning other languages.⁴

The instructional goal of the language teacher's task is to try to make students able to speak the language they learn well. In several cases significant problems were found, namely carrying out learning Arabic using the grammar method language translate. Tata method language This translation is easier to implement, because the teacher is allowed to use the mother tongue or the national language as a means of communication in class.⁵

The main task of a language teacher is to teach language, but the phenomenon that is often encountered in the field is that language teachers place more emphasis on theory, and do not teach their students how to use the language being taught, and do not guide students how to use elements of language (words, phrases, and sentences). in everyday speech.⁶

So, it is appropriate that Arabic learning methods be developed so that they are easier to understand and can increase interest in learning Arabic. educators are expected to be able to develop learning methods in accordance with core competencies and basic competencies and always have considerations for determining the development of methods that are adapted to the conditions of students.⁷ Because the inclusion of new innovations will make learning more open and focused, coupled with renewable facilities and methods.⁸ confirms that learning Arabic does not only require adequate

Universits Negeri Malang Pata Tanggal 28 April 2011.” (2011).

3 S. Sauri, “Menyoal Problematika Pengajaran Bahasa Arab, [Online] Tersedia Di [Http://Erlan-Abuhanifa.Blogspot.Com/2009/02/Pembelajaran-Bahasa-Arab.Html](http://Erlan-Abuhanifa.Blogspot.Com/2009/02/Pembelajaran-Bahasa-Arab.Html) [April 10, 2012],” 2012.

4 Azkia Muharom Albantani et al., “Tracing the Development of Arabic Khat from the Land of Origin to Indonesian Archipelago,” *Al-Ta’rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 13–24; Mahyudin Ritonga et al., “Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education,” *International Journal of Evaluation and Research in Education* 10, no. 1 (2021): 355–363.

5 Ritonga et al., “Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education.”

6 Akmaliah et al., “Child-Friendly Teaching Approach for Arabic Language in Nn Indonesian Islamic Boarding School,” *International Journal of Language Education* 5, no. 1 (2021): 501–514.

7 Cicih Juharsih Dirman, *Kegiatan Pembelajaran Yang Mendidik* (Jakarta: PT Rineka Cipta, 2014).

8 Kunaryo Hadikusumo, *Pengantar Pendidikan*, (Semarang: IKIP Semarang Press, (Semarang: IKIP Semarang Press, 1996).

facilities, but also must have varied and creative methods.⁹

Basically, the method itself in terms can be interpreted as a way that is regulated and thinks carefully to achieve a goal.¹⁰ The use of effective methods is one of the keys to the success of the learning process. According to¹¹ there are at least five factors that must be considered before an educator determines a method to be used in the teaching and learning process, namely objectives, student characteristics, situations and conditions, personal differences and teacher abilities, as well as facilities and infrastructure. So, if an educator can analyze the needs of students, he will be able to determine the appropriate method of learning. In addition, the development of science and technology is increasingly encouraging renewal efforts in the use of technological results in the learning process.¹²

Of the several methods that are often taught is the *Al sam'iyah Al - syafawiyyah method* or called the *Audio-Lingual Method*. The *Al sam'iyah Al- syafawiyyah* method is an organized way used to carry out learning Arabic in order to achieve what is desired by listening and speaking.¹³ This method emphasizes using vocabulary and is in the form of deliberations. So, learning with this method someone listens to Arabic words either through tapes or the teacher's voice and then they imitate them repeatedly so that they master and pronounce them fluently.¹⁴ The *Al- Sam'iyah Al- Syafawiyah* method is a method based on an approach that has several assumptions. Among them is, that language is speech. Therefore, language teaching must begin by listening to the sounds of language in the form of words or sentences and then pronouncing them. Another assumption of the method is that language is habit. A behavior becomes a habit when it is repeated many times. Therefore, language teaching must be done with repetition.¹⁵ In general, the purpose of learning one's own language, especially Arabic, is to be able to communicate with others. Meanwhile, the purpose of learning Arabic at school is none other than to teach and improve students' Arabic language skills.¹⁶

Ideally, the teaching and learning activities carried out at the MIBS Kebumen

9 Muhammad Thohir et al., "From Disruption to Mobilization: Ire Teachers' Perspectives on Independent Learning Policy," *Cakrawala Pendidikan* 40, no. 2 (2021): 359–373.

