Learning Arabic as an L2 (Study on the impact of Online Learning on Speaking Skills)

by Pps A Lahmi

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Abstract

Arabic as a foreign language for Indonesians is an important part, but in reality, learning Arabic as L2 is faced with various serious problems, this is further exacerbated by the learning carried out in Covid-19. This research aims to reveal the impact of online learning on learners' Arabic language skills particularly on aspects of speaking skills. This research is carried out with a qualitative approach, data collection techniques are carried out with observations, interviews, and documentation studies. The place where the research was carried out was the Private MTs of YMPI Koto Tangah Simalanggang. Based on the results of the study, it was found that online learning greatly impacted the speaking competence Arabic language. Learning Arabic as L2 in boarding schools that are carried out online causes many learners who do not hear both Arabic words and sentences spoken by teachers, the desire to repeat the teacher's speech, and students are afraid because it is not clear what will be said. This reality may be due to inadequate and inaccuracy in the selection of media, but from the existing data, the ability of learners to speak using Arabic does not show an increase. This study recommends that learning Arabic as L2 should maximize offline learning forms.

Keywords: Arabic language, speaking competence, Online learning.

Introduction

Arabic is one of the most widely used foreign languages by Muslims in the world because the holy book of Muslims is the Qur'an which was revealed by Allah in Arabic.[1] So Arabic becomes one of the foreign languages studied by Muslims in the world of formal education, starting from the level of basic education to higher education.[2] The goal of being able to master and understand Arabic is none other than being able to understand the life guidelines guided by the Quran and Hadis.,[3] and being able to increase solemnity in carrying out worship because the sentences in worship use Arabic.[4] Whether it's prayer, dhikr, and prayer [5]. Muslims are aware of the existence of Arabic which is not their mother tongue, the first language known by Muslims in their respective countries of domicile. Therefore, with the importance of understanding Arabic to understand the guidelines of life, Muslims generally are enthusiastic and determined and strive to improve their ability to learn Arabic.

In various literature it is found that the urgency of learning and understanding Arabic is supported by several effects: 1) the branch of the Islamic religion, namely Arabic.[6], bn Taimiyah's opinion "we understand the law in learning and teaching Arabic, namely fardhu kifayah". Umar bin Khattab also argued, "That Arabic is a branch of religion",[7] and study and guide it as a strengthened suggestion. 2) Learning Arabic is very helpful for Muslims in understanding Arabic sentences which are the guidelines for life.[8], which also acts as an intermediary for communication and conveys what is meant so as not to fall into the heretical group. "If a Muslim avoids learning and understanding Arabic, the consequences will be fatal, so he enters the category of ignorant people."[9] With ignorance, we will be easily pitted against each other and wars between Muslims.[10]

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[1] Hamidah Hamidah, "Arabic Language: Between Learning Necessity and Responsibility," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 7, no. 1 (2019): 35–44, https://doi.org/10.23971/altarib.v7i1.1472.

[2] Ahmad Madkur and Azkia Muharom Albantani, "Instilling Islamic Values in Foreign Language Teaching: An Indonesian Context," in *3rd International Conferences on Education in Muslim Society (ICEMS 2017) Instilling*, vol. 115, 2018, 97–103, https://doi.org/10.2991/icems-17.2018.20.

[3] Tahir Mahmood and Mahmood Ya'qub, "Al-Lughah Al-'Arabiyyah Wa Makanatuha Al-'Ilmiyyah Fi Fahm Al-Qur'an Wa Tafsirih," *Al-Qisam Al-Arabi* 23, no. 2 (2016): 45–68, http://pu.edu.pk/images/journal/arabic/PDF/2- Dr. Tahir Mahmood_v23_16.pdf.

[4] Hasyim Asy'ari, "خصائص اللغة العربية الفصحى ومكانتها في الدين الإسلامي," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 01 (2018): 54–74, https://doi.org/10.24042/albayan.v10i01.2595.

[5] Dian Ekawati, "Urgency of Arabic in Islamic Education," *International Journal of Arabic Language Teaching* 1, no. 2 (2019): 209–22, https://doi.org/https://doi.org/10.32332/ijalt.v1i02.1792.

[6] Juryatina Juryatina and Amrin Amrin, "Students' Interest in Arabic Language Learning: The Roles of Teacher," *Journal of Educational Management and Instruction (JEMIN)* 1, no. 1 (2021): 40–49, https://doi.org/10.22515/jemin.v1i1.3459.

