

Problems in The Implementation of The Mubasyarah Method in Teaching *Maharat Al-Kalam* in The Takhoshus Class of MA Al Firdaus Wangen Klaten

Akhmad Sholahuddin

Sekolah Tinggi Islam AlMukmin Ngruki Surakarta

Correspondence address (especially email) zakiyaa67@gmail.com

DOI : 10.55656/jpe.v5i2.508

Submitted: (2025-09-05) | Revised: (2025-09-11) | Approved: (2025-09-13)

Abstract

Speaking skills, also known as maharah al-kalam, are among the most emphasized skills in language learning. In this skill, students are required to actively communicate in Arabic, both with their peers and with the teacher. One of the methods used in this learning process is the mubasyarah method, which is an Arabic teaching approach through direct communication using the target language. However, in practice, many challenges or problems are often encountered. this study aims to analyze the problems that arise in the implementation of the mubasyarah method in teaching maharah al-kalam to takhoshus class students at MA Al Firdaus Wangen Klaten. The research employed a descriptive qualitative method with observation, interview, and documentation techniques. The findings revealed several problems, including students' limited vocabulary, lack of confidence in speaking, insufficient learning media, ineffective time management, and the dominance of the mother tongue in the classroom. The study concludes that the effectiveness of the mubasyarah method in improving maharah al-kalam is often hindered by these challenges. Addressing them requires supportive strategies such as more intensive vocabulary habituation, encouraging students to practice speaking Arabic in various contexts, maximizing the use of learning media, and providing regular motivation. It is therefore expected that the mubasyarah method can become a truly effective approach to enhancing students' speaking skills in Arabic.

Keywords: Implementation, Mubasyarah Method, Maharat al-kalam

Abstrak

Ketrampilan berbicara atau juga disebut Maharatul Kalam menjadi salah satu ketrampilan yang sangat ditekankan pada pembelajaran. Pada ketrampilan ini siswa dituntut untuk aktif berkomunikasi dengan bahasa Arab antar sesama siswa maupun dengan guru. Salah satu metode yang digunakan dalam pembelajaran ini adalah metode Mubasyarah, metode pengajaran bahasa Arab melalui komunikasi langsung menggunakan bahasa sasaran. Namun dalam perjalanannya, sering sekali ditemui banyak kendala atau problematika. Penelitian ini bertujuan untuk menganalisis problematika yang muncul pada penerapan metode mubasyarah pada pengajaran maharatul siswa kelas Takhoshus MA Al Firdaus Wangen Klaten. Metode penelitian yang dipakai adalah kualitatif deskriptif dengan teknik observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan beberapa problem

yang muncul, yaitu adanya keterbatasan kosakata siswa, kurangnya keberanian dalam berbicara, keterbatasan media pembelajaran, serta manajemen waktu yang kurang efektif, dominasi penggunaan bahasa ibu di kelas. Penelitian ini menyimpulkan bahwa efektifitas metode mubasyarah dalam meningkatkan kemampuan maharatul kalam sering terhambat karena muncul beberapa problem yang dalam penanganannya membutuhkan strategi pendukung lain seperti pembiasaan kosakata yang lebih instensif, melatih berbicara dengan bahasa arab dimana saja, memanfaatkan media pembelajaran dengan lebih maksimal serta yang tak kalah penting adalah pemberian motivasi secara berkala. Sehingga harapannya metode mubasyarah menjadi metode yang benar-benar efektif untuk menunjang kemampuan maharatul kalam siswa.

Kata kunci: implementasi, metode mubasyarah, maharatul kalam

INTRODUCTION

Arabic as an International Language, Arabic is one of the international languages officially used in various countries. As a global language, its role is highly significant in international interactions,(Subhan 2015) especially since many Arabic-speaking countries are rich in natural resources. In addition, Arabic is closely associated with Muslims, as it is the language of the Qur'an, hadith, and even described as the language of paradise. Originally spoken only in the Arabian Peninsula, Arabic is now studied and used by communities across different parts of the world.

The uniqueness of Arabic lies in its linguistic structure, rhetorical beauty, and rich vocabulary full of meaning.(Qudrotulloh 2021) Therefore, it plays a crucial role in understanding Islamic teachings through the Qur'an,(Azizan 2024) hadith, and scholarly works. Learning Arabic is thus essential for Muslims in order to access the primary sources of their religion. In its teaching, language skills (*maharat al-lughah*) consist of four main aspects: listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). Among these, speaking skills (*maharat al-kalam*)(Stang et al. 2024) hold a central position as the primary means of communication.(Sobri 2020)

Speaking ability requires integration with other language skills. Unlike reading or writing, which can be done individually, speaking necessarily involves two-way interaction.(Khotimah 2021) For this reason, teaching Arabic particularly *maharat al-kalam* requires appropriate methods to make learning effective, engaging, and not monotonous. The success of the learning process is strongly influenced by the teaching method employed, one of which is the *mubasyarah* (direct) method.(Asyrofi 2020)

The *mubasyarah* method emphasizes the full use of Arabic as the medium of instruction throughout the learning process.(Ulum et al. 2021) Through this method, students become more active, accustomed to communication, and able to easily practice Arabic in daily life. The classroom atmosphere also becomes more dynamic, making it easier to achieve the

intended learning objectives. The Takhoshus class at MA Al Firdaus Wangen Klaten is a special program designed to equip students with mastery of Arabic, especially speaking skills (*maharat al-kalam*). However, in practice, several challenges arise in implementing the *mubasyarah* method, including students' limited vocabulary, lack of confidence in speaking, insufficient learning media, ineffective time management, and the dominance of the mother tongue in class.