10 Ana Retnoningsih Suharso, *Kamus Besar Bahasa Indonesia* (Semarang: Widya Karya, 2005).

11 M. Basyiruddin, *Metode Pembelajaran Agama Islam* (Jakarta: Ciputat Pers, 2002).

12 Azhar Arsyad, *Media Pembelajaran*, 21st ed. (Depok: PT RajaGrafindo Persada, 2021).

13 (Henry G, 1989)

14 Suja'i, *Inovasi Pembelajaran Bahasa Arab*, (Semarang: Semarang, 2008).

15 Ahmad Fuad Effendy, *Metodologi Pengajaran Bahasa Arab* (Malang: Misykat, 2005).

16 Febry Ramadani S and R Umi Baroroh, "Strategies And Methods Of Learning Arabic Vocabulary/ Strategi Dan Metode Pembelajaran Kosakata Bahasa Arab," *Ijaz Arabi Journal of Arabic Learning* 3, no. 2 (2020): 291–312.

Islamic Boarding School, especially in Arabic subjects, have been going well. However, the method used is still very monotonous, namely only translating, imitating, listening, and translating.¹⁷

Method

The research method used is descriptive qualitative. Thus, the data used is based on the library research. by studying and tracing various literature literature. Data is searched through texts both in books and articles and collected then analyzed and deductively reduced to produce research results that are narrated descriptively.

The stages of data collection are: collecting some literature related to the focus of the research, analyzing and separating between the data needed and not, reducing the data obtained and finally by making a conclusion /concluding descriptively.¹⁸

Results and Discussion

Based on the problem formulation and methods used in this research, the researcher elaborates on the findings and discussion in depth as follows:

Arabic Language Learning Based on The Al-Syam'iyah Al-Syafahiyah

Learning Arabic must be done with the aim of language skills. The skills of each language are basically the same so that it becomes a measure of whether a person masters a particular language or not. The language skills in question are: listening skills (*istima*), speaking (*kalam*), reading (*reading*), and writing (*kitabah*).

Learning is a knowledge transfer activity designed to convey material and motivation to students in accordance with the objectives of learning competence. So, when it enters the realm of education strategies, methods and media are the responsibility of an educator to make it easier to convey teaching material, as well as assessment instruments to measure the extent to which the success of teaching is carried out.¹⁹ Meanwhile, learning Arabic itself can be interpreted as the process of conveying knowledge or knowledge from a teacher to students using Arabic in the hope that students can understand and then be able to develop it.²⁰

¹⁷ O W Puspita, H J Waluyo, and M Rohmadi, "The Effectiveness of Poetry Appreciation Textbook for Character Education Implementation at Higher Education," *International Journal of Instruction* 12, no. 1 (2019): 685–700, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85059695633&doi=10.29333%2Fiji.2019.12144a&partnerID=40&md5=36cc0b59f0af23c05221c6635bd42d24>.

¹⁸ Sugiyono, *Model Penelitian Kuantitatif Kualitatif* (Bandung: Alfabeta, 2010).

¹⁹ Teatantia and Nurhadi, "Pengembangan Media Pembelajaran Bahasa Arab Berbasis Portable Engkklek Arabic," *Al Mahara (Jurnal Pendidikan Bahasa Arab)* (2020): 6.

²⁰ Anshor Muhtadi Ahmad, *Pengajaran Bahasa Arab Media Dan Metode-Metodenya* (Yogyakarta: Teras, 2009).

