Preparation Of Muhadatsah Teaching Materials In Arabic Language Learning For First Grade MTS At Darul Qur'an Kubang Boarding School, Kampar Regency, Riau

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ABSTRACT : This study aims to find out how to prepare muhadtsah teaching materials in first grade Arabic learning at MTS at Darul Qur'an Kubang, Kampar Riau Regency, and how to apply good muhadtsah teaching materials in first grade Arabic learning at MTS at Darul Qur'an Kubang. Kampar Riau Regency. and to collect data, the researcher used the interview method, the observation method, and the documentation method. And each of the data collected was analyzed by descriptive analysis, which is an analysis that uses compound words in expanded sentences. The results of this study are: the teaching materials applied to first graders are not all in accordance with their daily lives at the lodge and the conversational teaching methods used for first graders with direct methods are not all used in the target language directly. In its application, the teacher uses Indonesian or OCU language to explain the material and vocabulary. In this education there are many problems, namely the lack of media used by teachers when learning, as well as the lack of first grade students' vocabulary and their courage in muhadatsah, so that they are afraid of mistakes in speaking. To overcome this problem, researchers should suggest compiling appropriate muhadatsah teaching materials in terms of their daily lives at the lodge. and Teaching this muhadtsah directly in accordance with the direct method learning steps coupled with varied media when explaining difficult sentences will be effective for first grade MTS students at Darul Qur'an Kubang, Kampar Riau Regency.

Keywords: Preparation of Teaching Materials, Muhadatsah

INTRODUCTION

The advent of Islam, was the culmination of the interaction between religion and language, so it is not surprising that the Arabic language spread throughout the world. The universality and humanity of the Islamic call makes it necessary to pay attention to the teaching and learning of Arabic for native and non-native speakers, both Arabs and Muslims. In teaching Arabic to non-native speakers it is necessary to pay attention to the four skills of Arabic, namely: Listening, speaking, reading and writing skills, because these four skills are interrelated. All four skills are important in learning Arabic.

A. Steps for Preparing Teaching Materials

Emzir says (2015: 270-271) that all lessons are divided into three main stages starting with planning, design, and implementation. The steps are as follows:

a) Reading the syllabus

This step is used to determine the competence of students in learning, it is necessary to know the competency criteria, basic competencies, learning achievement indicators, learning materials, and assessments.

b) Researching learning resources

Before designing learning materials, it is necessary to conduct research on learning resources, and the factors required for the sources of learning materials, among others: Information about the sources must be available, and the sources must be appropriate to the educational objectives and easy to use.

c) Selecting and identifying appropriate learning materials

The purpose of this step is to ensure that the learning materials can help students achieve the desired competencies.

Learning materials should follow the following principles Andi Prastowo (2014: 16)

1) Materials should be connected between competency standards and core competencies (relevant).

2) The material is consistent between core competencies and learning materials.

3) The material is suitable for teaching (adequate)

Correcting the materials that have been designed and evaluating them to experts and then optimising them, this aims to get input, suggestions and improvements so that the material is suitable for printing. Conducting a production trial by applying it in the learning process using the designed book. The subject teacher teaches the material that has been designed to get the effectiveness of using the book.

B. Concept of Learning Materials

The preparation and selection of educational materials is one of the most difficult matters faced by those responsible for educational programmes, as both processes require a set of standards, controls, conditions and specifications without which they would be unscientific processes Kaamil An-naqi(1983:27). The material is regarded as the container in which the predetermined lessons including the tasty morsels or bitter morsels that we offer to the hungry students in learning the language, and the teacher is the means or medium through which these morsels are presented to the students, and these means are not always available. In fact, they are almost non-existent, if not well-prepared. Learning materials are news, machines, and articles that teachers use in the educational process, and these materials assist teachers in teaching to students. They are a set of materials arranged in the curriculum, both written and unwritten, which are used to create a learning environment for students. Another concept is that learning materials are the information, tools, and texts that teachers and trainers need to plan and implement the learning process Nasir Abdullah (Darul ittisam: 7)

Teaching material is the education we want to teach students to achieve cognitive, skill, or affective learning objectives Daryanto & Aris Dwi Cahyono (2014:171). It is the content that

students learn in a science. It is an important pillar in the learning process and an educational resource where teachers and learners meet.

