



Increased Mastery Of Arabic Vocabulary Through The Use Of The Heads Together Learning Model

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Abstract

Arabic is a language that is used as a ritual of worship and a language used to unite Muslims throughout the world, so that someone masters good and correct Arabic, vocabulary mastery is needed. Therefore Arabic vocabulary is very important. Based on the results of the analysis of the vocabulary mastery of madrasah ibtidaiyah students which is still low due to the lack of innovation and complex understanding from Arabic teachers regarding the learning model applied. With this, students will have negative assumptions related to the learning process that is not optimal. An effective and appropriate learning model is very important for Madrasah Ibtidaiyah students, in order to help students understand the material, especially Arabic vocabulary. This article aims to increase the vocabulary (mufrodad) of Madrasah Ibtidaiyah students using the Heads Together learning model. The numbered head Together cooperative learning model is a shared learning model that emphasizes individual and collective responsibility in understanding learning material so that students are actively involved in learning activities, which can then have a good impact on student development.

Keywords: Arabic, Vocabulary, Heads Together

Introduction

Learning is the process of an educator in providing knowledge or knowledge, mastery of skills and the formation of attitudes, and skills of students.¹⁸⁷ In other words,

¹⁸⁷Eris Nurhayati, Dedi Riyan Rizaldi, dan Ziadatul Fatimah, "The Correlation of Digital Literation and STEM Integration to Improve Indonesian Students' Skills in 21st Century," *Online Submission*, vol. 1, September 2020, <https://eric.ed.gov/?id=ED608337>.

learning involves an effort from educators to create a conducive learning environment and achieve learning objectives.¹⁸⁸

In everyday life humans cannot be separated from the use of language, starting from an early age, students, students, scientists and even the community around us all use language to communicate. Language for scientists and students is usually useful as research material.¹⁸⁹ As for society, it is useful as a communication tool and is usually used as a problem solving in the world of work. Knowing the great role of language in everyday life, language lessons are applied at every level of education, ranging from English, Indonesian, regional languages, Arabic.

One of the languages that has a high position as an international language besides English is Arabic. The choice of Arabic as a compulsory subject in Islamic school institutions is based on the fact that Arabic is the language of the Qur'an, which can be used as a means of communication with Allah and as a tool for understanding the Qur'an. Therefore, it is not an easy matter to master Arabic.¹⁹⁰ But there are many ways that can be done to master the science of Arabic. Arabic has four skills that must be mastered, namely listening (muharah al-istima'), speaking (maharah al-kalam), writing (maarah al-kitabah), and reading (maharah al-qiro'ah).

The Numbered Head Together learning method is onemethod in the cooperative learning model.¹⁹¹ According to Kelough in Efendy, cooperative learning is a group learning strategy in which students learn together and help each other in completing tasks with an emphasis on mutual support between group members. Students who study in groups tend to learn more than students who study individually in the classical system.¹⁹²

¹⁸⁸Zoltán Dörnyei dan Christine Muir, "Creating a Motivating Classroom Environment," dalam *Second Handbook of English Language Teaching*, ed. oleh Xuesong Gao (Cham: Springer International Publishing, 2019), 719–36, https://doi.org/10.1007/978-3-030-02899-2_36.

¹⁸⁹Okhee Lee dkk., "Science and Language Integration with English Learners: A Conceptual Framework Guiding Instructional Materials Development," *Science Education* 103, no. 2 (2019): 317–37, <https://doi.org/10.1002/sce.21498>.

¹⁹⁰Adam Mudinillah, "The Development of Interactive Multimedia Using Lectora Inspire Application in Arabic Language Learning," *Jurnal Iqra' : Kajian Ilmu Pendidikan* 4, no. 2 (31 Desember 2019): 285–300, <https://doi.org/10.25217/ji.v4i2.570>.

¹⁹¹J. Jufrida dkk., "Student Responses to The Application of The Number Head Together Learning Model in Physics Subjects," *Jurnal Pendidikan Fisika Indonesia* 17, no. 2 (19 November 2021): 151–59, <https://doi.org/10.15294/jpfi.v17i2.24083>.

