The Continuity of Classical Arabic Language Pedagogy : Muhadatsah Method And Its Application In Modern Maharah Kalam Learning

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Abstract*: This study examines Kalam learning through the Muhadatsah method at Ma'had Al-Jamiah, identifying supporting and inhibiting factors. A phenomenological approach with an interpretive paradigm and descriptive qualitative methods was used. Findings include: 1) The method aims to accustom students to Arabic communication. 2) Muhadatsah is significant due to its relaxed, practical nature, conversation habituation, repetitive practice, engaging elements, memorization facilitation, and fluency development. 3) Progress is assessed by students' fluency and ease in pronunciation. 4) Implementation involves vocabulary assignments, partner selection, topic determination, and location choice for Muhadatsah. 5) Evaluation is through direct supervision by the instructor. 6) The teaching approach is relaxed and flexible. 7) No media are used as learning resources. 8) Challenges include limited time, an unsupportive language environment, students' lack of basic Arabic knowledge, and shyness. 9) Success is seen in improved Kalam skills, accurate pronunciation, and increased vocabulary.*

Keywords: *Muhadatsah; Learning Method; Maharah Kalam*

الملخص : تهدف هذه الدراسة إلى بحث تعليم مهارة الكلام من خلال طريقة المحادثة في معهد الجامعة، وذلك من خلال التعرف على العوامل المعيقة والمساندة ومستوى نجاحها. تم استخدام المنهج الظواهري مع الإطار التفسيري ١. تهدف هذه الطريقة إلى تمكين الطلاب من التواصل باللغة : تتضمن نتائج البحث ما يلي.ومنهج البحث النوعي تعد المحادثة ذات أهمية كبيرة بسبب طبيعتها المريحة والعملية، حيث تساعد على تعويد العربية بشكل مستمر، ٢. الطلاب على المحادثات، والتدريب المتكرر، وتقديم عناصر جاذبة، وتسهيل حفظ الكلمات، وتطوير الطلاقة في ، ٣. يُقاس التقدم استنادًا إلى الطلاقة وسهولة النطق لدى الطلاب، ٤ تضمن التنفيذ تكليف الطلاب بتعلم .اللغة المفردات، اختيار شركاء المحادثة، تحديد الموضوعات، واختيار الأماكن المناسبة للمحادثة، ٥. تتم عملية التقييم من يتميز أسلوب التدريس بالمرونة والراحة، ٧. لا توجد وسائل تعليمية مستخدمة خلال إشراف مباشر من المعلم، ٦ كمصادر للتعلم، ٨. تشمل التحديات التي تم التعرف عليها محدودية الوقت، ضعف البيئة اللغوية المحيطة، نقص المعرفة الأساسية للغة العربية لدى الطلاب، والخجل ٩. يظهر النجاح من خلال تحسين مهارات الكلام، النطق .الصحيح، وزيادة المفردات اللغوية

الكلمات المفتاحية : *المحادثة، طريقة التعليم، مهارة الكلام*

INTRODUCTION

In Arabic language learning, there are four language skills according to linguistic experts: listening (*maharah al-istima'*), speaking (*maharah al-kalam*), reading (maharah al-qiro'at), and writing (*maharah al-kitabah*). Among these four skills, two are fundamental to Arabic language learning: listening (maharah al-istima') and speaking (*maharah al-kalam*)(Taufik, 2016) whereas speaking, or *Kalam,* refers to articulating thoughts and feelings. The essence of language lies in speaking (Wijaya, 2020). Speaking skills are

closely tied to listening, as learning *Kalam* requires listening sensitivity. A communicative approach involves: a) Dialogues with a partner; b) Repeating; c) Using dialogue models; d) Creating questions; e) Practicing with frameworks; f) Asking questions based on models (Bustam & Perawironegoro, 2021)

Speaking (*maharah al-kalam*) is the ability to articulate sounds or words to express thoughts, including ideas, opinions, desires, or feelings, to a conversation partner, (Acep Hermawan 2009, in Satrio, 2019).*Maharah kalam* can also be defined as the capacity to speak continuously without interruption or repetition of the same vocabulary, utilizing sound expression (Rosyidi & Hasanah, 2011) According to Hermawan, (2011), speaking is a system of audible and visible signs that utilizes various muscles and muscle groups in the human body to convey thoughts in order to fulfill needs. Abdul Wahab defines *Maharah Kalam* as speaking continuously without repetition of the same vocabulary while using articulatory expressions (Pratamo, 2024).