Conversational learning materials refer to supplementary lessons that include a series of graded dialogues in different life situations with the aim of reinforcing the communication skills that the Arabic language textbook aims to achieve Ahmad Thuaimah (1980:84).

a. The concept of conversation

Conversation is a word derived from the word occurrence, and the source of the verb conversation, which means conversation. 'Conversation is a linguistic skill that allows a person to express what is inside him, it is a means of satisfying one's needs and fulfilling one's requirements in the society in which he lives, and it is the most frequent, practised and used tool in people's lives.' Another definition is a free and spontaneous discussion between two people on a specific topic. Another definition is a free and spontaneous discussion between two people on a particular topic. In this definition, the following key points stand out: Discussion, free, spontaneous, two people, topic. Each of these points has its own educational application in this field.

1. Discussion: Conversation is a discussion. This means that there are other forms of linguistic communication that are not considered conversations, even though they are verbal, like conversations. For example: A poet reciting poetry at a party. For example, a poet might deliver a poem at a party, or a speaker might deliver a speech at a meeting, or other forms of oral speech, which we exclude from the scope of conversation, on the grounds that they lack the spirit and requirements of discussion.

2. Free: Conversation is a free discussion, which means that the conversation is not forced or coerced. The freedom of the speaker is a condition for the conversation, and when this condition is absent, then what is said by the speaker will be a repetition or dictation from others. The same applies to learning Arabic for Speakers of Other Languages. Conversation, thus, is a free situation in which the individual feels himself and his right to express himself in the way he should.

3. Spontaneity: Conversation is a spontaneous process in which the individual is left to do whatever he wants, using the colours of speech that he likes and is capable of. Perfect communication between human beings does not exist, and spontaneity here means, among other things, that there are many variables that govern the conversational process and make it go in a certain way that the listener may not expect.

4. Two individuals: Conversations take place between two individuals. Conversation is a social phenomenon, and those who refer to the word conversation as the internal dialogue that takes place inside the human mind when one speaks are using the word as a metaphor and not as the truth. Conversation is an activity that takes place between two individuals, which means that each has rights and obligations. Just as we describe a speaker as a good speaker, we can also describe a listener as a good listener.

5. Topic: Conversations revolve around a topic: Readers may be surprised that we emphasise this fact.

Conversation ranks first in linguistic activities and is the most important form of activity for adults and young people. When a person uses it in life extensively, it performs many functions for him in his interaction with society, through which he fulfils his needs and meets his requirements, transfers his experience to others, and exchanges thoughts and opinions with them in the affairs of his life, and a good speaker can influence the souls of others.

Conversation is one of the effective methods in Arabic language teaching, because this method can develop students' knowledge and linguistic wealth, encourage them to do research and knowledge, provide them with discussion skills, and accustom them to express opinions, convey opinions, and respect the opinions of others.

Conversations for first grade students are like teaching new learners joining an Arabic language programme, like any language taught to native speakers without any knowledge or familiarity with the language. Conversations at this level are usually specific and do not involve a variety of situations that confuse the learner. Or multiple points of view in a dialogue or exchange of expressions in an irregular manner.

b. The urgency of conversation

Speaking in a second language is the goal of language learning, but it is also a means of communication. Conversation is one of the speaking programmes in Arabic language education which aims to acquire the pronunciation of sounds, vocabulary, grammar and structure of Arabic, and then use this language for direct communication with native speakers.

Experts in second language education have realised the communicative goals in second language teaching and have made conversation the focus of their teaching, whether in the selection of texts, in proposing methods of linguistic activities in the classroom, or in stimulating learners' motivation to learn and continue the programme, etc.

The advantages of discussion among group members (discussion in conversation) include the positive role of each group member, the training of good thinking methods, the stability of educational effects, the spirit of co-operation, democracy, teamwork methods, interaction between teachers and students, and interaction between students and each other.

c. **Conversational Learning**

The ability to speak clearly and accurately impacts one's life. It expresses oneself, fulfils needs, and strengthens one's position among others. One of the linguistic activities in speaking is conversation, and in teaching conversation at the first, second or third level, there are several things to consider, including:

1. Linguistic provision: The first prerequisite for having a conversation at any of the three levels is that learners should have a linguistic balance that allows conversation within the confines of the topic or issue raised.

2. Teaching vocabulary and structures: It doesn't stop there. Language is more than just vocabulary, it is also structure, and we cannot imagine a learner who does not know the structure of the language or its origins to formulate sentences, to be able to carry on a conversation. In other words, the ability to handle vocabulary ahead of time and put it into the right structure is closely related to the learner's linguistic richness.

3. Introduce conversation topics gradually: Teachers should introduce conversation topics gradually. In discussing the previous three levels, it can be said that the nature of conversational situations varies from one level to another. At the first level, conversations revolve around daily life.

4. Avoiding clichés: In teaching conversation, teachers should be free from repetition of stereotypical phrases and conventions that students find in every book. Teachers should provide students with normal conversation patterns.

