



THE INFLUENCE OF TA'BIR SYAFAWI ON SIMPLE ARABIC SPEAKING SKILLS IN THIRD GRADE AT EL-FITRA ELEMENTARY SCHOOL

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Abstract: Language is an essential and valuable communication tool for fostering mutual understanding in our activity. Children must be taught language skills from a young age, which can be accomplished through schooling. To improve the students speaking skills, the researchers presented the study on the influence of Ta'bir Syafawi on simple Arabic speaking skills in third grade at El-Fitra elementary school. The author used the t-test to see how the results of the Ta'bir Syafawi method influence the students Arabic speaking skills. The research employed a quantitative method with data processing that utilized the SPSS application function version 20. There were 672 students at El-Fitra elementary school, with 56 students divided into two study groups (classes) in class third-A and class third-B. The results showed that the t-test in the experimental class was 0.0000, which was less than 0.05 as a standard (rule) in concluding a hypothesis. Because $0.0000 < 0.05$, it can be concluded that applying the Ta'bir Syafawi method influences the simple kalam skills of El-Fitra elementary school students in the third grade. Therefore, the method must be applied in learning Arabic to influence the students Arabic skills, especially kalam skills.

Keywords: Ta'bir Syafawi, Speaking Skills, Learning, Arabic Language

Abstrak: Bahasa merupakan alat komunikasi yang penting dan berguna untuk memberi pemahaman bagi orang lain pada aktivitas kita. Memberikan keterampilan bahasa harus kita kembangkan kepada anak-anak sedari kecil dan bisa dilakukan melalui bangku persekolahan. Oleh karena itu, penulis membuat penelitian mengenai pengaruh metode Ta'bir Syafawi terhadap keterampilan berbicara bahasa Arab sederhana pada Sekolah Dasar El-Fitra kelas tiga dalam upaya mengasah keterampilan kalam siswa. Uji t digunakan oleh penulis untuk melihat bagaimana hasil dari metode Ta'bir Syafawi pada pengaruhnya terhadap keterampilan berbicara bahasa Arab pada siswa. Metode penelitian ini menggunakan metode kuantitatif dengan pengolahan data yang memanfaatkan fungsi aplikasi SPSS versi 20. Siswa pada Sekolah Dasar El-Fitra sendiri berjumlah 672 siswa dengan sampel yang digunakan yaitu kelas tiga yang berjumlah 56 siswa yang terbagi dalam dua rombongan belajar (kelas) di kelas tiga-A dan kelas tiga-B. Hasil penelitian menunjukkan bahwa uji t pada kelas eksperimen sebesar 0.0000 yang mana nilai ini kurang dari 0.05 sebagai standar (aturan) dalam menyimpulkan sebuah hipotesis. Karena $0.0000 < 0.05$ maka kesimpulannya ada pengaruh penerapan metode Ta'bir Syafawi terhadap kemahiran kalam sederhana siswa Sekolah Dasar El-Fitra kelas tiga yang cukup signifikan. Sehingga metode ini perlu diterapkan dalam pembelajaran bahasa Arab untuk mengasah kemampuan siswa terkhusus keterampilan kalam siswa.

Kata Kunci: Ta'bir Syafawi, Kemahiran Kalam, Pembelajaran, Bahasa Arab

DOI: <https://doi.org/10.37249/assalam.v6i2.512>

Received: 28 October 2022; **Revised:** 20 December 2022; **Accepted:** 26 December 2022

To cite this article: Muta'ali, S., & Sauri, S. (2022). THE INFLUENCE OF TA'BIR SYAFAWI ON SIMPLE ARABIC SPEAKING SKILLS IN THIRD GRADE AT EL-FITRA ELEMENTARY SCHOOL. *Jurnal As-Salam*, 6(2), 244–256. <https://doi.org/10.37249/assalam.v6i2.512>

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INTRODUCTION

In Indonesia, elementary schools are the longest schools that children attend, requiring six years of education. Elementary schools play a vital role in the development of children since they are government-mandated and provide education in reading, writing, and foreign language acquisition. In elementary schools, however, not only

academic subjects but also skills and etiquette are taught. Our skills are sharpened by the teacher, who uses various methods to boost our knowledge and skills in the subjects being taught. Language skills are currently being taught actively to the younger generation since language skills can aid us in our activities until we find a good job. Other languages are challenging to teach children or students because they are not their primary language of communication.