The urgency of speaking skills in the context of foreign language learning is evident in the verbal aspect of the language itself. Speaking is a primary component in the foreign language curriculum. Indeed, many foreign language educators view speaking proficiency as the main goal of foreign language programs(Hady, 2019) and the general aim of speaking skills is to enable effective and natural communication in the target language. Objectives of *Mahārah Kalam* include: a) Acquiring information from conversations; b) Describing surroundings and experiences; c) Answering oral questions; d) Conveying and explaining information; e) Introducing oneself; f) Presenting experiences engagingly; g) Expressing agreement; h) Delivering brief Arabic speeches; i) Conducting interviews; j) Participating in social discussions (Wijaya, 2020).

Speaking skills play a crucial role in enhancing students' sensitivity to sources of ideas, developing their ability to generate and articulate ideas creatively, and familiarizing them with fluent conversations. Additionally, these skills encourage the selection and structuring of language that is appropriate for the situations and contexts encountered. (Jean & Perse, 2024)

Based on the aspects of speaking skills (*maharah al-kalam*), an effective method for language learning is one that encourages students to speak in Arabic. One such method is *Muhadatsah*, which involves presenting Arabic through conversation (Fathekhahsari et al., 2024). To support this approach, various media can be used in *Mahārah Kalam* learning, including: a) Posters for visual appeal; b) Images for illustrations; c) Flannel Boards for wall presentations; d) Bulletin Boards for displaying material; e) Clocks for practice; f) Excursions for motivation; g) Flip Charts for lesson materials; and h) Games for interactive learning (Utami et al., 2021)

Muhadatsah refers to conversation or discussion, involving the practice of articulating sounds or words arranged into sentences to express thoughts, ideas, opinions, desires, or feelings to a conversation partner (Hermawan, 2011)Muhadatsah is a spontaneous, rule-free conversation between two people exchanging ideas or feelings alternately, unlike Kalam, which involves one-sided expression like delivering a speech or opinion (Inayati, 2024)The *Muhadatsah* method is thus a technique for presenting Arabic language material through conversation. Conversations can occur between teacher and

student, or between students themselves, while continuously expanding and enriching vocabulary (Alam & Asyrofi, 2023)

The advantages of the *Muhadatsah* method include familiarizing students with speaking Arabic both in and outside the classroom, enabling them to apply it in daily life. This method allows students to quickly and effectively master speaking skills in Arabic (Ulfah & Insaniya, 2023). Additionally, *Muhadatsah* is a form of active Arabic learning, which is essential for achieving more effective learning outcomes (Kaharuddin, 2018).

Arabic language learning using the *Muhadatsah* method can be carried out through the following steps: 1) Prepare dialogue material and establish the topics to be presented in written form. 2) Ensure that *Muhadatsah* materials are tailored to the developmental level and abilities of the students. 3) Use visual aids to support the *Muhadatsah* process. 4) Educators should first explain the meanings of the words included in the *Muhadatsah* according to what is presented. 5) For advanced levels, educators should only set the topics and organize the learning process. Students should take on more active roles during the learning process. 6) Educators should use Arabic throughout the learning process. 7) Educators should define the material boundaries for the next session so that students can better prepare for the upcoming material (wa muna 2011, in Nur, 2017)

Another approach in *Muhadatsah* instruction involves grouping students into three levels: 1) The *Mubtadi'* (beginner) group, which covers basic lessons; 2) The *Mutawasith* (intermediate) group, which focuses on advanced lessons; and 3) The *Mutaqaddim* (advanced) group, which deals with higher-level lessons (Mustofa, 2016).

At Ma'had al-Jami'ah IAIN Kerinci, the *Muhadatsah* method has consistently been chosen to develop the *Kalam* skills of students. Based on interviews with students, it was revealed that Ma'had al-Jami'ah is currently dedicated to students receiving scholarships, who come from various fields of study. These students are required to choose one of the specializations available at the Ma'had, including Arabic language specialization.

The Arabic language skills of students from non-Arabic backgrounds are generally quite limited due to their lack of prior Arabic studies. Therefore, an effective teaching method is needed to ensure that students do not become quickly bored, as Arabic is a complex language to learn. To address this, the administration of Ma'had al-Jami'ah IAIN Kerinci has established the *Muhadatsah* method, which has been implemented for some time. This method is carried out repeatedly each morning, so that the material taught becomes more ingrained in the students.

According to the instructors at the Ma'had, this approach not only hones speaking skills but also deepens their vocabulary and listening skills. Through *Muhadatsah*, students are guided to master correct pronunciation techniques and to expand their vocabulary, which can then be applied in everyday life. This method provides opportunities for practice in various contexts of discussion and debate, thus boosting the confidence of students (Andrian & Yul, 2023), particularly those who are not from Arabic language backgrounds, in expressing ideas in Arabic.