So, it is imperative that the principles of learning Arabic must also be understood by the teacher so that the teaching and learning activities carried out can run well. This theory is corroborated by²¹ in his article he stated that the principles of learning Arabic are divided into three points namely: *first*, the principle of planning; in this principle the teacher makes careful planning of what material will be taught and the tools used in learning, *second*, the principle of implementation; in the implementation of learning the teacher must understand the stages that will be carried out when teaching, this makes the material presented easy to understand, *third*, the principle of evaluation; evaluate the teaching and learning process that has been carried out to determine the extent of its success. Another purpose of this evaluation is also used as material for teacher improvement when carrying out the next teaching process.

The Al- Syam'iyah Al- Syafahiyah Method and Its Influence in Learning Arabic

In learning Arabic the method is very important in the learning process, and an appropriate method is needed so that learning can be carried out properly, apart from being a foreign language learning Arabic is unique because students must be required to have several skills namely, listening, speaking, write, and deliver. So that students are able to know the four skills need a learning method and model that suits the needs of students. Control method teach is inevitability, because a teacher no will could teach well if he does not master the method properly. More precise the methods used by teachers in teaching are expected to be more effective as well achievement of learning objectives.²²

In language Method comes from Greek namely the *method*, which consist of two the word is *metha* meaning through or past and *hodos* which means way traversed to reach the goal.²³ So that it can be said that methods are practical and systematic steps in certain sciences that are no longer questioned because they are already applicable.²⁴ Which means that when interpreted the learning method is a practical knowledge that is used as a tool to make it easier to achieve a goal. The same thing was also stated by²⁵ that the method can be interpreted as a systematic way of working to facilitate

21 Nurul Hidayatul Amalina and Muhammad Nashirudin, "Analisis Proses Pembelajaran Bahasa Arab Pada Tingkat Tsanawiyah Di Pondok Pesantren Ta'mirul Islam," Jurnal Tatsqif 15, no. 2 (2017): 173–190.

22 Pupuh Fathurrahman, Strategi Belajar Mengajar (Bandung: Refika Aditama, 2009).

23 H.M. Arifin, Ilmu Pendidikan Islam Suatu Tinjauan Teoritis Dan Praktis Berdasarkan Pendekatan Interdidipliner (Jakarta: Bumi Aksara, 2000).

24 Ulin nuha, Metodologi Super Efektif Pembelajaran Bahasa Arab (Yogyakarta: Diva Press, 2012).

25 Dadang Sunendar Iskandarwassid, Strategi Pembelajaran Bahasa (Bandung: PT Remaja Rosdakarya, 2013).

implementation. In Arabic the method is called *Thoriqah*, which is a comprehensive plan relating to the regular presentation of language material, where no part of it conflicts with other parts and all of it is based on *approach*. that has been determined.²⁶

In an educational perspective, the method can be termed as a method used by educators to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives.²⁷ So that the existence of a method in a lesson can make learning planned and neatly arranged. According to *Edgar Bruce Wesley* in²⁸ explains that the method is a directed activity of the teacher in the learning process, so that teaching becomes memorable. The actual method is a set of methods used by a teacher in conveying knowledge or transferring knowledge to their students which takes place in the learning and teaching process or the learning process.²⁹

So based on the opinions of some of the experts above, it can be concluded that the method is a systematic way that is carried out by educators systematically in conveying educational material according to certain situations and conditions, to achieve an educational goal.

Al- sam'iyah said *al-syafawiyah* etymologically comes from the Arabic, namely *sami'a - yasma'u - sam'an* with the addition of *ya'* nasab which means to hear. As for *al-syafawiyah*, it comes from Arabic which means what is on the lips, in the mouth, or verbally. Then in terms of the *Al- sam'iyah method al-syafawiyah* is a regular way used to carry out learning Arabic in order to achieve what is desired by listening and speaking.³⁰ This is the same as one of the aims of the *assam'iyah method asyafawiyah*, that is, language learners are able to speak in acceptable pronunciation and proper grammar.³¹

Al- sam'iyah method al-syafawiyah or commonly known as the audiolingual method, was born from a communicative or *madkhal approach ittisolī*. The communicative approach is an approach to the idea that the ability to use language in communication is a goal that must be achieved in language learning. So, if it is concluded that *Al- Syam'iyah Al- Syafawiyah* meat is a form of strategy or method