5. Developing linguistic richness: Building vocabulary and structures is essential for students to be able to carry out conversations as desired.

6. Developing the ability to be polite: One of the basic skills to be developed is the ability to be polite. This means several things, the most important being: Students should be able to challenge opinions in a way that does not hurt the speaker's feelings or undermine their abilities.

7. Transition to the external community: One of the most important problems teachers face in teaching conversation is achieving the transition from a controlled situation governed by many variables to a free situation in the external community.

8. Gradual selection of structures: When composing conversational texts at the first level of teaching Arabic to speakers of other languages, it is important to gradually select linguistic structures, because active sentences are easier to remember than passive sentences.

9. The art of delivering the conversation: The teacher should not predetermine the name of the learner who will recite behind him. Or the names of the two learners who will act it out, because such a determination will make the other learner feel uncomfortable. The teacher should deliver the conversation first. Or play the conversation with a tape recorder. Then ask for volunteers to act it out.

10. Correcting mistakes: The important thing in correcting here is that the teacher should be alert to errors and give corrections at the right time without stopping the student to explain the reason for the correction. Our first goal is not to stop the student's train of thought, so that the conversation does not come to a standstill. Correcting in this way will deter them from mistakes and encourage them to keep talking without anyone getting in the way. To encourage people to learn to speak, it is good to provide opportunities. Investigate some types of free conversation such as: In party situations, summer, introductions, in public and private forums, at the table, when receiving information, and at conferences.

In conversation should include training the following skills:

1) Developing the ability to compliment others during conversations.

2) Developing the ability to change the direction of the conversation.

3) Recognising when and where not to speak.

4) Developing the ability to introduce and recognise others.

5) Respecting others' opinions and remaining silent when the speaker is talking.

6) The speaker should have the right number of words that enable him/her to speak, influence, and attract attention.

7) Pay attention to order in the dialogue, and do not make fun of the listeners.

At the beginner level of conversation teaching, some pictures can be shown, and the teacher asks the students what they see, encouraging them to express the images and what they observe in them. The correct answers then emerge after the students make an effort to articulate their thoughts. In the advanced stage, the methods used vary, and the children's level is elevated, such as presenting social issues and becoming the focus of discussion and commentary.

Dialogue is the best method in teaching conversation, as it is an essential element in foreign language instruction, a situation where language is used naturally, and an experience that learners must acquire in order to do it efficiently. Dialogue is both a goal and a means: Dialogue is a goal because it serves as a concentrated representation of the lesson's content, providing the color, expression, words, and sounds that students need, especially when practicing speaking skills. It is a means because it encompasses grammatical structures and vocabulary in various situations and contexts, where language training relies on guiding students toward the use of language and its practice in expression and communication. Dialog and the exercises that follow should be viewed as an inseparable unity, and students should not merely absorb and memorize the dialogue, but rather use it in similar life situations.

Dialogue has certain qualities that must be met in order to become an educational dialogue that can be used to teach students to speak and communicate with others. Mahmoud Al-Sini identifies the following qualities:

1) Dialog should be goal-oriented.
2) The quality of the conversation should be natural and not just a series of questions and answers.
3) The elements of the conversation to be taught should be clearly defined.
4) The frequency of meaning should be sufficient to make the dialogue more natural.
5) The number of linking expressions should be appropriate to provide a dialogue that sounds natural.
6) The level of language used should be suitable for the situation of the dialogue.
7) The dialogue should be of a reasonable length for classroom use.
8) The dialogue should reintroduce previously learned elements and repeat them until those elements are ingrained in the students' minds.
9) The dialogue should have educational benefits that allow it to be used as a teaching tool.
10) The situation of the dialogue should be of a type that encourages speaking.
11) The dialogue should have a clear natural context in terms of place, time, and type of activity.
12) The relationship between the speakers should be clear in terms of age, gender, and social relationship.
13) Emotional nuances should be clear in terms of friendship, formality, hostility, or humor.

14) The appropriateness of the dialogue for the age of the learners. Acep Hermawan(2014: 137)

Arabic has played an important role in the country of Indonesia. Islamic institutions and schools in Indonesia have taught it, one of which is Pondok Pesantren Darul Qur'an Kubang in Kampar. This boarding school, which is located on Jalan Kubang, is one of the well-known educational institutions in Kampar. The students who study at this institution are elementary school graduates and come from various regions in Riau. They are taught and nurtured patiently and diligently by experienced and professional teachers in advancing education.The daily activities in this boarding school are numerous including: Quran reading after every five daily prayers, sports in the afternoon, martial arts, trilingual speech, namely Arabic, English and Indonesian, and the speech activity is carried out once a week.