By continuously applying the *Muhadatsah* method, Ma'had al-Jami'ah IAIN Kerinci aims to produce a generation of intellectuals who are not only proficient in Arabic but also skilled in religious knowledge and contribute positively to society

The implementation of the *Muhadatsah* method has led to noticeable improvements in the Arabic pronunciation skills of students who previously struggled, due to the repetitive practice. This is relevant to several previous studies. First, by Nur, (2017)found that the application of the Muhadatsah method resulted in improved learning outcomes in maharah kalam, as evidenced by the ability of most students to converse in Arabic using new vocabulary, fluently, with correct pronunciation, intonation, and appropriate morphology, indicating that the Muhadatsah method can lead to significant improvements. Second, by Pratama & Asriyah, (2021) discovered that the Muhadatsah method helps improve the language skills of students. Third, by Qomaruddin & Haq, (2023)found that the Muhadatsah program effectively enhances the learning of kalam. Fourth, by Mufidah & Fitriana, (2022) stated that the purpose of Muhadatsah is to enable students to communicate in Arabic fluently in their daily lives. And Fifth, by Mutmainah & Marlina, (2020)found that the Mubasyarah method in Muhadatsah aims to develop students' proficiency in speaking Arabic and to motivate them to speak the language.

Based on the concepts and background described above, this study aims to examine how the Kalam learning with the Muhadatsah method is applied at Ma'had al-Jami'ah and to identify the factors that hinder and contribute to its success.

METHOD

This research adopts an interpretive paradigm, which shapes thinking and research through qualitative approaches like phenomenology, ethnography, and hermeneutics, emphasizing subjective social reality influenced by culture and history. Despite this, the researcher remains objective as a passive data collector and interpreter (Afifuddin & Saebani, 2012);Emzir, 2015). This study evaluates the *Muhadatsah* method's impact on improving *maharah kalam* among students at Ma'had Aljamiah IAIN Kerinci.

This research uses phenomenology to uncover the "essence" of individuals' experiences. It can involve hermeneutic phenomenology, focusing on interpreting life texts, or transcendental phenomenology, studying phenomena without preconceived notions(Creswell, 2014). The study evaluates the *muhadatsah* method's impact on students' *kalam* development at Ma'had Aljamiah IAIN Kerinci.

The chosen method for this research is qualitative research, which aims to deeply understand issues within specific contexts, naturally and without manipulation, by collecting qualitative data. This involves observing and interacting with individuals in their daily lives, understanding their language and interpretations(Arifin, 2011). Qualitative methodology produces descriptive data from written or oral words and observable behaviors (Bogdan and Taylor, 1975). This holistic approach views individuals or organizations as parts of a whole (Moleong, 2018). The study uses descriptive qualitative methods to analyze the *muhadatsah* method's impact on students' *kalam* development at Ma'had Aljamiah IAIN Kerinci.

RESULT AND DISCUSSIONS

Reasons for Implementing the Muhadatsah Method at Ma'had Aljamiah IAIN Kerinci

Based on interviews with the management of Ma'had IAIN Kerinci, the main reason for implementing the muhadatsah method is to ensure that students become accustomed to

communicating in Arabic. This method is intended to create a habit and motivation for students, as their proficiency in Arabic is still at the beginner (mubtadi) and intermediate (mutawassit) levels. The muhadatsah method, which focuses on conversation, is deemed the most appropriate for their current proficiency levels. According to Tarmizi, as cited in Qomaruddin and Haq (2023), Yul and Andrian (2025), Muhadatsah is an effective technique for improving maharah kalam. Additionally, muhadatsah is included in the Islamic studies curriculum regulated by the Ministry of Religious Affairs.

Implementation of the Muhadatsah Method

The steps for implementing the muhadatsah method at Ma'had IAIN Kerinci are as follows:

First, Vocabulary Submission: After the Maghrib prayer, each student submits a list of vocabulary consisting of 5 mufrodat (words), 5 fi'il (verbs), and 5 isim (nouns), along with example sentences. After the Isha prayer, they practice these words in *muhadatsah* sessions. According to Mufidah & Fitriana, (2022), this step involves adding new vocabulary to enhance learning.

Second, Practice: Initially, this involves repetitive practice of conversations, pronunciation, and intonation by the instructor. At Ma'had IAIN Kerinci, however, the practice step is slightly different. Instead of repetitive practice, the instructor pairs students of varying proficiency levels. This strategy allows weaker students to seek help from those with higher proficiency, ensuring smoother conversations. (Alwi Mawardy, 2023) supports the approach of creating discussion groups or pairs to prepare and memorize dialogues.