Language cannot be separated from communication orientation to bring comprehension to the interlocutor or around the world, and it can be utilized to comprehend everything in life that comes from other people (Laia & Zai, 2020). Language is an important part of learning and growing as a person. It is also the foundation of close relationships, the key to success, and the foundation for economic and social well-being (Prasetyo & Irwansyah, 2020). History includes language, which plays a vital part in life. Therefore, every child needs a language education to comprehend, engage with, and adapt to their surroundings. so that every elementary school can provide students with essential language learning resources, beginning with the practice of excellent and proper speech. The success or failure of children's or students' learning depends on how education is delivered in class. Teachers have a key role as managers of the learning process. Thus, they must be intelligent and inventive when selecting learning approaches to inspire students to study and improve student learning results (Pramudya et al., 2021).

Principles in linguistic ideas have a prerequisite level that must be attained to go to the next level. In the education of the nation's youth, linguists have frequently utilized a linguistic base. Linguistics must begin with a speech, or more specifically, a sound that others hear. It signifies that language has implications for developing a good language for someone (Audiah & Sobari, 2021). Therefore, every factor responsible for conveying information must begin with a linguistic basis, meaning improving one's speech through reading, writing, or speaking. To speak smoothly in the future, elementary school students must build their language skills. Various teaching approaches are necessary to ensure that all students can communicate effectively.

After discussing mastery of foreign languages since elementary school, El-Fitra elementary school chose Arabic as one of the languages taught to the students. The Arabic language was chosen because El-Fitra Elementary School is an Islamic elementary school with an Islamic-based curriculum, ensuring that students' learning includes a significant amount of Arabic. In terms of techniques, atmosphere, and supporting facilities, the state of learning Arabic at El-Fitra Elementary School is still not variable from a research perspective. The absence of student participation in the language teaching and learning process at El-Fitra Elementary School prompted researchers to investigate the language teacher's use of alternative instructional strategies. This strategy is meant to engage students with knowledge, enthusiasm, and experience to improve their Arabic language skills. It is due to the fact that the *Ta'bir Syafawi* method emphasizes teacher-student engagement. In terms of improving the Arabic language mastery of El-Fitra elementary school students, the *Ta'bir Syafawi* method is used, and this method is used because it places more emphasis on teacher-student involvement.

Before discussing the *Ta'bir Syafawi* method, we need to know that the axiological perspective of analysis in Arabic is divided into four groups of skills in assessing Arabic speaking ability, namely 1) listening carefully (*istima'*), 2) speech, speaking, and utterance (*kalam*), 3) reciting and reading (*qiroah*) and 4) recorded and wrote (*kitabah*) (Aziza & Muliansyah, 2020). This notion has a significant function and advantages for a person's intellect, as it enables the transmission of information heard in the form of speech and read in the form of writing on paper, stone, etcetera (Samal, 2020). Further research showed that the writing didn't have to be in books because ancient people wrote on stones. This was the case in Mecca during the time of the Prophet Muhammad's mission, when the holy words of the Qur'an were written on palm fronds, leaves, stones, and other things that could be used as writing tools.

Many studies say that *Ta'bir Syafawi* is one of the approaches to acquiring mastery of the language through speaking skills. This strategy is utilized so that students can employ appropriate and effective language while describing something. *Ta'bir Syafawi* implies expressing anything verbally with clarity of speech so that students can practice using a foreign language by answering questions (interviews), explaining something, debating a topic to find a common thread, or merely practicing the use of linguistic terminology. The *Ta'bir* approach developed by *Syafawi* has been frequently utilized to enhance students' abilities. Using the question-and-answer approach, *Ta'bir Syafawi* enhanced students' (Asmawi, 2009). The students' ability in Arabic is qualified but lacks methods, so learning becomes ineffective. Therefore, a unique Arabic learning method is needed to improve students' abilities to become proficient in Arabic by using several methods, one of which is *Ta'bir Syafawi* (Fajriah, 2016; Fakhruddin, 2016; Haniifah et al., 2020; Audiah & Sobari, 2021). Research using the *Ta'bir Syafawi* method is still lacking, perhaps because of the use of language. However, most research into the meaning of *Ta'bir Syafawi* is done in Indonesian, which has the same meaning.