[7] Mohamed Nafeel Mohamed Zawahir, "Problems of Teaching Arabic to Non-Native Speakers in Religious Schools in Sri Lanka," *Indonesian Journal of Arabic Studies* 3, no. 1 (2021): 37–54, https://doi.org/10.24235/ijas.v3i1.8168.

[8] Mahyudin Ritonga et al., "Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education," *International Journal of Evaluation and Research in Education* 10, no. 1 (2021): 355–63, https://doi.org/10.11591/ijere.v10i1.20747.

[9] Fathi Hidayah, "Kearbitreran Bahasa Arab Dan Urgensi Mempelajarinya Dalam Pandangan Linguis Arab Klasik," *Studi Arab* 10, no. 2 (2019): 101–1016, https://doi.org/10.35891/sa.v10i2.1855.

[10] D.I. Ansusa Purba, "New Concept of Ignorance: An Islamic Epistemological Approach to the Story of Moses as Relevant Reference for Contemporary Ulama," *ISLAM REALITAS: Journal of Islamic & Social Studies* 5, no. 2 (2019): 114–29, https://doi.org/http://dx.doi.org/10.30983/islam_realitas.v5i2.2339.

Muslims who do not understand and know Arabic will fall into the ignorant class [11], which he found the ignorant group in the people before Shafi'i. On the other hand, Arabic is a unifying language among Muslims,[12] The glory of Muslims lies in the strong Arabic language. Arabic is a strong chain among Muslims. For this reason, teaching Arabic is one of the tools to expand the Islamic cultural order.[13]

Based on the explanation above then the urgency of Arabic, especially for Muslims, needs to be instilled in the younger generations to master Arabic. Mastering Arabic is not only able to read, listen, and understand, but also must be able to make Arabic a spoken language or language of communication. Schools based on good madrasa learning that study Arabic are required to be able to master Arabic well. Mastering Arabic means that students must have all aspects of ability in a language, including Arabic, namely: *maharah qiraah, maharah kitabah, maharah istima', dan maharah kalam.*[14]

Figure 1. Language Competence[15]_[16]

In the delivery of Arabic, many ways and media can be used. Moreover, learning during this pandemic is online. In normal times, learning has not been achieved according to the standards set because the method does not innovate, which is only monotonous without varying according to the material being taught, even though this Arabic language is less desirable and feared by students.[17]

During this pandemic, several media can be used online, namely: Google Classroom, Zoom Meetings, Google Meet, PusatBahasaArab.com, sites for Arabic books, and YouTube. In learning Arabic related to conversation and istima', suitable and appropriate online media using video

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[11] Shatha Jassim Hadi, "The Arabized and the Intruder in Al Muheet Dictionary by Al Fayrouzabadi," *International Journal of English Literature and Social Sciences* 5, no. 6 (2020): 2185–95, https://doi.org/10.22161/ijels.56.53.

[12] Tomasz Kamusella, "The Arabic Language: A Latin of Modernity?," *Journal of Nationalism Memory and Language Politics* 11, no. 2 (2017): 117–45, https://doi.org/10.1515/jnmlp-2017-0006.

[13] Wissal Al Allaq, "Arabic Language in a Globalized World: Observations from the United Arab Emirates," *Arab World English Journal* 5, no. 3 (2014): 113–23.

[14] Sa'ad Busnasy, "المهارات اللغوية في العملية التعليمية بين الواقع والمأمول," التعليمية 2, no. 1 (2011): 15–30, https://www.asjp.cerist.dz/en/article/30413.

[15] Christian Lehmann, "Linguistic Competence: Theory and Empiry," *Folia Linguistica* 41, no. 3–4 (2007): 223–78, https://doi.org/10.1515/flin.41.3-4.223.

[16] Maria Rydell, *Construction of Language Competence Sociolinguistic Perspectives on Assessing Second Language Interactions in Basic Adult Education* (Stockholim: Stockholim University, 2018).

[17] Mutia Khaira, "The Effectiveness of Crossword Puzzle in Improving Mufradat Skills," *Tanwir Arabiyyah: Arabic as Foreign Language Journal* 1, no. 2 (2021): 55–62, https://doi.org/https://doi.org/10.31869/aflj.v1i2.2864.

conference applications such as google meet or zoom by paying attention to the network between educators and students is equally good and adequate. For learning qira'ah and the book using the google classroom application[18-19].

By knowing the media that are suitable for the process of delivering Arabic online, it is no less important how educators can load the material needed in the media that has been prepared before learning begins. The material used in direct indoor meetings may be processed according to online learning methods to achieve learning objectives. Educators have prepared teaching materials or materials that are following online presentation conditions during this pandemic. It's just that not all students can follow the lesson according to the teacher's directions. For various reasons, the condition of students starts from the lowest in the economic field, so they can't afford to buy androids, there are even androids but there is no quota and live in areas where there is no signal.

