

Assessment of Speaking Skills (Maharah Kalam) in Arabic Language Lesson at Madrasah Ibtidaiyah Riyadlus Sholihien Jember

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Abstract. This study examines the Evaluation of Learning Speaking Skills (Maharah Kalam) in Arabic Subjects at Madrasah Ibtidaiyah Riyadlus Sholihien Jember. The purpose of this study was to understand how the implementation and evaluation techniques of learning speaking skills (Maharah kalam) in Arabic language lesson at Madrasah Ibtidaiyah Riyadlus Sholihien Jember. The research method used is descriptive qualitative with data analysis through documentation, observation, and interviews. After data collection, analysis was conducted to evaluate the study results. The research findings show that the learning of speaking skills (Maharah kalam) in Arabic language lesson at Madrasah Ibtidaiyah Riyadlus Sholihien Jember runs well. Teachers apply various methods such as singing to strengthen vocabulary memorization, The qowaid method, and translation. Although students are disciplined in terms of attendance, some students do not prepare learning equipment such as assignment books. The evaluation of speaking skill learning uses test and non-test techniques, where test techniques have been well implemented especially, in learning speaking skills but the implementation of non-test techniques is not optimal and depends on the initiative of the teacher.

Keywords: Arabic Language, Evaluation, Learning Maharah Kalam.

1 Introduction

Maharah kalam or speaking proficiency is one of the essential skills in communication. The ability to convey ideas, opinions or information clearly and effectively can affect many aspects of one's life, from interpersonal relationships to professional success [1].

In the world of education, maharah kalam is a fundamental ability that must be mastered by Arabic language learners in order to be able to communicate appropriately and in accordance with applicable language norms [2]. This speaking skill (Maharah Kalam) is an integral part of Arabic language learning including modern Arabic which functions as the main communication tool to mediate understanding and mutual understanding between speakers [3].

Problems in maharah kalam can vary from individual to individual, but some common issues that often arise include [4].

Self-Confidence: One of the main problems in maharah kalam is self-confidence. Some people may feel awkward or unsure in conveying ideas or speaking in public. This can hinder their ability to communicate clearly and effectively [5].

Public Speaking Anxiety: Many people experience anxiety when it comes to public speaking. Nervousness and fear of being in the spotlight can interfere with one's ability to speak confidently and effectively.

Limited Vocabulary: A person may have difficulty in finding the right words to convey their ideas or thoughts. Vocabulary limitations can make communication less clear or less impressive.

Difficulty in Listening: Maharah kalam is not only about speaking, but also about listening well. Difficulties in listening attentively and understanding what others are saying can hinder effective communication [6].

Lack of Thinking Organization Skills: Some people may have difficulty in verbally organizing their thoughts. They may find it difficult to organize their ideas into a logical sequence or develop strong arguments.

Inability to Control Emotions: When emotions are out of control, a person can have difficulty in conveying messages effectively. Strong emotions such as anger or anxiety can interfere with one's ability to speak calmly and rationally [7].

Lack of Knowledge of Body Language: Body language can provide a lot of additional information during communication, but some people may not realize the meaning or impact of their body movements. A lack of understanding of body language can hinder effective communication [8].

There are several problems that often arise in learning maharah kalam. Language problems faced by students include difficulties in reading Arabic texts, limited vocabulary, and difficulties in translating certain sentences [9]. Meanwhile, non-verbal problems include students' lack of interest in learning, monotonous teaching methods, un-supportive learning environment, and lack of interest in learning maharah kalam [10].

Evaluation of Arabic language learning requires appropriate instruments. There are two types of assessment tools: tests and non-tests. Test assessment tools involve a number of oral or written questions that students must answer. Meanwhile, non-test assessment tools include attitude scales, questionnaires, interviews, and observations [11].

The maharah kalam test is one of the most common methods used to evaluate a person's ability to speak and communicate verbally. These tests usually involve situations where participants are asked to deliver speeches, participate in group discussions, or verbally answer questions [12].

Non-test assessment of maharah kalam involves observing a person's speaking and communication skills in real situations, without any pre-set structure or scenario. These assessment methods may include direct observation, analysis of recorded conversations, or project- or task-based evaluation [13]. It is important for Arabic language teachers to be proficient in designing evaluation instruments because evaluation is an integral part of the learning process that provides feedback for improvement or further development [14].

From the results of observations and interviews with educators at Madrasah Ibtidaiyah Riyadlus Sholihien, several unique problems were found, including the lack of student interest in learning, especially in Arabic lessons, difficulty in reading Arabic texts, and lack of optimality in learning activities, especially in evaluating maharah kalam. Therefore, this research will focus on the evaluation of maharah kalam learning in Madrasah Ibtidaiyah Riyadlus Sholihien, especially for class IV.

The purpose of this study is to understand the learning of maharah kalam in the context of Arabic language learning at Madrasah Ibtidaiyah Riyadlus Sholihien and to evaluate the learning process of maharah kalam at the institution.

2 Method

The research method applied in this research is qualitative research. Qualitative research aims to understand social reality by seeing the world as it is (according to the facts), so researchers must have an open mind. This research is descriptive and tends to use analysis with an inductive approach [15].

The research was conducted at Madrasah Ibtidaiyah Riyadlus Sholihien, which is located at Jl. Melati V/10, Jember Kidul Village, Kaliwates Sub-district, Jember Regency. The selection of this place is based on the consideration that the madrasah has problems, especially in learning Arabic.