¹⁹²Hodjat Hamidi dan Maryam Jahanshaheefard, "Essential factors for the application of education information system using mobile learning: A case study of students of the university of technology," *Telematics and Informatics* 38 (1 Mei 2019): 207–24, <https://doi.org/10.1016/j.tele.2018.10.002>.

Method

The method used for research on Increasing Arabic Vocabulary Mastery through the Use of the Heads Together Learning Model is a qualitative descriptive research method in the form of literature studies. Researchers collect various data, literature and sources related to research. Then researchers understand and study the Improvement of Arabic Vocabulary Mastery through the use of the Heads Together learning model.

Result and Discussion

The Numbered Head Together (NHT) cooperative learning strategy is a teaching method implemented by assigning a number to each student in the group. The learning objective is to activate and help students interact with their peers. In addition, students are encouraged to dare to express their opinions to other friends.¹⁹³

Numbered head together is a form of cooperative learning designed to influence student interaction patterns as an alternative to traditional classroom structures.

This Numbered head Together learning technique provides an opportunity for students to exchange ideas and think of the most appropriate answers. In addition, it encourages students to increase the spirit of cooperation. This technique can be used in all subjects and for students at all levels.¹⁹⁴

The numbered heads together cooperative learning model is a shared learning model that emphasizes individual and collective responsibility in understanding learning material so that students are actively involved in learning activities, which can then have a good impact on student development. learning outcomes. According to Slavin basically, the whole number is a variation of the group discussion.¹⁹⁵

Steps to apply the Numbered Heads Together type cooperative learning model:¹⁹⁶

1. Preparation

¹⁹³Nur Kholis, *Penggunaan Model Pembelajaran Numbered Head Together untuk Meningkatkan Hasil Belajar Siswa*, Jurnal Iqra, Vol.2, No. 1, Juni 2017, hal 72.

¹⁹⁴Ibid, hal 73.

¹⁹⁵Hendri Marhadi, *Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together untuk Meningkatkan Hasil Belajar Siswa Kelas Vd Sdn 184 Pekanbaru*, Skripsi Fakultas Ilmu Pendidikan, Universitas Riau, t.th, hal 74.

¹⁹⁶Abdullah, *Model Pembelajaran Numbered Heads Together dan Implikasinya Terhadap Hasil Belajar Bahasa Arab (Studi Analisis Siswa Kelas V MIN 2 Kabupaten Gorontalo)*, *Al-Minhaj: Jurnal Pendidikan Islam*, Vol.5, No.2, Agustus 2022, hal 19-20.

At this stage, the teacher prepares a lesson plan with scenarios in the form of lesson implementation plans (RPP), student worksheets (LKS), according to the type of cooperative learning type d numbered.

2. Group Formation

Group formation is adjusted to the type of cooperative learning model numbered heads together. The teacher divides the students into groups of 4 to 5 students. The teacher assigns a number to each student in a group with a different group. Group training techniques are carried out taking into account social origin, gender and learning abilities. In addition, when forming a group, students' initial test results are used before applying the cooperative learning method numbered heads together as a benchmark to determine each group member.

3. Issue Discussion

In group discussion activities, the teacher first distributes student worksheets to each student as material that will be a learning topic. In the discussion process, all students in the group brainstorm together to exchange opinions and ensure that every response to questions that have been in LKS or questions that have been given by the teacher are checked by each group member.

4. Call members or give answers

At this point, the teacher calls a number and then students in each group with the same number raise their hands and prepare the answers to be presented in front of the class.

5. Giving conclusions

The teacher guides students to conclude the material and the final answers of all questions related to the material taught.

6. Give awards

At this stage, the teacher rewards students in the form of motivation and gives high scores to groups with satisfactory learning outcomes.

The advantages of the Cooperative Learning Model (Numbered Head Together (NHT) are that all students are willing to learn, all students participate seriously in discussions, intelligent students can teach other friends. The disadvantage of the

Cooperative Learning Model (Numbered Head Together (NHT) is that the possibility of the selected number can be called back, the teacher does not call all group members.¹⁹⁷

This Numbered Head Together (NHT) type cooperative learning model requires a long time, so the use of the NHT (Numbered Head Together) strategy is not appropriate if the number of students is large. But with the Numbered Head Together (NHT) model, students not only understand the concept, but students are trained to get along with their friends and also respect their friends and express their opinions.