26 Nuryani, Ta'alum Jurnal Pendidikan Islam (Tulungagung: Percetakan P3M, 2010).

27 Imam Suyitno, Memahami Tindakan Pembelajaran (Bandung: PT Refika Aditama, 2010).

28 Yudhi Munadi, Media Pembelajaran (Sebuah Pendekatan Baru) (Jakarta: Referensi (GP Press Group), 2008).

29 Ulin nuha, Metodologi Super Efektif Pembelajaran Bahasa Arab.

30 Henry Guntur Tarigan, Metodologi Pengajaran Berbahasa.

31 Eva Ayu Arvina, Penerapan Metode As-Sam'iyah Asy-Syafawiyah Dalam Pembelajaran Mahārah Al Kalām Pada Peserta Didik Kelas Vii Madrasah Tsanawiyah Negeri Wonosari Tahun Pelajaran 2015-2016, (Yogyakarta: UIN Sunan Kalijaga, 2016).

used by educators in introducing a language to students through a repetition system with the aim of students being able to know the four language skills with proper grammar.

So, if an Arabic language learning is integrated today, it will be very strategic and appropriate, considering that Arabic is still considered a frightening specter for some students. By presenting an Al- Syam'iyyah Al - Syafahiyah method, it is hoped that it will be able to change mindset that learning Arabic is learning that is no longer scary but fun.

In learning Arabic, the method is very important in the teaching and learning process, and an appropriate method is needed so that learning can be carried out properly. Besides being a foreign language, Arabic is unique because students must have several skills, namely listening, speaking, writing, and delivering. For students to be able to master these four skills, a learning method and model that suits the needs of students is required. Mastery of teaching methods is a necessity because a teacher will not be able to teach well if he does not master the method properly. The more appropriate the methods used by teachers in teaching, the more effective the achievement of learning objectives is expected to be.³²

In language, the method comes from the Greek word *methodos*, which consists of two words, *metha*, meaning through or past, and *hodos*, which means the way traversed to reach the goal. Thus, it can be said that methods are practical and systematic steps in certain sciences that are no longer questioned because they are already applicable. This means that when interpreted, the learning method is practical knowledge used as a tool to facilitate achieving a goal. The same thing is also stated by experts who say that methods can be interpreted as systematic ways of working to facilitate implementation. In Arabic, the method is called *Thoriqah*, which is a comprehensive plan relating to the regular presentation of language material, where no part of it conflicts with other parts and all of it is based on a predetermined approach.³³

In an educational perspective, the method can be termed as a way used by educators to implement plans that have been prepared in the form of real and practical activities to achieve learning objectives.³⁴ Thus, the existence of a method in a lesson

³² Albantani et al., "Tracing the Development of Arabic Khat from the Land of Origin to Indonesian Archipelago."

³³ Muhammad Afif Amrulloh et al., "Stylistic of The Qur'an: Reading The Story of Sulaiman," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 8, no. 1 (2021): 17–31.

³⁴ Suyadi and Sutrisno, "A Genealogical Study of Islamic Education Science at The Faculty of Ilmu Tarbiyah Dan Keguruan UIN Sunan Kalijaga," *Al-Jami'ah: Journal of Islamic Studies* 56, no. 1 (2018):

can make learning planned and neatly arranged. According to Edgar Bruce Wesley, the method is a directed activity of the teacher in the learning process, so that teaching becomes memorable. The actual method is a set of ways used by a teacher in conveying knowledge or transferring knowledge to their students, which takes place in the teaching and learning process or the learning process.³⁵

So, based on the opinions of some of the experts above, it can be concluded that the method is a systematic way carried out by educators in conveying educational material according to certain situations and conditions to achieve educational goals.³⁶