Based on this background, the present study aims to analyze the problems encountered in applying the *mubasyarah* method in teaching *maharat al-kalam* in the Takhoshus class at MA Al Firdaus Wangen Klaten and to provide alternative solutions that support the success of the learning process.

METHOD

Metode The research method plays a crucial role in determining the procedures a researcher follows in their study. The application of research methods must be aligned with the research topic in order to make the procedures or techniques more systematic.(Munir.2005) The method employed in this study is descriptive qualitative. The purpose of the descriptive approach is to observe and describe the activities taking place in the research field,(Moleong 2016) enabling the researcher to analyze more closely the problems that arise in the implementation of the Mubasyarah method in teaching *Maharat al-Kalam* in the Takhoshus class at MA Al Firdaus Wangen Klaten.

The subjects of this research are the Takhoshus class students of MA Al Firdaus Wangen Klaten and the Arabic language teacher. The data collection techniques used in this research include interviews, documentation, and observation. For the data analysis technique, this study applies Miles and Huberman's model of data analysis, which consists of data reduction, data display, conclusion drawing, and verification.

The technical implementation of data analysis is described as follows: Data Collection, Data gathered by the researcher through interviews, tests, and observations are summarized in notes that include two aspects: description and reflection.(Moleong 2016) These data contain impressions, comments, and the researcher's interpretations of the findings, and they serve as a plan for further data collection. The data are scientific records of what the researcher personally saw, heard, felt, witnessed, and experienced regarding the observed phenomena. To obtain these records, the researcher conducted observations, interviews, and documentation with several respondents.(Sugiyono, 2019)

Data Reduction, This refers to the process of selecting, narrowing, simplifying, and abstracting raw data collected in the field. Data reduction takes place throughout the research process, from fieldwork to report writing. It is an analysis technique that refines, categorizes, guides, eliminates unnecessary data, and organizes the data to validate and draw final conclusions. At this stage, the researcher methodically selects and arranges the data.

Data Display, Data presentation is intended to help researchers master the data and avoid errors in analysis and conclusion . This is done by organizing field data into matrices and presenting them in accordance with the findings. Data display simplifies complex information into a more understandable form (Sugiyono, 2019).

Conclusion and Verification, This process involves determining or understanding the significance, identifying patterns, clarifying causal flows, and establishing proportional conclusions. To ensure accuracy, conclusions must be confirmed by revisiting and questioning the data while reviewing the notes. The next step for the researcher is to describe and analyze the data clearly and comprehensively in accordance with the research objectives.

RESULTS AND DISCUSSION

Based on the research findings, several problems were identified in the implementation of the *mubasyarah* method, namely:

Students' Limited Vocabulary, Which Hinders Communication Fluency.

Essentially, the application of the *mubasyarah* method has a significant impact on students' Arabic language ability, particularly in *maharah al-kalam* (speaking skills). (Imronah 2025) However, the limitation of vocabulary becomes one of the fundamental problems for students in the *takhoshus* class. Since they are new students with diverse Arabic language backgrounds or foundations and in many cases, some of them have no Arabic vocabulary at all this condition poses a serious obstacle. (Jamroh and Maula 2022) Meanwhile, the *mubasyarah* method requires students to actively communicate using Arabic. Thus, the lack of vocabulary hinders the learning objectives of *maharah al-kalam*.

Students' Lack of Self-Confidence in Speaking Arabic.

In learning Arabic, especially in *maharah al-kalam*, students are required to confidently express their language abilities to the fullest. However, quite a number of students still feel afraid or hesitant to pronounce Arabic in conversations. The fear of making pronunciation mistakes discourages them from trying, and some even prefer to

remain silent rather than risk mispronouncing words. Such a condition impedes the objectives of the *mubasyarah* method, which is supposed to encourage students to practice speaking Arabic. This fear is sometimes exacerbated by an unsupportive environment, such as mockery or ridicule from peers when mistakes occur.

The Limited Use of Interactive Learning Media.

In practice, the *mubasyarah* method would be ideal if supported by interactive media facilities, such as pictures, audiovisuals, language-learning applications, or conversation simulations. Unfortunately, what often happens is that teachers rely solely on direct conversations between students or between teacher and students without utilizing available supporting media. As a result, the learning process becomes monotonous, uninteresting, and boring, and it fails to stimulate students' memory and creativity. In fact, the use of interactive media could enrich students' vocabulary, enhance comprehension, and increase their enthusiasm in practicing speaking skills.