Conclusion

The Numbered Head Together (NHT) cooperative learning strategy is a teaching method implemented by assigning a number to each student in the group. Numbered head together is a form of cooperative learning designed to influence student interaction patterns as an alternative to traditional classroom structures. This Numbered head Together learning technique provides an opportunity for students to exchange ideas and think of the most appropriate answers. The numbered head Together cooperative learning model is a shared learning model that emphasizes individual and collective responsibility in understanding learning material so that students are actively involved in learning activities, which can then have a good impact on student development.

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¹⁹⁷Pangesti Wahyuning Mulia, Skripsi: *Penerapan Strategi Pembelajaran Kooperatif Tipe Numbered Head Together (Nht) Pada Pembelajaran Ipa Kelas V Di Mi Ma'arif Nu Singasari Karanglegwas Banyumas*, (Purwokerto: Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto, 2023), hal 14-15.

Skripsi Fakultas Ilmu Pendidikan, Universitas Riau, t.th.

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Dörnyei, Zoltán, dan Christine Muir. "Creating a Motivating Classroom Environment." Dalam *Second Handbook of English Language Teaching*, disunting oleh Xuesong Gao, 719–36. Cham: Springer International Publishing, 2019. https://doi.org/10.1007/978-3-030-02899-2_36.

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Lee, Okhee, Lorena Llosa, Scott Grapin, Alison Haas, dan Marcelle Goggins. "Science and Language Integration with English Learners: A Conceptual Framework Guiding Instructional Materials Development." *Science Education* 103, no. 2 (2019): 317–37. <https://doi.org/10.1002/sce.21498>.

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Nurhayati, Eris, Dedi Riyan Rizaldi, dan Ziadatul Fatimah. "The Correlation of Digital Literation and STEM Integration to Improve Indonesian Students' Skills in 21st Century." *Online Submission*. Vol. 1, September 2020. <https://eric.ed.gov/?id=ED608337>.



**The Effect of Applying the "LSRS" (*Look, Say, Repetitive and Sing*)
Method in Efforts to Improve Speaking (*Mahaaratul Kalam*) in
Arabic Language Learning at Madrasah Ibtidaiyah**

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Abstract

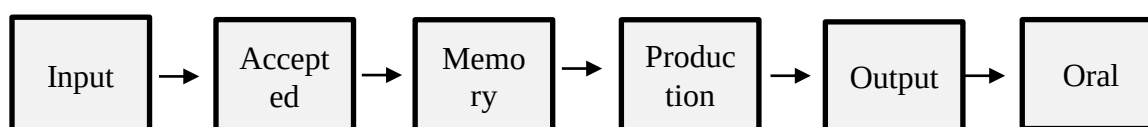
Speaking is a gift given by God Almighty. Having the ability or skill to speak is an important thing that a person must have because by speaking a person can convey ideas, concepts and express things according to his wishes. The aim of mastering these skills is to train students' fluency in pronouncing foreign language reading, which in this case is Arabic. Students must master this skill to prepare them to face material at the next level. So that this goal can be achieved, one of the techniques that teachers can apply is the LSRS Method (Look, Say, Repetitive and Sing), this method is a combination of four teaching techniques, which are packaged into one learning method because if the implementation process is combined into one unified goal learning will be achieved optimally. Its application is also easy and does not require media that is difficult to obtain. In this case, teachers are required to channel all their creativity to make the learning process fun, easy to understand and easy to remember in order to achieve learning goals optimally. The effectiveness of this method depends on the teacher, the teacher must have good skills in teaching, namely a teacher who can adapt the atmosphere to the students, understand the methods, models and how to implement them or be a professional teacher. This article was written using library research methods. That is, the data used comes from books, articles and several other sources and/or information that is considered relevant to the research theme.