On this occasion, research was conducted on students' speaking (*kalam*) skills. It is an identity from a variety of language skills that need to be possessed by someone who is in the process of learning Arabic and common languages. The main elements of understanding success in learning the roots of a language are students' ability to communicate well and purposefully, transfer information or knowledge to each other, and spark or shape their character with ideas and thoughts or ideas (Al'Adawiyah & Aisy, 2019). Good speaking ability is a requirement of the education curriculum to hone speaking skills at the beginner (*mubtadi'*) level, the intermediate (*mutawassitah*) level, and the advanced (*mutaqaddiman*) level. It is guided by success in teaching and learning so that students participating in language programs (Arabic/foreign language) at all levels can effectively communicate their ideas and thoughts through writing and speaking (Laila & Zai, 2020). Consequently, this learning should be improved and handed on to students, who require the skill to sharpen their brains toward maturity to lead themselves and the world's social system in the future.

The researchers limit the research on the influence of simple Arabic speaking skills using the *Ta'bir Syafawi* method in the third grade at El-Fitra Elementary School because the third-grade students should have the ability to communicate and be of the right age to

practice Arabic speaking skills from a young age. If the research is conducted in first or second grade, it is feared that the students can still not speak well for communication. Meanwhile, the problems studied were limited to simple speaking skills (*maharah kalam*), which include one of the basic competencies of learning Arabic at the El-Fitra elementary school. The purpose of this study is to get an overview of the influence of the *Ta'bir Syafawi* method on the *kalam* proficiency of El-Fitra elementary school students. This method is used for the first time in this elementary school's scope. Therefore, the researchers employ this research as reinforcement for teachers to be able to find various methods for learning Arabic at the El-Fitra elementary school.

LITERATURE REVIEW

Speaking (*Kalam*) Proficiency

Proficiency *kalam* means a person's ability to compose, express, and pronounce words that form sentences with fluency, clarity, excellent and correct to be able to compose statements based on brilliant ideas, creative ideas, message clarity, and or explain feelings related to the topic talk to the teacher (Abrar *et al.*, 2021). Proficiency in *Kalam* refers to a variety of language abilities that are required for someone who is learning a foreign language, particularly Arabic. An essential element for understanding a language is that students can communicate well, exchange information, be creative in creating ideas, and develop (Wijaya *et al.*, 2022). Therefore, *kalam* skill can be translated into social engagement with the interlocutor to communicate thinking concepts using appropriate language to comprehend what is being said and develop one's speaking originality.

The essence of *kalam* is the ability to express the voice (sound) of articulation in expressing ideas, arguments, and one's willingness to say something to the other (Oensyar & Hifni, 2015). *Kalam* proficiency lessons are included in a primary and main skill (ability) to use language so that the ability to communicate appropriately and correctly to someone is the fundamental goal of *kalam's* teaching and learning process (Areski, 2018; Hady, 2019; Gillis, 2019). The capacity to talk as a skill has an immediate influence on the success of the Arabic language teaching and learning process, as conversation (speech) is the primary objective of language acquisition and an applicative value of the language. In the learning process, the teacher's capacity and the technique's decision to support learning objectives, particularly students' speaking abilities, need consideration (Saepudin, 2012).

Understanding *kalam* proficiency is a topic that students must master while receiving education from teachers who use specific approaches to maximize this skill. This strategy must be customized to the comprehension of students, particularly primary school students who lack a solid linguistic basis. The goal of learning *kalam* is to be able to talk about any topic with ease, giving your opinion and making your language more unique.