Third, Theme Determination:The instructor sets a theme for the day, such as "vacation," and students must discuss topics related to that theme. However, this step is not always followed strictly. As mentioned by URA, "*Sometimes, the students are unsure about the theme and just talk about anything. The key is to converse in Arabic, even if the topic is random.*" It might also be useful to add a debate method in the implementation steps to make the atmosphere more engaging (Darman, 2022)

Fourth, Comfortable Environment: Students choose their own comfortable places for conversations, as the environment can significantly impact their learning experience. Daulay (1985) emphasizes the importance of a supportive language environment for successful language acquisition (Afifuddin & Saebani, 2012). This approach aligns with Fuad Effendy's (2009) models of *Mahārah Kalam* learning, which include methods such as Association and Identification Exercises to build spontaneity, Sentence Pattern Drills for practice, Conversation Practice on everyday topics, Storytelling, Discussions, Interviews, Drama, and Public Speaking (Asyrofi, 2021).

Implementation of the Muhadatsah Method at Ma'had IAIN Kerinci

Each model emphasizes the role of the learning context in facilitating effective communication skills. By allowing students to choose comfortable settings, educators can leverage these models to create an optimal environment for practicing speaking skills, thus aligning with the broader goal of fostering a supportive and engaging language acquisition experience.

Evaluation and Assessment

In evaluating the muhadatsah method at Ma'had IAIN Kerinci, the teaching approach does not emphasize rigorous evaluation. Instead, the instructor monitors each pair of students engaged in muhadatsah, ensuring they use Arabic in their conversations. While strict adherence to grammatical rules (nahwu-sorof) is not emphasized, the primary focus is on ensuring mutual understanding between conversation partners. The instructor also evaluates students through questions about vocabulary they do not know or other related topics.

To improve the evaluation process, it is suggested that Ma'had IAIN Kerinci should implement individual assessments. According to Mutmainah & Marlina, (2020), evaluating *muhadatsah* learning using direct assessment involves both oral and written tests. To maximize the effectiveness of the *muhādatsah*, the instructor could add a Discussion and Q&A session. According to Izzan, (2011) recommendation, after the muhādatsah, open a forum for questions and discussion about the recently completed session. This will help others gain a better understanding of the lesson.

Indicators of progress include

The indicators of progress and success from the implementation of the Muhadatsah method at Ma'had IAIN Kerinci are: 1) Students who initially struggled with speaking Arabic have become more proficient and accustomed to using the language.2) Students can now understand and respond in Arabic, even if their fluency is still developing.3) Students have improved their ability to pronounce Arabic sentences.4) Students have expanded their vocabulary significantly.5) Overall, students are enthusiastic and motivated to learn Arabic. According to Munir, to participate effectively in *muhadatsah*, one must be able to: a) Listen attentively, b) Understand the utterances received, c) Pronounce words clearly, and d) Construct sentences properly for mutual understanding (Munir, 2005)

Teaching Approach

The teaching approach for the *muhadatsah* method at Ma'had IAIN Kerinci is characterized by a relaxed and flexible style. For intermediate (mutawassit) levels, the approach is student-centered, where the teacher acts as a partner rather than a traditional instructor. According to (Hajar, 2020), the Learning Partner approach allows students to collaborate with peers on structured tasks, with the teacher serving as a facilitator. According to Bustam & Perawironegoro, (2021), a teacher should have the ability to encourage students to speak and express observations from various conditions and situations.

Learning Resources

At Ma'had IAIN Kerinci, learning resources for muhadatsah do not include textbooks. Instead, students rely on direct interactions with the teacher for vocabulary and pronunciation queries. This contrasts with the research by Pratama & Asriyah, (2021), which uses the practical guidebook *Laa Taskut*. It is suggested that incorporating textbooks in the future could enhance the learning process.

Importance of the Muhadatsah Method

According to both the teachers and interviewed students, the importance of the muhadatsah method includes:1) Being a relaxed, practical, and easy method that facilitates learning without causing excessive cognitive load.2) Helping students become familiar with conversational Arabic phrases.3) Assisting in the regular practice of Arabic pronunciation and expression.4) Providing an engaging and enjoyable learning experience.5) Aiding in vocabulary retention and enhancing students' fluency and confidence in speaking Arabic.As noted by Qomaruddin & Haq, (2023), combining direct method approaches in muhadatsah helps students develop their confidence.