Keywords: *Arabic Speaking Skills, Look, Say, Repetitive and Sing*

Introduction

Arabic is officially used by approximately 20 countries and spoken by more than 300,000,000 people. Because it is the language of the holy books and religious guidance of Muslims worldwide, it is of course the language of greatest significance for hundreds of millions of Muslims worldwide, both Arab and non-Arab.¹⁹⁸ Arabic is also one of the most important languages in the world, this is proven by the fact that Arabic is one of the official languages used in the highest organization of nations in the world, namely the UN, apart from Mandarin, English, French, Russian and Spanish. Arabic is the most fluent language among other languages. Arabic occupies the highest position because it is the language of the Al-Qur'an and the language of Allah SWT in sending down His revelations to the Prophet and His Messenger.

Humans speak not just uttering the sounds of language. Language as a communication tool implies that speaking proficiency is a benchmark for someone in communicating.¹⁹⁹ Talking has meaning, namely thoughts. The speech process shows the beginning of the formation of speech (speaking) which occurs in the brain, starting from input that is well received and then stored in memory. All words stored in memory are used to produce speech, the speech is called output. This shows the concept that something we say is something we think. The process of speech formation can be observed in the picture below.²⁰⁰



Speaking skills are a person's ability to utter articulatory sounds or words as a form of expressing, stating and conveying thoughts, ideas and feelings or the ability to pronounce articulatory sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings towards the speaking partner.²⁰¹ Basically speaking skills are oral communication skills that are spontaneous, active and productive.

Madrasah Ibtidaiyah students have concrete thinking so that in learning a foreign

¹⁹⁸Saepudin, *Pembelajaran Keterampilan Berbahasa Arab*, 1 (Yogyakarta: TrustMedia Publishing: 2012), hal 51.

¹⁹⁹Agus Setyonegoro et al., "Keterampilan Berbicara," n.d., 1.

²⁰⁰Iib Marzuqi, *Keterampilan Berbicara*, 1 (CV Istana, 2019), <http://Repository.Unisda.Ac.Id/539/1/Keterampilan-Berbicara.Pdf>.

²⁰¹Ria Meri Fajrin, Walfajri Walfajri, and Khotijah Khotijah, "Penerapan Metode Langsung Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab," *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab dan Pembelajarannya* 10, no. 2 (April 5, 2021): 345, <https://doi.org/10.22373/lis.v10i2.8834>.

language, which in this case is learning Arabic, which in fact is a lesson that requires high analysis, of course educators must be able to design learning methods that are easy to understand and create a pleasant learning atmosphere so that students do not get bored easily and can follow learning well.²⁰²

Many students think that Arabic is a difficult subject, so many of them are afraid of learning this language. This is because there is a lot of memorized material, which is why educators must know the right learning techniques to eliminate these prejudices and make language learning fun and can be mastered by all students.

Arabic has a lot of vocabulary in it that students must learn. As much as possible, educators must be able to make students remember the Arabic language material they have studied to make it easier for them to face evaluation tests. This can be done by making activities in lessons that are memorable, such as making songs from the material, making educational games, and so on.

One method that educators can apply is the "LSRS" (Look, Say, Repeat, and Sing) technique. This method is a combination of 4 teaching techniques which are packaged into one unit because if the implementation process is carried out sequentially then the learning objectives will be achieved optimally. This method is easy to apply in the classroom, so it is hoped that it can help teachers and students learn and remember vocabulary in Arabic. Below we will explain the application of the "LSRS" (Look, Say, Repeat, and Sing) technique in Arabic language learning.

Method

The method used in this research is Qualitative Literature Study (Library Research). Where this research limits researchers to carrying out their activities only on library collection materials without conducting field research. Literature study is an activity of collecting information that is relevant to the topic or problem that is the object of research. This information can be obtained from books, scientific papers, theses, dissertations, encyclopedias, the internet and/or information that is considered relevant to the research theme. These sources are then compiled and processed systematically to produce a factual journal.

²⁰²Fajrin, Walfajri, And Khotijah, "Penerapan Metode Langsung Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab."