Ta'bir Syafawi

Although thorough research is required, it is possible to discover *Ta'bir Syafawi* in various literary works. *Ta'bir* can be understood as an expression, a speech, or a

conversation (Manzur, 1990). The system of *Ta'bir* learning is adapted to the capacities or capabilities of the students being taught so that this approach may operate optimally, allowing students to comprehend the lesson's content accurately and employ simple (Asmawi, 2009). Meanwhile, the meaning of the word *Syafawi* is related to lips, verbal, and direct (Munawir, 1997). It can be understood that *Ta'bir Syafawi* means direct verbal utterance. Words that are issued orally with certain expressions that are adapted to vowels can be understood by other people, and the clarity of the meaning of speech is excellent and correct. The more complex understanding of *Ta'bir Syafawi* can be interpreted as a free dialectic that takes place spontaneously to get the essence of a topic of discussion in a certain content concept (Rahmaini, 2010). *Ta'bir Syafawi* is mostly carried out in Indonesia in the concept of Indonesian by conducting certain research, but when research is carried out in learning Arabic, *Ta'bir Syafawi* must be used. Therefore, this method requires students to be able to speak more to discuss or answer questions from the teacher.

There are several supporting factors for teachers and researchers to use the *Ta'bir Syafawi* method, which has the same unique characteristics in all studies. Factors supporting foreign language skills are:

- a. For people (students) when participating in foreign language learning, they must be able to pronounce (speak) in a language adapted to the person.
- b. The priority in understanding a foreign language is speech fluency, which becomes a supporting factor for interest in gaining knowledge from the native language. Because if you don't master a foreign language, the knowledge that uses a foreign language cannot be understood.
- c. Able to appear to correct errors in writing through speech or speaking. An example of a case is a teacher who checks answers from students.
- d. Train students (students) in various situations to self-correct (Audiah & Sobari, 2021).

The objective of studying using the *Ta'bir Syafawi* method is to enhance capability so that students can speak appropriately and accurately in both virtual and authentic situations, according to the context of the conversation (Asmawi, 2009). This method does not focus on grammar but emphasizes the ability or skills to perform dialogue (speech) according to the theme of the conversation (Audiah & Sobari, 2021). It can be understood that *Ta'bir Syafawi* is for students to improve their speaking skills in simple language and express the meaning of the topic of conversation so that students are more active and easier to understand the foreign language being studied. The learning process of *Ta'bir Syafawi* is different when it is passed down to the level of students, senior high schools, and junior high schools compared to elementary schools. Due to the depth of knowledge, elementary school children have not been able to receive material that is high enough. *Ta'bir Syafawi*'s method has the following steps:

- a. First, determine the title adjusted to the depth of knowledge of the students who will be taught.
- b. Explaining the title to students so that it is used as a provision to start learning.

- c. Starting the question and answer process to students about the material provided so that the *Ta'bir Syafawi* process begins (Rahmaini, 2010).

RESEARCH METHODOLOGY

To acquire data findings from the field, namely the third grade at El-Fitra elementary school, the researchers employed a quantitative research method and a collaborative research design, namely a quasi-experimental design non-equivalent. The quantitative approach is a research technique that seeks study outcomes by observing field data. In this instance, the author seeks field data by comparing the group taught using the *Ta'bir Syafawi* method to the group whose learning method remained unchanged. The author implemented the quantitative technique by separating the third grade into two groups. The *first* group was the control group, which received no extra treatment and utilized the demonstration method for learning. The *second* group, the experimental group, received special treatment consisting of the *Ta'bir Syafawi* method with the question-and-answer approach between the teacher and students during the learning process (Hastjarjo, 2019). This division is to get clarity on the differences resulting from the experimental class and the control class. In this study, the researcher will draw two classes that will be used as control and experiment classes.