Some students are not present during the online learning process because there are no quotas, or learning that is already boring, some even attend but don't listen to the process and even hold Android but play games which are the main hobbies for most educators today. And also several other factors that make learning less effective.

Based on the reality that the authors found in the field, the authors are very interested in researching the impact of learning Arabic online on the speaking ability or *maharah kalam* of students at the YMPI Private MTs Koto Tangah Simalanggang, District 50 Cities. To know and analyze the impact of learning Arabic online, especially on the speaking ability of students.

The research method that the researcher uses is descriptive qualitative research. This study aims so that the events studied by the researcher can be revealed and it can be understood what the next solution will be, and can explain the human condition, event, or process being observed.[20] As for the next continuation, the researcher uses a phenomenological approach, in which the research process takes place at least to be able to understand various conditions in certain circumstances with the individual researcher's kamacata.[21-22] By using this theory, researchers can carry out research on students and parents about learning Arabic which is done online.

In this study, researchers took as many as 4 informants consisting of the principal, waka of curriculum, waka of student affairs, and Arabic teacher at MTs Swasta YMPI Koto Tangah Simalanggang.

This observation technique of data collection aims to obtain information that can support research objectives. Through interviews, namely to subject teachers, madrasa heads, waka curriculum, students, and everything needed to get information. And through documentation that can be used as research support. so that the data obtained is processed using inductive and

[18] Lubna Farah Khan, Nuril Mufidah, and Mohammad Omar Hafiz Mohammad Idrees, "E-Teaching Of Arabic To Non-Native Arabic Speakers In Pandemic," *Ijaz Arabi Journal of Arabic Learning* 4, no. 2 (2021): 373–84, https://doi.org/10.18860/ijazarabi.v4i2.10508.

[19] Marwa Mohammed Zalat, Mona Sami Hamed, and Sarah Abdelhalim Bolbol, "The Experiences, Challenges, and Acceptance of e-Learning as a Tool for Teaching during the COVID-19 Pandemic among University Medical Staff," *PLoS ONE* 16, no. 3 (2021): 1–12, https://doi.org/10.1371/journal.pone.0248758.

[20] Wei Mengmeng, "A Study of Qualitative Research Method Used in Language Teaching," *International Journal of Learning and Teaching* 4, no. 4 (2018): 306–10, https://doi.org/10.18178/ijlt.4.4.306-310.

[21] Seyyed-Abdolhamid Mirhosseini, *Doing Qualitative Research in Language Education*, *Department of English Alzahra University* (Teheran: Department of English Alzahra University, 2020), https://doi.org/https://doi.org/10.1007/978-3-030-56492-6.

[22] Hiroko Tojo and Akiko Takagi, "Trends in Qualitative Research in Three Major Language Teaching and Learning Journals, 2006–2015," *International Journal of English Language Teaching* 4, no. 1 (2017): 37–47, https://doi.org/10.5430/ijelt.v4n1p37.

deductive thinking frameworks and presented in descriptive form by way of data selection, data classification, and data interpretation.

Research

Each of these teachers has the ability in their respective fields and makes their identity as a professional teacher according to their respective versions. Likewise, the head of the madrasa can foster and carry out the mandate as the head of the madrasa and is different from the waka of the curriculum who has the full trust of his superiors as the manager of the fulcrum of the smooth start of the learning process.

Since the Covid-19 outbreak in Indonesia at the end of March 2020, educational activities have taken place abnormally. All levels of society become panicked due to educational activities that must continue, while conditions are very worrying to continue to gather in one place, so the only way is to carry out learning at home, work from home, teach from home, and so on.[23]

The implementation of learning from home or blended learning is a teaching and learning method that has just been practiced on a large scale in Indonesia during this pandemic, where students are more dominant in doing learning activities at home than at school. Learning activities that are not face-to-face are also called learning through networks because they have to use the internet network to go online to follow the teaching and learning process and demand the use of advanced technology more evenly throughout the archipelago. Even though most parts of Indonesia have not been reached by a smart network or good internet access.[24]

Another thing that becomes a problem is the number of educators or teachers and also educational staff who are still low in technological literacy so that not a few become technological stutterers when dealing with online learning which requires the use of the latest technology output with all the features available in it.[25]

This is also a fundamental problem in the implementation of learning in Madrasas that researchers found, especially at the YMPI Private MTs Koto Tangah Simalanggang, many obstacles were felt by educators, students, or the institution itself. Following the current learning conditions. The method and method of delivery for educators will at least change, even acceptance for students will be a little constrained, said the head of the Madrasah. Because some students are just intense with gadgets when learning online, while previously not all students liked to play cellphones.