Result and Discussion

A. Understanding and application of the "LSRS" (*Look, Say, Repetitive, and Sing*) Method in Learning Arabic.

1. *Look and Say (Ungzur Wa Qul)* Method

The Look and Say method is a series of methods that are often applied by educators in teaching Arabic in the classroom. This method is quite effective in increasing students' understanding. With the "*Look and Say*" method, students can see directly how the hijaiyah letters look and how to read them with the correct pronunciation. Students can also read various vocabulary, even if they have never heard the vocabulary before.²⁰³

In this method, students process actively by seeing and saying a word that is said and shown by the teacher, then students follow it by repeating what they said several times with the aim that students can easily memorize it without feeling burdened. Apart from that, the *Look and Say* or *ungzur wa qul* method is a technique that also teaches students to produce sounds.²⁰⁴

How to implement it, educators can guide students gradually to master how to pronounce vocabulary, for example the teacher says it and the students imitate it so they can understand texts that are composed of words that have been taught in the learning process.

2. *Repetitive (Takrir)* Method

The *Repetitive* or *Takrir* method is a way of reading by repeating whether you have added or not added yang sudah diperdengarkan.²⁰⁵

Takrir comes from the Arabic word *takraran* which means many times or

²⁰³Reza Indrawan, Emzir Emzir, and Endry Boeriswati, "*Peningkatan Keterampilan Membaca Bahasa Arab Melalui Teknik Look And Say* (Penelitian Tindakan Siswa Kelas IV SDIT Segar Amanah)," *BAHTERA: Jurnal Pendidikan Bahasa dan Sastra* 20, no. 2 (July 5, 2021): 220, <https://doi.org/10.21009/bahtera.202.08>.

²⁰⁴Achmad Farhan, Acep Mulyadi, and Akmal Rizki Gunawan Hasibuan, "*Pembelajaran Bahasa Arab Melalui Metode Ungzur Waqul Pada Remaja Desa Jatimulya*," *An-Nizam* 1, no. 2 (August 15, 2022): 59–63, <https://doi.org/10.33558/an-nizam.v1i2.3319>.

²⁰⁵Khoirotun Ni'mah, M Rizal Rizqi, and Elis Ismawati, "*Implementasi Metode Takrir Pada Materi Fi'il Dalam Pembelajaran Maharah Qiroah Bahasa Arab Siswa Kelas X Smk Nu 1 Sukodadi*" 1, no. 2 (2020): 4.

repeatedly. The *tikrar* method is a way of memorizing the Al-Qur'an by reading the verses over and over again until they are memorized.²⁰⁶

The *at-takrir* method is a memorization method that is done by repeating the part you want to memorize. Repetition is a process of increasing discipline in time management.²⁰⁷

From several definitions of *Takrir* above, it can be concluded that what is meant by *takrir* is repeating readings in the Al-Qur'an when starting to memorize or repeat memorization, either repeating the pronunciation or meaning for a specific purpose and reason. This method is very practical to use in learning, namely by doing the same thing repeatedly and seriously, it can be done independently or guided by the teacher. This method aims to strengthen a relationship or perfect a skill to the maximum.

The application of this method will make students have ready, strong knowledge, and what is more important is to instill in students the habit of regular, disciplined and independent study. This method of practice and repetition is very suitable for learning Arabic, because it has the same characteristics as learning the Al-Qur'an, *hadith* and other Islamic sciences.

3. Sing Method

The singing method is a learning method that uses melodic poetry. Usually these poems are adapted to the learning material by educators. Singing creates a cheerful and enthusiastic learning atmosphere so that children's development can be stimulated more optimally.²⁰⁸ The approach and application of the singing method is a learning approach that can actually make children happy and happy. Children are directed to psychological situations and conditions to build a strong soul happy,

²⁰⁶Muhammad Khairul Safa'at and Nurul Latifatul Inayati, "Efektivitas Metode *Tikrar* Dan *Talqin* Dalam Meningkatkan Pembelajaran Al-Qur'an Pada Program Unggulan Kelas *Tahfidz* Di Smp Islam Al Abidin Surakarta," 2019, 81.

²⁰⁷Imam Mashuri, Al Muftiyah, And Siti Fiadhiatun Nafisah, "Implementasi Metode *Tikrar* Dalam Meningkatkan Kemampuan Menghafal Siswa Pada Program *Tahfidzul Qur'an* Siswa Kelas Ix Mts Darul Amien Jajag Gambiran Banyuwangi" 6 (2022): 103.

