

BASIC PRINCIPLES OF ARABIC LANGUAGE TEACHING METHODS**Nasiri¹**

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Abstract: There are three basic principles in teaching Arabic: priority in the presentation of teaching materials, correction and feedback, and the gradual principle in delivering material to students. Several steps are required in teaching Arabic to ensure successful and effective delivery: providing examples before explaining grammatical rules, providing examples of commonly used sentences, and providing sufficient motivation to express themselves through writing, speaking, and perhaps even facial expressions, so that students feel directly involved in the teaching process. There are two types of Arabic teaching methods: the traditional method, which focuses on "language as a culture of knowledge," so that learning Arabic means in-depth study of the intricacies of Arabic language science itself. The modern method, which focuses on the purpose of language as a means of communication in modern life, is essential.

Keywords: *Teaching, Language, Arabic.*

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A. Principles of Arabic Language Teaching

There are three basic principles in teaching Arabic: the principle of priority in the presentation process, the principle of correction and feedback, and the principle of gradualness.

1. Principle of Priority

In Arabic language learning, there are principles of priority in the delivery of teaching materials, namely:

- a. Teaching listening and speaking before writing.
- b. Teaching sentences before teaching words.
- c. Using words that are more familiar to everyday life before teaching the language according to the Arabic dialect.

1) Listening and speaking before writing. This principle is based on the assumption that good language teaching is teaching that aligns with the natural development of human language, namely that every child begins their language development by listening and paying attention, then imitating. This shows that listening skills must be developed first, followed by the ability to imitate speech, and then other aspects such as reading and writing. There are several techniques for training listening/ear training, namely:

- a) Arabic teachers should pronounce a variety of words, both in letter form and in word form, while students imitate them collectively.
- b) The Arabic teacher then continues with the material on letter sounds, which have similar characteristics.

- c) Next, the material continues with sound structures that are not found in the students' native language (in this case, Indonesian). Teaching pronunciation and imitation can take the following steps:
- i. Students are trained to pronounce the simplest, non-Arabic single letters, then practice letters with long marks, then practice more quickly, and then practice pronouncing words and sentences quickly.
 - ii. Encourage students to listen and pronounce letters or words during the teaching process, imitating intonation, pauses, and length.

2) Teach sentences before teaching the language

When teaching sentence structure, it is best to teach sentence structure/nahwu first, followed by word structure/sharaf. When teaching sentences/numbers, a teacher should provide memorization of texts/readings containing simple sentences with correct structure. Therefore, an Arabic teacher should choose sentences that are easy for students to understand and contain only key sentences, not lengthy ones.

2. The Principle of Correction

This principle is applied when teaching phonetics, syntax, and semiotics. The purpose of this principle is that an Arabic teacher should not only blame students but also be able to provide corrections and encourage students to be critical in the following areas:

- a. Correction in teaching phonetics.
 - b. Correction in teaching syntax.
 - c. Correction in teaching semiotics.
- 1) Correction in teaching phonetics. This skill aspect is taught through listening and speaking exercises. If students still frequently pronounce their mother tongue, the teacher should emphasize continuous practice of

pronouncing and listening to the actual sounds of Arabic letters, even when students make mistakes.

- 2) Correction in teaching syntax. It is important to note that sentence structures in different languages generally differ significantly. Correctiveness emphasizes the influence of the mother tongue's structure on Arabic. For example, in Indonesian, a sentence always begins with a noun (subject), but in Arabic, a sentence can also begin with a verb.
- 3) Correctiveness in teaching ampers. In Indonesian, each root word generally has one meaning when included in a sentence. However, in Arabic, almost all words have more than one meaning, known as musytarak (one word with many meanings) and mutaradif (different words with the same meaning). Therefore, Arabic teachers must pay close attention to this issue. They must be able to provide appropriate solutions in teaching the meaning of an expression due to the clarity of the instructions.