There are also many positives, usually less in the use of media, now always use media, both in the form of cellphones by taking advantage of all the latest features in learning. as well as the use of videos that can be accessed through the youtube channel according to the required learning materials, and many other links that can be used to carry out learning activities.

Increasing the use of media in learning is highly recommended for attractiveness or learning models, with the innovation of using media to make the process interesting for recipients of learning and with enthusiasm to follow it. Even innovation for the delivery of learning must be

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[23] Mahyudin Ritonga et al., "Online Learning During the Covid-19 Pandemic Period: Studies on the Social Presence and Affective and Cognitive Engagement of Students," *Pegem Egitim ve Ogretim Dergisi* 12, no. 1 (2022): 207–12, https://doi.org/10.47750/pegegog.12.01.21.

[24] Fitria Sartika et al., *Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the Covid-19 Period*, ed. Diego Oliva, Said Ali Hassan, and Ali Mohamed, Artificial (Giza: Springer, 2021), https://doi.org/https://doi.org/10.1007/978-3-030-69744-0.

[25] Fitria Sartika et al., *Online Learning in the Low Internet Area, Planning, Strategies and Problems Faced by Students During the Covid-19 Period*, ed. Diego Oliva, Said Ali Hassan, and Ali Mohamed, Artificial (Giza: Springer, 2021), https://doi.org/https://doi.org/10.1007/978-3-030-69744-0.

improved as well. So that every teacher is required to be able to master technology appropriately and be able to present teaching materials simply and attractively to all students. Although learning activities are carried out in virtual classes, the learning objectives must still be able to be achieved properly according to the plan.

Here it appears the benefits of educators taking part in the Subject Teacher Consultation (MGMP). In this MGMP there will be solutions to problems contained in learning and even innovations that we will do for the next lesson. To achieve the ultimate goal of learning, guidance or exchange of ideas is needed in the MGMP group. In this MGMP group, all educators only have one subject, there is no mix with other subject educators. So that the problems faced in each institution where the teacher teaches can be found the best solution together.

So the existence of MGMP is also one of the solutions for the Arabic language teachers of YMPI Private MTs Koto Tangah Simalanggang to solve various problems in online learning that they face. During this pandemic, all levels of education, from Raudatul Athfal (RA) to campuses, both private and public, take part in the online learning process by using the network/internet. Each institution has the authority to choose in utilizing the platform that will be used for the learning process. The selection of the platform is certainly matched with the circumstances in each institution, both in terms of the availability of facilities for teachers and their students.

So that each of these institutions gets complaints or encounters problems according to the conditions of their respective institutions. Likewise with YMPI Private MTs Koto Tangah Simalanggang. The head of the YMPI PRIVATE MTS Madrasah Koto Tangah Simalanggang has received many complaints from the teacher council as a result of the current online learning impact, namely the many limitations on the part of students in participating in this online learning process. Especially in learning Arabic.

In Indonesia in general, this Arabic language is not encountered by students in the life of the home environment or domicile environment. Arabic is also a foreign language that is feared by students. It's the same with English, for them learning a foreign language when learning face-to-face or normally is difficult to understand, especially online with all the limitations of each student.

In learning this language, they are also afraid of making mistakes in pronunciation, but it is okay with Arabic whose pronunciation is following the sound of the language of the Qur'an which they have studied and read every day since TPQ/MDTA. However, very few students directly apply what they have learned in their daily lives. So they use English more often in expressing trivial things in their daily lives.

Arabic is occasionally spoken, but more often English. This is because it is influenced by English educators or teachers who do apply English in the delivery of material. In contrast to Arabic teachers who are only monotonous on the material in the guidebook. In this case, it can be understood that Arabic learning has not taken place actively.

From the results of these observations, we can see the influence of an educator's ability to explore the material and understand the material as well as possible and provide it with various innovations according to the situation and conditions. In addition, the character or criteria of each student will also have an impact on students' understanding of getting the material presented/presented by the educator. The teacher's ability in language and the teacher's expertise in presenting teaching materials will make their mind and fear less and will be trained and dare to appear without fear of being wrong again. Because they imitate what the teacher does.

Likewise, with Arabic, it must have innovation or professionalism for educators to have a better impact on the development of student's abilities. Presenting Arabic language material practically and easily understood and practiced by students. Teachers are also required to be able to use Arabic actively in learning so that students are accustomed to using it in daily life and especially in Arabic learning classes, as well as online delivery at this time.