The research population was specifically designed to be all students of the El-Fitra elementary school from grade one to grade six, each level of which is divided into four study groups (classes) with a total of 28 students per study group. The researchers determined that the population was all students of El-Fitra Elementary School., with as many as 672 students. The determination of the sample utilizes the cluster sampling method, which takes existing groups to become a research class (Utomo, 2007). The sample determination in the non-equivalent design of the experimental and control groups was not randomly selected (Sugiyono, 2013). Third grade students, using existing groups/classes, determined the third grade-A and three-B as samples, bringing the total number of study samples to 56 students in third grade at El-Fitra elementary school. This decision was based on the similarity of price, amenities, and variety within the same class.

The stages of research in analyzing to get the results are as follows a). Determining the average value of the pretest and post-test, b). Performing data normality tests using the Kolmogorov-Smirnov theory, c). Homogeneity testing, d). Carry out hypothesis testing (t-test) utilizing the help of the SPSS application version 20, e). Reviewing the results of processed data, which adjusts to the requirements. If $t_{count} > t_{table}$, then this research gets a significant enough value from the tests carried out. Otherwise, this research has no influence or impact on applying the *Ta'bir Syafawi* method to the speech proficiency of El-Fitra elementary school students in the third grade (Salo, 2016). The data analysis was carried out by the researchers using the t-test, which is useful for knowing the differences in the learning outcomes of students who were given different learning methods in the third grade to show an increase in Arabic language skills on them.

FINDINGS AND DISCUSSION

Findings

The results of research data processing are carried out using the help of the SPSS application to simplify and speed up researchers in finding the objectives under study.

Table1. Pretest and post-test values in the experimental class and control class

Data	Experiment Class			Control Class		
	Pretest	Posttest	Change	Pretest	Posttest	Change
Average	124,62	133,50	8,86	126,28	131,34	5,06
Max score	146	152	6	144	147	3
Min score	89	108	19	86	90	4

Source: Processed results of research data

Table 1 above shows sufficient differences to get an overview of the research results in the control and experimental classes. In the experimental class, the average score was 124,62, and in the post-test score of 133,50, the change in the scores obtained by students was 8.86. In the control class, the change in student scores was only around 5.06, with a pretest score of 126.28 and a post-test score obtained by students at 131.34. The research data also found that the maximum score obtained by students in the experimental class at the pretest was 146, and at the post-test was 152, an increase of 6 points, so the change was quite good. In the control class, the change in student scores was only 3, with a maximum score of 147 in the post-test process and 144 in the pretest. For the standard (minimum) value during the study, it was found that the minimum score for the experimental class was 89, experiencing a change of 19 when the post-test was carried out, which was 108, while in the control class, the minimum post-test score was 86, and the post-test was 90, in other words, it only experienced a change of 4 grades.

The data above explain significant differences between the experimental and control classes. The experimental class experienced developments in the learning process of the *Ta'bir Syafawi* method compared to the control class, which used conventional methods in teaching and learning processes. This change is due to active and focused methods and educators (teachers) educating participants to hone their language skills. It is in accordance with research by Audiah & Sobari (2021), which found that the students' speech skills increased with the *Ta'bir Syafawi* method. There is a need for collaboration in learning, such as a direct method similar to the *Ta'bir Syafawi* method, which can improve students' *kalam* (Fakhrudi, 2016).

Table 2. Results of the t-test for the experimental class and the control class

Independent Sample Test									
Levene's Test for Equality of Variances		t-test for Equality of Means							
F	Sig.	T	Df	Sig. (2-	Mean	Std. Error	95%	Confidence	

						tailed)	Difference	Difference	Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.907	.344	2.031	30	.046	4.91667	2.42110	.08794	9.74539
	Equal variances not assumed			2.031	69.953	.046	4.91667	2.42110	.08789	9.74545

Source: Results of research data processing with SPSS

From the analysis of the result, it can be understood that there are quite significant differences in the learning process using the *Ta'bir Syafawi* and conventional methods. These are divided into experimental and control classes, proving that the *Ta'bir Syafawi* method can support the learning process to improve students' speaking skills, which must be adapted to the depth of students' understanding in a school.