Student Responses to the Implementation of the Muhadatsah Method

Research findings indicate that students at IAIN Kerinci highly appreciate the implementation of the Muhadatsah method in Arabic language learning. They find this method to be very engaging, interesting, and enjoyable, making the learning process more dynamic and interactive. Active involvement in Arabic conversations through this method not only enhances their language skills but also creates a more lively learning environment and motivates students to be more enthusiastic in learning Arabic.

The above findings demonstrate that an appropriate and enjoyable teaching method has a significant impact on the learning process, where students become more interested and motivated to learn. In line with the statement by Liang, (2024), student-centered teaching methods, such as group discussions, presentations, debates, and role-playing, have a positive effect on students' language learning motivation, as well as improving their performance and language skills.

The biggest challenge in implementing the muhādatsah method at Ma'had Aljamiah IAIN Kerinci

Challenges include:

Limited time: The *muhadatsah* method requires more time to achieve optimal results, but students' time at the institution is limited. Once students leave the environment, they might forget and find it challenging to practice Arabic again, as the external environment does not support Arabic use (Purba, 2013). Time also significantly influences the development of their language skills. A very limited amount of time can disrupt the effectiveness of learning. According to Dzulqornain and Anwar, (2023), one of the challenges that makes it difficult for students to fully comprehend the content is insufficient study time. Therefore, adequate time is essential in the application of the Muhadatsah method to ensure that students can effectively understand the lessons.

Limited Arabic basics: Many students come from non-Arabic backgrounds and have minimal vocabulary, making it difficult to practice *muhadatsah* effectively. (Alwi Mawardy, 2023) highlights the problem of students' insufficient vocabulary and lack of prior knowledge of Arabic.

Environmental challenges: The external environment, such as home or campus, does not use Arabic, leading to potential loss of language skills if not practiced regularly.

Shyness: Students who are shy or lack confidence may struggle with muhadatsah, as conversation requires active participation and initiative. According to Garton, (2002), a lack of student initiative can hinder language learning in the classroom, emphasizing the importance of promoting initiative to enhance interaction and language proficiency.

The success of implementing the muhādatsah method at Ma'had Aljamiah IAIN Kerinci

Success and progress in implementing the *muhadatsah* method at Ma'had IAIN Kerinci can be observed through: 1) Over 2.5 months of *muhadatsah*, students who initially had difficulty speaking Arabic have improved and become accustomed to using the language.2) Students who previously had limited knowledge of Arabic can now respond to questions and engage in everyday conversations, even if their fluency is still developing.3) Students who struggled with Arabic pronunciation now find it easier. According to Izzan, (2009), frequent use of the muhādatsah method helps in understanding dialogues or literature in Arabic, whether from books or media."4) Students have increased their vocabulary significantly. 5) Overall, students are satisfied and motivated by the *muhadatsah* method, leading to greater enthusiasm for learning Arabic. (Bahrun et al., 2024) confirms that daily *muhadatsah* has a positive and significant impact on students' speaking skills and satisfaction.

The findings suggest that the *muhadatsah* method is effective in enhancing students' Arabic language skills, although addressing the identified challenges could further improve its implementation.

CONCLUSION

The *Muhadatsah* method is applied at Ma'had IAIN Kerinci to familiarize students with communicating in Arabic and improve their speaking skills (*maharah kalam*). Most students are at the beginner (mubtadi) and intermediate (mutawassit) levels, making this method particularly effective. (Qomaruddin & Haq, 2023) states that *Muhadatsah* is an effective technique for learning *maharah kalam.* Additionally, *Muhadatsah* is part of the Islamic Education curriculum mandated by the Ministry of Religious Affairs. The method's relaxed and practical nature, emphasis on conversation practice, repeated practice, engaging elements, facilitation of memorization, and enhancement of fluency contribute to its importance.

Implementation involves students submitting vocabulary items after Maghrib, practicing these in sessions after Isha, and being paired with peers of varying proficiency levels for effective practice. Themes for conversation are set by instructors but can be spontaneous, and comfortable locations are chosen for conversations to enhance learning quality. Evaluation includes direct supervision by instructors, focusing on understandable conversations rather than strict grammar adherence. The teaching approach is flexible and student-centered, with no textbooks used; the primary learning resource is the teacher and the response from the students regarding this method is that they greatly enjoy it and feel motivated.

Challenges include limited time, an unsupportive external language environment, students' lack of basic Arabic knowledge, and shyness hindering participation. Despite these challenges, the *Muhadatsah* method has led to improved speaking skills, better pronunciation, enhanced ability to respond in Arabic, and increased vocabulary. Overall,

the method shows positive results in enhancing students' Arabic speaking abilities, though further improvements are needed to optimize learning outcomes.

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