The language program is only trilingual speech and the learning materials delivered are also not appropriate, especially in dialogue. Educational materials are a key element in most language programmes, and generally form the basis for language practice. This is what makes the process continuous between students and teachers until learning takes place. Therefore, the phenomena found in this institution include: Most students do not speak in Arabic during the learning process, students cannot answer questions when asked by the teacher, some students speak in their local language and some students stammer in Arabic. Seeing the above phenomena, the researcher considers that the design of Arabic teaching materials, especially for first grade students in junior high school at Pondok Pesantren Darul Qur'an Kubang Kampar must be addressed, with the hope that students will be facilitated and encouraged in learning Arabic until they are able to communicate orally in correct Arabic.

RESEARCH METHODS

A. Time and Place of Research

This research was conducted at Pondok Pesantren Darul qur'an Kubang, Kampar Regency.

B. Subjects and Objects of Research

The subject of the research is one Arabic Language Education teacher at Darul qur'an Islamic Boarding School in Kubang, Kampar Regency. This is because only one Arabic Language Education teacher who teaches Arabic in Class one MTS at Darul qur'an Pesantren Kubang, Kampar Regency.

C. Informants

Qualitative research does not use the term population, qualitative research departs from certain cases that exist in certain social situations and the results of its studies will not be

applied to the population, but transferred to other places in the social situation in the case studied. Samples in qualitative research are not called respondents, but as sources or parsipan, informants, friends and teachers in research. The main informants in this study were 1 Arabic Language Education teacher and 1 supporting informant, the vice principal of Curriculum.

D. Data Collection Technique

The data collection techniques used by researchers in conducting this research are as follows:

1. Observation

Observation is used by researchers to conduct a direct review of the field to the object of study, namely the preparation of muhadatsah teaching materials in Arabic language learning in first grade MTS at Darul qur'an Kubang boarding school, Kampar Regency, Riau.

2. Interview

This interview was conducted by conducting an oral dialogue in which the researcher asked questions to the informant and the informant also answered orally. The researcher conducted the interview method by holding questions and answers directly with the Arabic Language Education teacher and one supporting informant, the deputy principal of the related curriculum.

3. Documentation

This technique is done by collecting and analysing a number of documents related to the research problem, both regarding school history, teacher data, student data, facilities and infrastructure and everything related to this research.

4. Data Analysis Techniques

Data analysis in qualitative research is carried out during data collection, and after completion of data collection within a certain period. During the interview, the researcher has analysed the interviewee's answers. If the interviewed answer after being analysed feels unsatisfactory, the researcher will continue the question again, until a certain stage, the data is considered credible. Miles and Huberman suggest that activities in qualitative data analysis are carried out interactively and take place continuously until completion. As for the data analysis that researchers do in qualitative data analysis, the activities in data analysis are as follows:

   a. Data Collection

The researcher's data collection activities have been carried out since entering the research location until all the necessary data are collected. In this study, data were collected from

observations, structured and unstructured interviews and data collection and reviewing documents.

b. Data (Data Reduction)

Data reduction is a sensitive thinking process that requires intelligence and a high breadth and depth of insight. In reducing data, each researcher will be guided by the objectives to be achieved. The purpose of this research is to find out how muhadatsah teaching materials are used in Arabic language learning in the first grade of MTs at Darul qur'an Kubang boarding school, Kampar Regency, Riau.

 The main objective of qualitative research is the findings. The data reduction that the author will do is to select the results of observations, interviews, and documentation.

1) Data Display (Presentation of Data)

In this case, the presentation of data will be carried out in the form of narratives, explanations, charts and the like. The purpose of presenting this data is to understand what is happening, plan further work based on what has been understood. The data obtained in the field is displayed in tabular form, such as tables of teachers, students and infrastructure facilities. The presentation in the form of narrative is the preparation of muhadatsah teaching materials used in Arabic language learning in the first grade of MTS at Darul qur'an Kubang boarding school, Kampar Regency, Riau. Obtained from the results of observations and interviews.

2) Conslusion Drawing / Verification (Conclusion Drawing)

The third step in qualitative data analysis according to Miles and Huberman is conclusion drawing and verification. In this stage the researcher will conclude from the data that has been obtained in the field in the form of sources, interaction relationships or theories in the hope that later it will get a picture or description of an object that was initially unclear after being analysed becomes clear.

RESULTS AND DISCUSSION

The results of this study as follows:

1. Arabic language learning for first grade students at Darul Qur'an Islamic boarding school in Kampar follows the education curriculum (K13 Revised) and uses three elements in it:

a) Learning objectives

b) Learning steps

c) Assessment.