Etymologically, Al-sam'iyah and Al-syafawiyah come from Arabic, namely sami'a - yasma'u - sam'an, with the addition of ya' nasab, which means to hear. As for al-syafawiyah, it comes from Arabic which means what is on the lips, in the mouth, or verbally. Then, in terms of the Al-sam'iyah Al-syafawiyah method, it is a regular way used to carry out learning Arabic to achieve what is desired by listening and speaking. This is the same as one of the aims of the Al-sam'iyah Al-syafawiyah method, which is for language learners to be able to speak with acceptable pronunciation and proper grammar.³⁷

The Al-sam'iyah Al-syafawiyah method, commonly known as the audiolingual method, was born from a communicative or madkhal ittiṣolī approach. The communicative approach is an approach with the idea that the ability to use language in communication is a goal that must be achieved in language learning. So, it is concluded, Al-Syam'iyah Al-Syafawiyah is a form of strategy or method used by educators in introducing a language to students through a repetition system with the aim of students being able to master the four language skills with proper grammar.³⁸

Therefore, if Arabic language learning is integrated today, it will be very strategic and appropriate, considering that Arabic is still considered a frightening

28–95, <https://doi.org/10.14421/ajis>.

35 A'yunin Aditya Fajrin et al., "Alih Kode Dan Campur Kode Dalam Proses Pembelajaran Pada Mahasiswa Pascasarjana Pendidikan Bahasa Arab UIN Maulana Malik Ibrahim Malang," *Lisanul' Arab: Journal of Arabic Learning and Teaching* XX, no. XXXXX (2022): 1–14.

36 Alif Cahya Setiyadi et al., "Bī'ah Lughawiyah Programs in Arabic Language Learning to Improve Student's Arabic Speaking Skills," *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaan* 7, no. 1 (2023): 29–46.

37 Eva Ayu Arvina, Penerapan Metode As-Sam'iyah Asy-Syafawiyah Dalam Pembelajaran Mahārah Al Kalām Pada Peserta Didik Kelas VII Madrasah Tsanawiyah Negeri Wonosari Tahun Pelajaran 2015-2016.; Bambang Irawan, Rosmania Syafariah Widjanti, and Mohd. Syahiran Abdul Latif, "The Practice Of Sufism And Religious Moderation In The Kauman Pesantren Communities, Central Java, Indonesia," *Religia Jurnal Ilmu-Ilmu Keislaman* 26, no. 1 (2023): 5–12.

38 Ritonga et al., "Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education."

specter for some students. By presenting an Al-Syam'iyyah Al-Syafahiyah method, it is hoped that it will be able to change the mindset that learning Arabic is no longer scary but fun.³⁹

Implementation of the Al-Syam'iyyah Al-Syafahiyah Method in MBS Kebumen

Based on the information and interview results obtained at MBS Kebumen, *“the implementation of the Al-Syam'iyyah Al-Syafahiyah method at Madrasah Ibtidaiyah Swasta (MIS) Kebumen can be carried out by structuring and systematizing basic material. For listening (istima) material, students can be trained through audio of simple conversations and short stories in Arabic. Teachers can use recordings of everyday conversations that are relevant to the students' context. Additionally, students can be given practice listening to simple instructions followed by practical tasks to ensure their understanding of those instructions.”*

The teachers at MBS Kebumen continued the interview results by stating *“that in the aspect of speaking (kalam), students are encouraged to actively participate in paired dialogues and small group discussions. Each pair can be given different situations to practice, such as ordering food in the canteen or asking for directions. Students are also given the opportunity to deliver short presentations on topics they have studied in class, such as introducing themselves or recounting their holiday experiences. Through these activities, students can practice their speaking skills with correct pronunciation and proper sentence structure.”*

The teachers conveyed *“that for reading (qiraah) and writing (kitabah) skills, the material can be arranged in the form of simple texts containing descriptions of objects, places, or biographies of famous figures. Students are asked to read these texts and answer comprehension questions to ensure they understand the content. In the writing stage, students can be trained to write short paragraphs about everyday topics, such as family or favorite activities. Additionally, grammar exercises and writing simple letters in Arabic can be provided to strengthen the students' writing abilities. With this approach, the Al-Syam'iyyah Al-Syafahiyah method is expected to be effectively implemented at MIS Kebumen, making Arabic learning more enjoyable and meaningful.”*