CONCLUSION

Based on the above description, it can be concluded that the challenges in implementing the *mubasyarah* method in the *takhoshus* class of MA Al Firdaus Wangen Klaten include limited vocabulary, students' lack of self-confidence, the scarcity of interactive media, and the dominance of the mother tongue. These obstacles affect the low effectiveness of the *mubasyarah* method in improving students' speaking skills.

Nevertheless, these challenges can be addressed through holistic strategic steps, namely strengthening vocabulary mastery, enhancing students' motivation and self-confidence, utilizing interactive media, and creating a consistent language environment. If all of these solutions are applied in an integrated manner, the *mubasyarah* method will be more effective in achieving its main goal, namely shaping students who are capable of active communication in Arabic. This aligns with Arsyad's view that the *mubasyarah* method will succeed if it is implemented consistently with the support of a language-rich environment, appropriate learning media, and well-developed student motivation.

BIBLIOGRAPHY

- Asyrofi, Syamsuddin. 2020. *Metodologi pengajaran Bahasa Arab: konsep dan implementasinya*. Penerbit Ombak.
- Azizan, Muhammad. 2024. "Implementasi Metode Mubasyarah Pada Pembelajaran Muhadatsah Pada Program Karantina Bahasa Study Kasus (Di Kelas IA Pondok Pesantren Jamilurrahman As-Salafy Yogyakarta) Tahun Ajaran 2023/2024." PhD

Thesis, Sekolah Tinggi Ilmu Tarbiyah Madani.

<http://repository.stitmadani.ac.id/eprint/32/1/Skripsi%20Full%20Text%20-%20Muh.%20Azizan-9-10.pdf>.

Imronah, Nama. 2025. "IMPLEMENTASI METODE LANGSUNG (THARIQAH MUBASYARAH) TERHADAP KETERAMPILAN BERBICARA BAHASA ARAB PADA SANTRI PONDOK PESANTREN DARUNNAJAH ULUJAMI PESANGGRAHAN JAKARTA SELATAN." PhD Thesis, Universitas Islam Sultan Agung Semarang. <http://repository.unissula.ac.id/39471/>.

Jamroh, Nur Maya Badriyatul, and Indria Hikmatul Maula. 2022. "Pengaruh Metode Mubasyaroh Dalam Meningkatkan Maharah Kalam Pada Pembelajaran Bahasa Arab Di Kelas Progam Unggulan MTs Al-Amiriyah Blokagung Banyuwangi." *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 2 (2): 285-99. <https://doi.org/10.30739/arabiyat.v2i2.1668>.

Khotimah, Khusnul. 2021. "Peningkatan Kemampuan Berbicara Bahasa Arab Melalui Metode Thariqah Mubasyarah." *Action Research Journal Indonesia (ARJI)* 3 (3): 188-99.

Moleong, Lexy J. 2016. *Metodologi Penelitian Kualitatif*. Remaja Rosdakarya.

Munir. 2005. *Perencanaan Sistem Pengajaran Bahasa Arab*. Prenada Media.

Qudrotulloh, Alvin. 2021. "Direct Method: Pembelajaran Bahasa Arab Dengan Menggunakan Metode Langsung." *Tatsqifiy: Jurnal Pendidikan Bahasa Arab* 2 (2): 119-31.

Sobri, Kholis. 2020. "Penerapan Metode Mubasyarah Untuk Mengembangkan Keterampiilan Berbicara Pada Pembelajaran Bahasa Arab Kelas VII Di MTs Modern AlKasyif Kediri Lombok Barat Tahun Pembelajaran 2020\backslash2021." PhD Thesis, UIN Mataram.

Stang, Taufik Hidayat, Nur Rochim Maksum, Hafidz Hafidz, and Rahmat Hidayat Stang. 2024. "MUBASYAROH METHOD FOR MAHARATUL KALAM AT ISLAMIC BOARDING SCHOOL ISY KARIMA INDONESIA." *Profetika: Jurnal Studi Islam* 25 (01): 131-42. <https://doi.org/10.23917/profetika.v25i01.6028>.

Subhan, Muhammad. 2015. "Efektivitas Penggunaan Metode Mubasyarah Dalam Mengatasi Rendahnya Maharoh Kalam Dalam Pembelajaran Bahasa Arab Kelas X Di MAN Yogyakarta III." *IAIN Sunan Kalijaga*. <https://digilib.uin-suka.ac.id/id/file/342521>.



Sugiyono. 2019. *Metodelogi Penelitian Kuantitatif Dan Kualitatif Dan R&D*. Alfabeta.

Ulum, Moh, Badruz Zaman, Wardatul Munawaroh, and Rahmatul Ummah. 2021.

“Pendampingan Pembelajaran Bahasa Arab Dengan Menggunakan Metode Al-Mubasyaroh Untuk Meningkatkan Maharoh Al-Kalam Peserta Didik LIPs-SMP Nurul Jadid Paiton Probolinggo.” *Al-Ijtima': Jurnal Pengabdian Kepada Masyarakat* 1 (2): 159–73.