3. Hierarchical Principles

In terms of their nature, there are three categories of hierarchical principles:

- a. Shifting from the concrete to the abstract, from the global to the detailed, from the known to the unknown.
 - b. There is continuity between what has been taught previously and what will be taught next.
 - c. There is an increase in the weight of previous teaching compared to subsequent teaching, both in terms of hours and material.
- 1) Level of Vocabulary Teaching. Vocabulary teaching should consider the aspect of its use by students, namely starting with

B. Arabic Language Teaching Application Steps

There are at least eight steps in Arabic language teaching that are necessary for successful and effective delivery, namely:

1. Provide examples before explaining grammatical rules, as good examples will explain grammar more deeply than grammar alone.
2. Don't give just one example; rather, include several examples, highlighting differences and similarities between the texts, to serve as comparative analysis for students.
3. Begin examples with something in the classroom or existing media that allows for use.
4. Begin examples using verbs that can be directly represented by body movements.
5. When teaching adjectives, mention the most commonly used words and their complete pairs. For example, black and white, round and square.
6. When teaching a word and its meaning, choose the most frequently used word and incorporate it directly into the simplest sentence.
7. Avoid providing examples that make students feel like they don't fit their mindset.
8. Students are given sufficient motivation to express themselves through writing, speaking, and perhaps even facial expressions, so they feel directly involved in the ongoing teaching process.

C. Arabic Language Teaching Methods

Ibn Khaldun said, "Teaching is a profession that requires knowledge, skill, and precision, as it is like training in skills that requires tips, strategies, and perseverance to become competent and professional." The application of teaching methods will not be effective and efficient as a medium for delivering teaching materials if they are not based on adequate knowledge of the method. Consequently, if applied incorrectly, a method can become an obstacle to the teaching process, rather than a component that supports the achievement of objectives. Therefore, it is crucial to properly understand the characteristics of a method. Simply put, Arabic teaching methods can be classified into two types: traditional/classical methods and modern methods.

Traditional Arabic teaching methods are those that focus on "language as a culture of knowledge," so learning Arabic means in-depth study of the intricacies of Arabic language science itself, including aspects of grammar/syntax (Qowaid nahwu), morphemes/morphology (Qowaid as-sharf), and literature (adab). The developed and well-known methods used for this purpose are the morpheme/morphology (qowaid) and translation methods. These methods have survived for centuries, and even today, educational institutions in Indonesia, particularly Islamic boarding schools (pesantren), still employ them. This is based on the following: First, the goal of teaching Arabic appears to be cultural/scientific, particularly grammar and sharaf. Second, proficiency in grammar is considered essential for understanding classical Arabic texts/words that do not use vowels or other punctuation. Third, these fields are traditionally passed down from generation to generation, so proficiency in them confers a certain sense of self-confidence (prestige) among them.

Modern Arabic teaching methods are oriented toward the purpose of language as a tool. This means that Arabic is viewed as a means of communication in modern life, so the core of learning Arabic is the ability to use the language actively and understand Arabic speech/expressions. The most common method used in this teaching is the direct method. The emergence of this method is based on the assumption that language is something living, therefore it must be communicated and practiced continuously as small children learn language.

D. Conclusion

1. There are three basic principles in teaching Arabic: the principle of prioritization in the presentation of teaching materials, the principle of correction and feedback, and the principle of gradualness in delivering material to students.
2. Several application steps are necessary in teaching Arabic to ensure successful and effective delivery: providing examples before explaining grammatical rules, providing examples of commonly used sentences, and providing sufficient motivation to express themselves through writing, speaking, and perhaps even facial expressions, so that students feel directly involved in the teaching process.
3. There are two types of Arabic teaching methods: the traditional method, which focuses on "language as a culture of knowledge," so that learning Arabic means in-depth study of the intricacies of Arabic language science itself. The modern method, which focuses on the purpose of language as a means of communication in modern life, is essential.

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