Delivering teaching materials must also be adapted to the methods that have been selected and delivered with certain techniques. So that the indicators of the learning objectives can be achieved optimally. If viewed in terms of the suitability of the material with the delivery method, the *ta'aruf* material in seventh grade (VII) the method used by the teacher is suitable or appropriate, namely the *syam'iyah syafawiyyah* method, which is directly spoken by the teacher when giving the material and practiced directly or followed by students.[26]

In online learning at this time also with the *syam'iyah syafawiyah* method coupled with media intermediaries, some students cannot participate because they do not have supporting facilities. However, nearby students can join their friends. This is one of the shortcomings of online Arabic learning, which with economic limitations can make students less understanding of the learning material presented.

At the time of the pandemic that has been going on until now, the use of media is more dominant, because learning is delivered online using Android and utilizing the internet network. However, students with all limitations, they will be left behind if there are no closest friends to participate in the learning process. This problem becomes their responsibility in finding a place or solution so that they can still learn. Even sometimes the teacher provides relief by doing assignments without getting sufficient understanding from the teacher concerned.

The pandemic period demands that all subject teachers convey learning using media or links as online learning in various ways, there are via WA or zoom and so on. So that learning can be achieved even though it is not optimal as usual. Another solution that the teacher councils want at the YMPI Private MTs Koto Tangah Simalanggang at this time is to get permission to meet face-to-face for areas that are not red zones, especially for students who have difficulties or limitations to participate in online learning while still complying with health protocols. Because online learning activities make teachers feel that the material does not reach students, in addition to many students who are constrained by the availability of gadgets and networks, there is also a lack of seriousness of students in participating in learning.

At this time, teachers at YMPI Private MTs Koto Tangah Simalanggang are looking for their respective solutions to provide learning for students who cannot take online learning, namely by giving assignments to record material or exercises with each student's understanding without any explanation. clear from the subject teacher. It is very unfortunate for those who carry out this kind of learning. It will be difficult for them to understand the learning material provided, especially if the learning is a foreign language. However, this is the only step that can be done so that there is still value that can be given and collected for their academic scores.

The delivery of learning is also inseparable from the methods we use, both face-to-face learning and online learning. In Arabic with *ta'aruf* material here the teacher conveys the *syam'iyah syafawiyah* method. Namely the method of learning by demonstration as well as listening and speaking directly. This method is very suitable for learning whose material is *ta'aruf*, namely

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[26] M Rifian Panigoro and Abdur Rahman Adi Saputera, "Implementasi Metode Sam'iyah Syafahiyah Pada Siswa Sebagai Upaya Meningkatkan Kemampuan Penguasaan Mufradat," `A Jamiy : Jurnal Bahasa Dan Sastra Arab 9, no. 2 (2020): 164–78, https://doi.org/10.31314/ajamiy.9.2.164-178.2020.

introductions whose core learning focuses on *hiwar*. Different again with general subject teachers, they also have to match the right way to be used with the next teaching material. Because each material has a different purpose and of course there are also various ways of conveying it so that the goals can be achieved properly.

In learning activities three general stages must be carried out by educators, namely opening activities in the form of greetings, conveying basic competencies and core competencies as well as material objectives, reviewing previous material, and providing motivation. Then the core activity is the delivery of teaching materials using the methods that have been selected and through the media that have been designed. Finally, closing activities are in the form of concluding, and assignments or evaluations.

The online learning steps are also the same as the face-to-face learning steps, namely there are preliminary activities, then the core activity is the delivery of learning materials, and closing activities by concluding the learning and delivering the next lesson in general.

The task of this educator is not only to convey or provide subject matter but also to educate and shape the character of the students, both institutionally and outside the institution. As teachers are nurtured and imitated wherever they are, they are role models, good examples, or role models. However, in online learning, the teacher can only teach in the form of providing material, while imitation and character education are almost neglected.

In learning at the YMPI Private MTs Koto Tangah Simalanggang, the teacher uses a guidebook from the government that is following the curriculum used today. So this school can compete with other schools. This material can be expanded by students through assignments that can be accessed or searched on google through their respective cellphones. And teachers can also convey in various forms of presentation of material that is already available on the internet room, so that learning is no longer monotonous and focused on existing books, but can be obtained from various related sources.

From the data described above, it can be explained that in the educational treasures it is stated that the term education is often referred to as teaching or the learning process.[27] Dassanayake expressed the opinion that foreign learning is teaching students to use a foreign language.[28] The point, in this case, is that L2 is taught in a way how students use L2 in daily communication.