Table 3. Experimental class t-test results

		Paired Samples Test							
Pair	Data Eks	Mean	Paired Differences	Std. Error	95% Confidence	t	df	Sig.(2-tailed)	
			Std Deviation	Mean	Interval Of The Difference				
					Lower	Upper			
1	-Kelas	-1,73201	78958	,13160	-1,99917	-1,46485	-13,161	35	,000

Table 3. shows that the t-value test is -13.161, with a degree of freedom of 35, while the sig (2-tailed) value is 0.0000. Therefore, it was found that the sig value <0.05, so H₀ was rejected and H₁ accepted. The conclusion of this study from the results of the t-test was that there was an influence of the application of the *Ta'bir Syafawi* method on the *kalam* proficiency of third grade El-Fitra elementary school students.

Discussion

Every Muslim is required to speak Arabic to navigate the globe, and all Islamic religious knowledge is in Arabic. However, the Arabic spoken in Saudi Arabia (Mecca) and taught in Indonesian schools is different. It motivates teachers and students to continue enhancing their language skills, beginning with *kalam* proficiency. *Kalam* fluency is the key to entering the realm of Arabic language expertise. A person with a high level of *kalam* competence will be able to examine the contents of the Qur'an without referring to a translation and will be able to comprehend religious conversation in Arabic to further his understanding. Because people are fundamentally made to revere science. For science and religion to work together toward the perfection promised by Allah SWT.

Learning by demonstration has been taught to children for a long time and continues to be taught today. Demonstration learning is a style of instruction in which

oral and written learning materials are presented, elevating the teacher's position in the teaching and learning process. The demonstrative technique provides little opportunity for students to practice their abilities in teaching and learning. This technique will cover the potential of students' talents in various ways due to the prominent position of the teacher, which prevents students from creatively directing their own will. It is unsuitable for language courses that teach individuals to speak foreign languages. Skills in a foreign language include the ability to interpret and write and the ability to speak.

We must know what we will say when we speak, as speaking without preparation has devastating consequences. Children have a difficult time remembering a large number of words in foreign languages. Thus, the proper strategy must be used to teach them linguistic skills. The most acceptable strategy for children is the practice of direct speech. When we utilize a foreign language in our everyday lives, we become used to it. This procedure is known as the *Ta'bir Syafawi* method in Arabic. The fundamental words of *Ta'bir* are communicating and expressing.

In comparison, *Syafawi* might be understood as something lip- or mouth-related. Departing from these two aspects, the meaning of *Ta'bir Syafawi* is linguistic expressiveness. In a language learning system for students, the *Ta'bir Syafawi* technique is an excellent teaching approach since it educates students to practice speaking a foreign language, specifically Arabic, taught by the educator (teacher). At El-Fitra elementary school, the teachers previously taught their students Arabic using the demonstration method. The researchers believe that if this method is always given to students, it will cause stagnation for students to receive the knowledge being taught. Therefore, the researchers tested whether there was progress in students' ability to receive lessons with two different methods. The author used the demonstration method as taught before and the *Ta'bir Syafawi* method, where students are given new skills, namely speaking skills.

In the *Ta'bir Syafawi* method, students are taught to speak Arabic by writing, reading, and speaking. Students during Arabic lessons are asked to practice Arabic by speaking simultaneously. The vocabulary that must be pronounced is the same as that taught by reading and writing. The *Ta'bir Shafawi* method is a new method for students. At first, the students still had trouble with what they said. However, because there were not only one or two people reciting it, but one class, the atmosphere of reciting Arabic was even more exciting and not boring.

As previously explained, the class was given the *Ta'bir Syafawi* method was initially given provision in the form of an understanding of the title of the material to be taught. Then the title will be used as a provision to start learning. After the material is given to all students, a question and answer process will be given to students to find out their abilities of the students. The research process was carried out in several meetings where the results will be described through test results. There are two kinds of tests, namely, pretest and post-test. This exam aims to measure students' ability to use the methods taught.