The research was conducted in the even semester of the 2023/2024 academic year, in May 2024, which was adjusted to the Arabic language learning schedule. The research subjects included the head of madrasah, madrasah operator, fourth grade Arabic teacher, and fourth grade students.

Research data collection uses observation, interviews, and documentation. Data analysis is carried out descriptively and qualitatively, which describes or illustrates the material in accordance with the findings in the field [16]. Miles and Huberman stated that qualitative data analysis is carried out interactively and continues until completion, so that the data reaches a saturation point. The functions of data analysis include data reduction, data display, and conclusion drawing/verification [17].

3 Results and Discussion

Learning speaking skills (Maharah Kalam) at Madrasah Ibtidaiyah Riyadlus Sholihien on Friday, May 03, 2023, involved six fourth grade students. Before the lesson started, the students showed enthusiasm in participating in the class. Nevertheless, there are some students who sometimes lack complete school supplies.

Learning activities begin with prayer, followed by memorizing mufrodat using the singing method together. The purpose of this activity is to strengthen the previous vocabulary memorization, as well as to increase students' enthusiasm and interest in learning Arabic.

After that, the teacher took attendance and motivated the students regarding the material to be taught. The learning material is delivered using the qawa'id and translation method [18]. Although students are disciplined in terms of attendance, some of them

are sometimes incomplete in bringing school supplies such as assignment books or exercise books.

At the end of the lesson, the teacher evaluates the material by asking students to practice reading in pairs and asking students some questions orally. From this data exposure, it can be concluded that Maharah Kalam learning at Madrasah Ibtidaiyah Riyadlus Sholihien is going well. Nevertheless, there are still some challenges related to the completeness of school equipment and student discipline.

Evaluation of Maharah Kalam learning in Madrasah Ibtidaiyah Riyadlus Sholihien often encounters various problems in the teaching and learning process. These problems can be divided into two areas, namely linguistic and non-linguistic aspects. Linguistic problems include aspects of sound, vocabulary, sentence structure, and writing, while non-linguistic problems involve factors such as the socio-cultural context or questions related to learning, such as the role of the teacher, teaching methods used, learning media, or student characteristics [19].

In general, every teaching process follows three stages, namely:

1. The pre-teaching phase, which includes preparation before the start of learning.
2. The teaching phase, which takes place during the teaching process.
3. The evaluation and monitoring phase, which involves assessing students' learning outcomes after teaching, as well as monitoring the teaching methods used and the learning principles applied by the teacher.

The Pre-teaching stage is the first step in the Maharah Kalam learning process at Madrasah Ibtidaiyah Riyadlus Sholihien. At this stage, the teacher conducts several activities to prepare students before learning begins. The steps taken include:

1. The teacher asks the reason for attendance to students who are absent.
2. The teacher conducts individual questions and answers with students about understanding the previous material.
3. Students are given the opportunity to ask about material that has not been understood and to report their findings before the learning begins.
4. The teacher repeats the material previously learned. The teacher repeats the previously learned material by using the singing method together.

The Teaching stage is the core of Maharah Kalam learning, where the teacher applies learning strategies. Some of the functions contained in this stage include:

1. The addition of vocabulary based on students' level of understanding, especially in the fil bait material.
2. The practice of learning Maharah al-Kalam through conversation, with the teacher providing examples of discussion exercises and discussing the essence of the conversation and its benefits.
3. Discussion of new vocabulary acquired during this lesson, which will be evaluated in the next meeting [20].

Evaluation of Maharah Kalam learning is done through oral exams, where students are asked to give examples or answer questions from the teacher. Assessment is carried out on the discussion process of students who come forward to the front of the class.

Assessment and evaluation is an important part of learning, especially to measure students' abilities at Madrasah Ibtidaiyah Riyadlus Sholihien. Evaluation is carried out regularly at the end of each lesson and the final exam of the learning period such as PTS, PAS, and PAT. Teachers usually arrange questions in the form of multiple choice, complete short description, and answer questions.

In the evaluation, the teacher assigns students to read the text aloud, answer questions related to the material, memorize vocabulary, and provide opportunities for students to ask about the material they have not understood.

Evaluation techniques applied at Madrasah Ibtidaiyah Riyadlus Sholihien include test and non-test techniques. Test techniques involve oral exams, as mentioned earlier where students are asked to give examples or answer questions from the teacher. Assessment is carried out on the discussion process of students who come forward to the front of the class, while non-test techniques, such as interviews, are rarely used because some students feel dissatisfied without tests. Nonetheless, interviews are a commonly used technique to monitor students' progress directly.

4 Conclusion

Learning Maharah Kalam in Arabic Lesson at Madrasah Ibtidaiyah Riyadlus Sholihien in Jember has been going well. The teacher has successfully applied several learning methods, including singing method to strengthen mufrodat memorization, qowaid method, and translation method. Nevertheless, there are still some students who are incomplete in preparing learning equipment, such as not bringing assignment books. However, with the learning methods used during Arabic language learning, Madrasah Ibtidaiyah Riyadlus Sholihien Jember is able to overcome the obstacles that exist. Evaluation of Maharah Kalam Learning in Arabic lesson at Madrasah Ibtidaiyah Riyadlus Sholihien Jember has implemented evaluation techniques in the form of both tests and non-tests. The test technique has been applied well, especially in evaluating Maharah Kalam, However, the use of non-test techniques has not been optimal, and this is partly due to the initiative of the teacher in applying these techniques. Thus, although maharah kalam learning has been going well, there is still room to improve the use of non-test evaluation techniques to provide a more holistic picture of students' learning progress in Arabic language lesson.

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