Private MTs YMPI Koto Tangah Simalanggang is an educational institution that is also related to state laws and regulations, which is a learning institution that does not escape the rules of education and the purpose of learning. If educational institutions are not bound by regulations, it will have a bad impact on the final results of students, even though students have high abilities but are not recognized by the state, it will be difficult for them to get work eligibility tomorrow.

A teacher needs to prepare anything related to learning before the learning material is delivered, because the readiness of the teacher, especially in teaching Arabic communication skills in dealing with the learning process, will determine educational outcomes. Whether it's the preparation of learning devices, media, or materials as well as the preparation of evaluation and mental materials in the delivery of learning.

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[27] Afzal Sayed Munna and Md Abul Kalam, "Teaching and Learning Process to Enhance Teaching Effectiveness: Literature Review," *International Journal of Humanities and Innovation (IJHI)* 4, no. 1 (2021): 1–4, https://doi.org/10.33750/ijhi.v4i1.102.

[28] Noel Dassanayake, "Optimal Use of L1 and L2 in Teaching Chinese to Sri Lankan Students: Approaches and Challenges," *Studies in Learning and Teaching* 2, no. 3 (2021): 21–32, https://doi.org/10.46627/silet.v2i3.78.

Not only that, improving the quality and innovation of learning must be improved, especially during this online learning period, and changes must be made in how learning is delivered. Innovation in teaching L2 is very important, considering the drastic development of students[29]. Arabic as L2 for students other than Arabic everywhere is faced with serious problems, therefore the ability of teachers to innovate is a basic need.[30] n accordance with the needs or developments of the times or according to the conditions of the delivery of learning materials. If innovation and suitable methods will liven up the learning atmosphere, especially in learning Arabic.[31]

From the results of observations and interviews, the researchers saw that the preparation of learning and related learning tools in the madrasa that the researchers studied were very well prepared for the achievement of learning objectives. because this is a supporter of the success of education in an institution. Especially if the innovation in learning is very supportive so that the intended achievement is easy to achieve and as expected. For the Private MTs YMPI Koto Tangah Simalanggan in learning Arabic, it is necessary to increase the use of media as well as the development and matching of media as well as improved learning preparation so that the expected learning can be achieved maximally.

If careful preparation will not escape the desired results, following the adage "results are not far from the efforts made". If the effort has been increased, the results will be satisfactory. Especially during this pandemic, there is a great need for the use of good media that matches the material presented. The main focus in teaching Arabic is the compatibility of the method with the material.[32] Especially during this pandemic, learning is done not face to face, namely online learning. So that online learning does not hurt learning, especially Arabic learning, improvements or methods and strategies must be suitable. By matching the method, it will help the achievement of learning objectives.[33] Where efforts need to be increased so that online Arabic learning continues to run smoothly and can attract learning interest. However, what was found in the field at the time of the research, the interest and attractiveness of students still had a bad influence on learning, especially in Arabic.

Researchers see that learning Arabic is very influential in the demands of Islam because the basic guidance or guidelines for the life of Muslims are the Qur'an and Hadith which are written in Arabic. Learning Arabic can help to understand to deepen Arabic and pronunciation with Arabic language skills. Which aims to be able to express and convey thoughts or ideas in a foreign language, namely Arabic. For mastery of being able to speak Arabic well, it is guided by learning Arabic in madrasas which are delivered with a predetermined schedule.

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[29] Vyara V Dimitrova and Paul A Kirschner, "The Role of Attitudes in Knowledge Acquisition through Informal Problem-Solving: The Case of Bulgarian Second and Foreign Language Teachers," *Innovation in Language Learning and Teaching* 16, no. 1 (January 1, 2022): 1–13, https://doi.org/10.1080/17501229.2020.1846039.

[30] Stephen D Krashen, *Language Acquisition and Language Learning*, *Language Education* (California: Pergamon Press Inc, 2002), https://doi.org/10.4324/9781003054368-4.

[31] Mahyudin Ritonga, Alwis Nazir, and Sri Wahyuni, "Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Dan Komunikasi," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 3, no. 1 (2016): 1–12, https://doi.org/http://dx.doi.org/10.15408/a.v3i1.2879.

[32] Talqis Nurdianto, Yayat Hidayat, and Vicky Adetia Wulandari, "CEFR-Based Arabic Language Learning Competency," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 3 (2020): 229–48, https://doi.org/10.22219/jiz.v3i3.14123.

[33] Yukiko Konishi, "Building Communicative Competence : An Evaluation of the Effectiveness of an Intensive Japanese-Language Program" (University of San Fransisco, 2016), https://doi.org/https://repository.usfca.edu/diss/327.