The data collection used as material for this research is a statistical analysis that shows the differences in the numbers of each student's scores using different methods. Statistics can be in the form of numerical data shown by graphs or tables to make it easier

to see the differences in the data resulting from the test. From the results above, the authors show statistical data using tables to make it easier to distinguish pretest and post-test scores from students. From the experiment and control classes, we can see that the pretest average scores of the two classes are almost the same, namely 124.62 for the experiment and 126.28 for the control classes. The control class, which was not given the *Ta'bir Syafawi* method, initially had a higher average value than the experimental class. But after the experiment class was given the *Ta'bir Syafawi* method in learning Arabic. During the post-test, they got a higher average score, 133.50, compared to the control class, which was 131.34. With the test results, the t value obtained is around -13.161, with a degree of freedom of 35, while the sig (2-tailed) value is 0.0000. Therefore, it was found that the sig value <0.05 , so H_0 was rejected and H_1 accepted. The conclusion of this study from the results of the t-test was that applying the *Ta'bir Syafawi* method affected the *kalam* proficiency of third grade El-Fitra elementary school students.

This study shows that the difference in teaching and learning methods can influence students to accept the knowledge being taught. The results of the study found that the application of the *Ta'bir Syafawi* method affected the speech proficiency of third graders of the El-Fitra elementary school. It is indeed in accordance with the abilities of students. For every student, when studying a foreign language, especially Arabic, it is necessary to have training in student speaking. Students' speech really needs to be improved because language learning is quite complicated, with many characters and the complexity of grammar. Therefore, it requires a method at the beginning to train students to speak appropriately and correctly to understand something radically and represent back what is understood. Aspects of methods, environment and learning support suggestions are crucial in knowledge transfer.

For children who do not yet have a foundation for speaking a decent language and a strong memory with a pretty promising growth process, it is thus required to use this strategy to give them a foundation for speaking Arabic. In addition, Arabic is one of the languages that Muslims and Muslimahs must study to carry out Allah's instructions and avoid his prohibitions. It is pertinent to Jessica and Dolla's research by Audiah & Sobari (2021), who found an increase in students' speech proficiency. Also in line with Saepudin's (2012) theory which states that learning to improve students' *kalam* skills needs to be done as early as possible so that the provision of Arabic becomes the main choice because children have a strong memory than an adult with strong memorization.

CONCLUSION

The knowledge imparted to students in primary school must be presented in a manner that facilitates comprehension and application. In learning Arabic at El-Fitra elementary school, especially for the third grade, the demonstration method was previously given in the teaching and learning process only by reading and listening. In this demonstration method, the teacher plays an active role in explaining to students. The *Ta'bir Syafawi* method is listening to what is taught, listening to the entire material, and imitating pronunciation to practice Arabic speaking skills for students. To find out the differences in the results of using these two methods, the authors researched the third

grade in which class B was given Arabic lessons using the *Ta'bir Syafawi* method, and class A still used the demonstration method as before. The learning method that uses the *Ta'bir Syafawi* method significantly influences the speech proficiency of third grade students at the EL-Fitra elementary school. We can see that the experiment class was given the *Ta'bir Shafawi* method in learning Arabic, and during the post-test, they got a higher average score, namely 133.50, compared to the Control class, which was 131.34. With the test results, the t value obtained is around -13.161, with a degree of freedom of 35, while the sig (2-tailed) value is 0.0000. The research results found that the sig value <0.05, so the hypothesis was accepted. So, it is necessary to apply this method. Although not in all schools, it is worth trying to improve students' abilities.

This research assists students in learning Arabic more readily. The capacity of students to speak Arabic must be enhanced as a prerequisite for their growth to comprehend the Al-Qur'an, Hadith, and other Arabic-language literature. Using the *Ta'bir Syafawi* method helps students improve their Arabic proficiency, despite the fact that it differs from the original language commonly used in Arab society. At the very least, it provides students with additional Arabic knowledge to be proficient and skilled in reading and gaining knowledge from sources of Arabic language sources. Therefore, the teacher must develop this for students to successfully traverse the world in the future. If a learner is competent and fluent in Arabic, it expands their understanding of the world and the hereafter.

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