Based on the interview results and the dialogue information above, it can be explained in-depth that to implement the Al-Syam'iyyah Al-Syafahiyah method in Arabic language learning, a basic outline of the material to be taught is required. Below are some examples of basic materials that can be integrated into this method:⁴⁰

Listening Material (Istima)

Conversation Listening Practice: Students listen to simple conversations in

³⁹ Martin Kustati et al., “The Effect of National Insight and Religious Moderation on Radical Behavior of Secondary School Students,” *Hindawi Education Research International* 2023 (2023).

⁴⁰ Al- Syam Iyyah, A L Method, and A S An, “Ta’ Lim Al - ‘ Arabiyyah : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban CHALLENGES IN ARABIC LANGUAGE INSTRUCTION : EVALUATING THE” 7, no. 2 (2023): 191–204; Muhammad Ilfan Fauzi Ilfan, “Studi Komparatif Pembelajaran Bahasa Arab Kelas XKurikulum 2013 Dan Kurikulum Ismuba,” *al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, no. 2 (2019): 151–174.

Arabic and answer questions related to the conversation. Audio Story Narration: Students listen to short stories and are asked to retell the story in their own words. Instruction Listening Practice: Students listen to instructions or commands and are asked to perform actions according to those instructions.

Speaking Material (Kalam)

Pair Dialogues: Students pair up and have conversations based on given situations, such as buying items in a store or asking for directions. Short Presentations: Students prepare short presentations on topics they have studied and present them in front of the class. Group Discussions: Students are divided into small groups to discuss a topic and then present their discussion results.

Reading Material (Qiraah)

Simple Text Reading: Students read simple texts in Arabic, such as place descriptions or biographies of famous figures. Reading Comprehension Exercises: Students answer comprehension questions based on the texts they have read. Keyword Identification: Students search for and identify keywords in the texts they read.

Writing Material (Kitabah)

Short Paragraph Writing: Students write short paragraphs about themselves, their families, or daily activities. Grammar Exercises: Students complete grammar exercises related to the material they have studied. Letter Writing: Students write simple letters in Arabic, such as letters to friends or family members.

By integrating these basic materials into the Al-Syam'iyah Al-Syafahiyah method, it is hoped that students will be able to master the four Arabic language skills more effectively and enjoyably.⁴¹

Principles and Steps to Learning Arabic Based

Al Syam'iyah Al- Syafahiyah

According to William G. Moulton in his article entitled “ *Linguistics and Languages Teaching In The United States 1940-1960*” mentions the principle that used in Method *Sam'iyah Syafavid* or *audiolingual* that is language is speech and not writing, this principle is basically a consequence from the definition of language as a meaningful stream of human speech or that of language is something system symbols whichb meaning.⁴² So, from that, learning language the most main is learning language

⁴¹ Hidayat Agusvian, “Pengembangan Media Komik Pada Pembelajaran Qiroah Materi Perkenalan Kelas VII Mts Muallimin NW Pancor,” al Mahāra Jurnal Pendidikan Bahasa Arab 7, no. 1 (2021): 45–63.

⁴² Muhammad Tajjri, “PENERAPAN METODE SAM'IYYAH SYAFAWIYAH TERHADAP HASIL BELAJAR SISWA KELAS III PADA MATA PELAJARAN BAHASA ARAB DI MI AZIZAN

oral, new then language write. Whereas the order is teach hear, followed speak, read and write

In general, each method has its own characteristics and steps, as well as the Al-Syam'iyyah Al- Syafahiyah method, as the name of this method means, namely listening and speaking, so in its application it emphasizes these two aspects more than the other two aspects. Then regarding the concept of application, it can be divided into two steps, namely general steps and special steps: General steps namely:

1. Students listen, then speak, then read and finally write
2. Grammar is presented in the form of sentence patterns or dialogues with the topic of everyday situations
3. Exercise (drill / al-tadribat) follows *operant-conditioning* as described. In this case the gift is good to give.
4. All grammatical elements must be presented from easy to difficult or *gradual exercise / tadarruj / al-tadrib*)
5. The possibilities for making mistakes in giving responses must be avoided, because positive reinforcement is considered more effective than negative reinforcement, or commonly referred to as the principle of "error avoidance". *prevention / tajannub al-khata* ')⁴³

Meanwhile, the specific steps are:

1. Introduction, contains various matters relating to the material to be presented either in the form of apperceptions, or initial tests on the material, or something else.
2. Presentation of short dialogues/readings that are read by educators repeatedly, while students listen without looking at the text.
3. Imitation and memorizing short dialogues/readings by imitating each sentence simultaneously and memorizing it. In language teaching, this technique is known as the "memorization imitation" technique.
4. Presentation of sentence patterns contained in dialogues/readings that are considered difficult because there are difficult structures or expressions. This can be developed by drill with this technique and structure and vocabulary training are trained.
5. Dramatization of the dialogues/readings that have been rehearsed; students who

PALEMBANG (Skripsi)" (UIN Raden Fatah Palembang, 2016).

43 Acep Hermawan, Metodologi Pembelajaran Bahasa Arab, Bandung, PT. Remaja Rosdakarya (Bandung: PT. Remaja Rosdakarya, 2010).

- have memorized them are told to use them (demonstrate) in front of the class;
6. Formation of other sentences that are in accordance with the sentence patterns that have been trained;
 7. Closing (if needed) for example by giving assignments to be done at home. In this case, students are told to practice again using the patterns they have learned at school.

Strengths and Weaknesses of Al- Sam'iyah Al- Syafawiyah Method

Each learning method has specific ways and characteristics of application in learning, the existence of a renewable method is an innovation to improve and enhance existing methods. Like the audiolingual method, *it* also has advantages and disadvantages. Based on the characteristics of this method, we can see several aspects of its advantages and disadvantages. As for the advantages of the *Al - sam'iyah Al-syafawiyah method* according to⁴⁴ are: skilled in making sentence patterns that have been drilled, have good or correct pronunciation, are active in dialogue but must continue to continue to respond to the stimuli provided by the teacher.

While that is included in the weakness aspect of the method *Al - sam'iyah Al-syafawiyah*, among others: tends to respond simultaneously (or individually) such as "memorizing", and often does not know the meaning of what is said, Students are not given training in other meanings of sentences that are trained based on context. As a result, they only master one meaning or meaning of a sentence, and communication can only run smoothly if the sentences used are taken from sentences that have been trained in class, even teaching sentence structure emphasizes the receptive aspect, students do not play an active role but only respond to the stimuli given by the teacher. So, it is the educator who determines all the exercises and subject matter in class. He is the one who knows the answers to all the questions asked in class. In other words, mastery of activities in class can be called "fully controlled by educators";⁴⁵ Because e is active student in the class is liveliness which pseudo, because they only respond stimulation teacher.⁴⁶

So from what was explained by the experts above, the writer can conclude that there is no perfect method in every learning, because each region has different elements and different student circumstances, but among Arabic learning methods, this method is one of the an innovative method that needs to be applied in learning basic Arabic, and

⁴⁴ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT. Remaja Rosdakarya, 2010).

⁴⁵ Ibid.

⁴⁶ Gagne, *The Condition Of Learning*, (New York: Rinerhat, 1970).

changing mindset that learning Arabic is not difficult.

Conclusion

The learning method is a tool used by educators in delivering material. *Sam'iyah* method *Syafahiyah* is an Arabic language method that is very good at introducing Arabic vocabulary where at the basic stage students are not able to know Arabic well. However, it should be noted that not every method is always correct and functions properly. So, it is necessary to prepare some suggestions from the author to anyone who will use this method, namely the learning model with the *sam'iyah* method *syafahiyah* can be used as a method that can be used to improve mastery of Arabic material and other different materials. Schools should support teachers in terms of completeness of Arabic learning media.

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