As stated by the head of YMPI Private MTs Koto Tangah Simalanggang, that Arabic is given once a week with three hours of lessons. Whether it's delivery with learning in normal times or learning during a pandemic.

The outbreak that hit Indonesia, caused an uproar in the world and disrupted the learning process. So that makes the conditions into network-based learning and using media from a distance which is called online learning. Online learning is learning that is delivered using the internet network through electronic media such as cellphones, laptops, tablets, and other supporting media.[34] Online learning requires all teachers to be able to use online learning support media or be technologically responsive [35]-[36].

With the covid-19 outbreak, all educational-based institutions use the PBM process which is used non-face-to-face, therefore educational institutions are starting to look at using sites/applications so that goals are achieved and continue to improve.[37] The form of online learning used has been developed previously. But not all teachers can respond to the media, especially teachers who are elderly and may not be responsive to using the media.

The results of an interview with one of the oldest teachers at the YMPI Private MTs Koto Tangah Simalanggang stated that "for those of us who are elderly, we cannot use media according to expectations that support quality, in this online learning we can only use the WA group to continue learning and even that is not as responsive as the young."

Let alone teachers who are already seniors, those who are still juniors still admit that there are weaknesses in dealing with learning during this pandemic. From the teacher alone there are many complaints, especially coupled with the complaints of students who do not understand the learning being delivered. Let alone learning Arabic, they are confused about the general learning material, especially in the delivery of their network subject teachers, there are problems. With these complaints, learning achievement is disrupted and even has a huge impact on learning Arabic, especially the process that is carried out online at this time.

In learning Arabic, there are four abilities, namely listening ability, speaking ability, reading ability, and writing ability.[38] These four abilities are divided into two groups, namely receptive skills, and productive skills. Included in the category of receptive skills are listening and reading skills, while those included in productive skills are speaking and writing skills.[39]

In this case, the Arabic teacher at the Private MTs YMPI Koto Tangah Simalanggang uses audio-oral determination, starting with listening, speaking, reading, and writing. The teacher listens to

[34] OECD Team, *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills* (Paris: OECD Publishing, 2016), https://doi.org/10.1787/9789264265097-en.

[35] Rayuwati Rayuwati, "How Educational Technology Innovates Distance Learning during Pandemic Crisis in Remote Areas in Indonesia?," *International Research Journal of Management, IT and Social Sciences* 7, no. 6 (2020): 161–66, https://doi.org/10.21744/irjmis.v7n6.1032.

[36] Harianto, Mahyudin Ritonga, and Riki Saputra, "How Is the Ability of Islamic Religious Education Teachers in Designing and Using ICT Media ?," in *Proceedings of the 1st International Conference on Education, Humanities, Health and Agriculture, ICEHHA 2021* (Ruteng Flores: EAI, 2021), https://doi.org/10.4108/eai.3-6-2021.2310749.

[37] T. Muthuprasad et al., "Students' Perception and Preference for Online Education in India during COVID -19 Pandemic," *Social Sciences & Humanities Open* 3, no. 1 (2021): 100101, https://doi.org/10.1016/j.ssaho.2020.100101.

[38] Yoni Marlius, Bambang Bambang, and Metsra Wirman, "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (2021): 35–48, https://doi.org/10.23971/altarib.v9i1.2585.

[39] Tarjani Sheth, "Receptive Skills-Listening and Reading: A Sin qua Non for Engineers," *International Journal of English* 3, no. 3 (2015): 222–28.

the mufradat reading first, after reading it several times, the students follow and are given the practice to repeat the reading that is heard. After that, the students read on their own and continued with writing. It is also following the order of the material in the learning guidebook. The Arabic language material in class VII studied was about ta'aruf (introductions) using the syam'iyah syafawiyah method. The emergence of this method in learning Arabic is not foreign because it is an important support for understanding it.

Likewise, learning Arabic at YMPI Private MTs Koto Tangah Simalanggang about ta'aruf with the syam'iyah syafawiah method should be carried out according to the criteria mentioned above. If it is following what is applied then the results will be good as expected. Even though what the researchers found in the field was not following the opinions above, at least in the future it could be maximized so that learning achievement would be better.

Therefore, so that the impact of learning does not affect students' Arabic learning abilities, they must change and improve learning tricks and provide innovations in learning, and better understand the conditions of each student's abilities.