2. These Arabic learning objectives are suitable for students in the first grade of MTS at Darul Qur'an Islamic boarding school in Kampar. These objectives are suitable for subjects in conversation teaching. Because they teach both theory and practice.

3. The direct method is also suitable for first grade MTS classes at Darul Qur'an Islamic boarding school in Kampar but must improve teaching steps such as using varied media, fun learning strategies so that students easily understand when learning and so that learning is not monotonous.

4. Evaluation is appropriate in terms of objectives, content and methods of teaching conversation.

5. The linguistic environment which consists of the environment in the language preparation programme and the environment in the student dormitory is still lacking.

6. Conversational situations are not appropriate to the learning of first year students at Darul Qur'an in terms of their daily life in the dormitory.

7. Teachers lack the use of teaching aids, and learning media when teaching

Interview questions and answers with Arabic language teachers

1. Question: Do teachers prepare for teaching before teaching?

Answer: Yes, teachers prepare for teaching before teaching.

2. Question: Do teachers always give assessment questions at the end of the lesson?

Answer: No, sometimes if there is enough time to give the assessment questions.

3. Question: Does the teacher use teaching aids during the lesson?

 Answer: Yes, the teacher uses teaching aids when teaching.

4. Question: Do teachers always consider the validity and suitability of the material when selecting learning materials for students?

Answer: Yes, teachers always consider the validity and appropriateness of the materials when choosing learning materials for students.

5. Question: Do the learning methods used have advantages and disadvantages?

Answer: Yes, the learning methods used have advantages and disadvantages.

6. Question: Are there any difficulties that students experience when learning?

Answer: Yes, there are difficulties for students when learning.

7. Question: What are the learning resources used for learning?

Answer: Books assigned by the institution that teachers use for learning.

8. Question: What methods do teachers use when teaching?

Answer: Teachers use the direct method when teaching.

9. Question: What are the learning resources used in teaching?

Answer: Arabic textbook chapter one and dictionary used by the teacher in teaching.

CONCLUSION

Based on what researchers have researched about the preparation of conversational teaching materials in Arabic language learning for first grade students at Pondok Pesantren Darul Qur'an Kubang, Kampar district, researchers would like to recommend useful recommendations, namely as follows:

1. Paying attention to language learning, especially in conversation, must be in accordance with the correct objectives because it is one of the most important things that need to be achieved in modern trends in teaching Arabic to native speakers.

2. Maintaining the appropriateness of the content in teaching Arabic speech, especially the content for the first year non-Arabic speakers, but developing the content according to the desired goals of the intermediate level learners, since they learn Arabic for a special purpose.

3. Selection of appropriate methods in speech teaching, especially for the first semester. The direct method is considered the most appropriate method for teaching speech. It is the most commonly used method for teaching speech in the first semester.

4. Use the appropriate evaluation method for speech activities, which is oral evaluation. In this field, oral assessment is indispensable because the skills tested are only speaking skills.

5. Pay attention to the appropriate speech environment for learners, i.e. the linguistic environment. Because the speech environment in which listening to Arabic speech helps intermediate students in second language acquisition and speech training, and it is one of the most powerful stimuli that provoke students to respond to it by speaking.

6. Arabic language teachers at Darul Qur'an Islamic Boarding School in Kampar should stick to the correct values in teaching speech, especially in teaching voice, pronunciation, and conversation, which is one of the most important elements of Arabic language before speech.

Research Proposal

After conducting the research, the researcher would like to make the following suggestions:

1. Arabic language teachers in Indonesia should pay attention to teaching correct pronunciation, especially experienced teachers.

2. In teaching Arabic, especially in conversation, it is recommended to use the direct method because this method is one of the most successful ways of teaching conversation, with objectives, content, and evaluation in accordance with the level of ability of the learners both in terms of age, mental maturity, and learning objectives.

3. In addition to the learning process, attention should be paid to creating an attractive linguistic environment to motivate students to speak and develop other skills. Because students, both primary and intermediate levels, are in dire need of stimulation in language learning.

4. This study is a research on the design of conversational learning materials in Arabic language learning for students in the first grade of MTS in the direct method at Darul Qu'ran Islamic Boarding School in Kampar district. Future researchers should pay attention to the phenomenon of the design of teaching materials and methods to teach them in other programmes and institutions and then research them, especially teaching them to intermediate level students. And then carefully research the design of existing teaching materials in Indonesia, especially at the secondary level, in other ways that work as well. To make a valuable scientific contribution to the field of teaching Arabic to non-Arabic speakers.

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FINAL GRADE

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GENERAL COMMENTS

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