In understanding the meaning of the sam'iyah syafawiyah method, all teachers must understand the method or steps in the delivery or know the characteristics of this method because understanding is the main capital in the delivery of learning. Likewise, at the YMPI Private MTs Koto Tangah Siamalanggang the teacher understands the syam'iyah syafawiyah method, but it is not enough to understand it, it also needs a good way of applying it or the ability to apply it. Following the statement of the leader of YMPI Private MTs Koto Tangah Simalanggang that the Arabic teacher's understanding of the sam'iyah syafawiyah method can be said to be solid, but in practice, it is still lacking. And asked what the characteristics of the method were still wrong in the answer. Here it is also necessary to increase the ability and understanding of teachers in these teaching methods.

The teacher is not just teaching and making children understand the material presented, but also must educate and understand the condition of students in capturing the material presented and understanding their life background. Because it will all affect the understanding of students. The method of delivering the material is different because there are different backgrounds and schools of origin. Some students come from Madrasah Ibtidayyah and there are from State Elementary Schools. They are familiar with Arabic, namely the language of the Qur'an. With the differences in the origins of class VII students, the teacher must also understand so that there is no wrong way of delivery, that's the point of the teacher knowing the characteristics of the delivery method used in learning.

The early forms of the Sam'iyah Syafawiyah (Audio-lingual) method are:[40]

    a. Language is speech that is not written
    b. Each language is different from the others with the characteristics of each. which emphasizes the need for contrastive research between the two languages, namely the mother tongue.
    c. Language is a person's habit, with the same repetition as listening, repeating, and following.
    d. Language as native speakers in daily activities.
    e. Language teaching must be directly related to the language itself.
    f. Giving and repeating words gradually and starting with the easy ones.

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[40] Cagri Tugrul Mart, "The Audio-Lingual Method: An Easy Way of Achieving Speech," *International Journal of Academic Research in Business and Social Sciences* 3, no. 12 (2013): 63–65, https://doi.org/10.6007/ijarbss/v3-i12/412.

g. Exercises are given in a variety of forms.

The *sam'iyah syafawiyah* method is very suitable for the material presented by the Arabic language teacher, namely *ta'aruf* (introduction) material. Learning *ta'aruf* (introductions) is burdensome to *maharah kalam* (speaking ability), so students are asked to be able to speak Arabic about introductions with examples given by the subject teacher. The ability of students to speak Arabic can later be understood with a test after being given guidance and understanding by the Arabic teacher himself.[41]

Some teachers argue that there is no relationship between tests and language learning, even though the implementation of learning is just a process to achieve students' language skills. The ability of these students cannot be estimated if no evaluation or test is carried out. Subject teachers are required to be able to evaluate the delivery of the material they provide. Although the evaluation or test is carried out at the end of the lesson, it should also be prepared in such a way. The main goal is that teachers and students alike prepare for the implementation of learning evaluation so that the expected or intended results can be achieved optimally.

The suitability of learning materials with delivery methods will make learning enjoyable for students, and become interesting for them to take part in foreign language learning, namely Arabic. Learners will not feel afraid and stiff anymore with this Arabic language learning. With the enthusiasm of students, it will be easy for them to follow the language environment that is applied and will become accustomed to it. But the opposite happens, if the media used does not match the material presented, it will have a bad influence on students. Moreover, learning is very difficult to convey or understand by students with different situations and conditions. Initially face-to-face and now online which does not get the maximum explanation.

It can be understood that at YMPI Private MTs Koto Tangah Simalanggang, the impact of learning Arabic online has a major impact on learning outcomes, especially learning Arabic which is a learning that is also feared by students because they find it difficult to understand, especially when delivered online, children will increasingly do not understand the material presented.

Conclusion

From the results and discussion of the research above, it can be concluded that online learning for Arabic subjects as L2 is faced with serious problems, but with the selection of the right methods and media as research findings, Arabic speaking skills can still be achieved. This finding emphasizes that educators must be able to innovate learning according to conditions. This view is based on the reality that in understanding foreign languages such as Arabic, face-to-face only, students have experienced difficulties, especially when learning is done online. Like the fear of being wrong in pronouncing a word or sentence, and other mistakes in Arabic. This of course requires more varied methods for educators in teaching foreign languages online, especially in teaching Arabic, so that students can still speak Arabic as expected.

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[41] Taqi Eddin M. Abdelbaset and Nidal A.M Jabari, "Arabic Language Teaching Evaluation Process for Non-Native Speakers," *International Journal of Education and Learning* 2, no. 2 (2020): 105–10, https://doi.org/10.31763/ijele.v3i1.157.

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Learning Arabic as an L2 (Study on the impact of Online Learning on Speaking Skills)

Learning Arabic as an L2 (Study on the impact of Online Learning on Speaking Skills)

FINAL GRADE

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GENERAL COMMENTS

Instructor