²⁰⁸Ridwan Ridwan and A. Fajar Awaluddin, "Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan Mufradat Dalam Pembelajaran Bahasa Arab Di Raodhatul Athfal," *Didaktika : Jurnal Kependidikan* 13, no. 1 (August 16, 2019): 58, <https://doi.org/10.30863/didaktika.v13i1.252>.

happy to enjoy beauty, developing feelings through the expression of words and tones, as well as rhythms that beautify the learning atmosphere.²⁰⁹

From the definition above, it can be concluded that the singing method is one of the learning methods used by teachers to increase students' interest in learning which can increase a pleasant learning atmosphere and is one way to convey learning material to students easily.

Children at Madrasah Ibtidaiyah age enjoy listening, singing and learning with songs/songs. Therefore, music in general is an important part of the teaching and learning process for young students. Almost all types of songs, from traditional to modern and trendy, can be used by teachers for the learning process. Singing or listening to musical sounds is a natural need of individuals. Through singing and music, the ability to express all thoughts and contents of the heart.

Teachers can apply Arabic vocabulary learning with singing techniques. By collaborating learning with the singing method, children can be motivated so that boredom does not occur while learning is taking place. What teachers need to pay attention to when choosing songs is that the theme of the song is appropriate to the child's world and the song is not too long so that children can remember it easily.

From the explanation above, the LSRS (Look, Say, Repetitive and Sing) method is a combination of four learning techniques. It is hoped that combining these four methods can create more systematic, complex and effective Arabic language learning. First, students will be directed to look at and read the vocabulary, then say it repeatedly until they memorize and pronounce it correctly. The final step is to create a creative and educational song according to the learning material. Students will find it easier to pronounce and memorize vocabulary with the help of song media at the end of learning.

²⁰⁹Sarno Hanipudin, "Implementasi Metode Bernyanyi dalam Meningkatkan Minat Belajar Siswa di RA Baitussalam Wringinharjo Cilacap," *JEA (Jurnal Edukasi AUD)* 6, no. 2 (January 8, 2021): 124, <https://doi.org/10.18592/jea.v6i2.4109>.

B. The Importance of Speaking Skills

1. The Nature of Speaking Skills

Speaking is speaking, conversing, speaking, giving birth to opinions, and negotiating (with words, writing, etc.) or deliberating. In essence, speaking is an ability to communicate with other people through language media. Speaking is a form of speech act in the form of sounds produced by the speech apparatus accompanied by body movements and facial expressions. Various definitions have been put forward to provide the meaning of speaking. According to its function, speaking is a medium that humans use to communicate.²¹⁰

Speaking skills are the most important skills in language. Because speaking is part of the skills learned by teachers, speaking skills are considered a very basic part of learning a foreign language. Speaking skills are equipped with listening skills, pronunciation skills, and knowledge of vocabulary and sentence patterns that enable students to communicate their thoughts.²¹¹

Someone who has adequate language skills will more easily absorb and express information both orally and in writing. In social life, humans, apart from being individual creatures, are also social creatures who are always in contact with other people. This relationship arises because of a curiosity to know, interact and communicate with each other.²¹²

The development of language, especially speaking, is also related to the system of morphological, syntactic, phonological, lexical and pragmatic rules. Morphology is related to mastering the formation of words. Phonology is related to mastery of the voice/sound system. Syntax is related to grammar. Lexical is related to the mastery and expansion of the richness of words and knowledge of the meaning of words.

Learning speaking skills is an effort to be able to speak well. Starting from the pronunciation of vowels, progressing to the form of

²¹⁰Setyonegoro et al., "Keterampilan Berbicara," 3.

²¹¹Fajrin, Walfajri, and Khotijah, "Penerapan Metode Langsung Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab," 347.

²¹²Dr ASNA Nteli And M Hum, "Aneka Teknik Keterampilan Berbicara Ragam Dialogis," n.d., 1.

meaningful speech is done with practice. Likewise, humans can communicate with other people in more complex forms which can be improved through practice.

It can be concluded that speaking is the ability to express ideas, messages, notions, thoughts and feelings orally which are arranged according to the needs of the listener so that what is conveyed can be understood well.

2. Principles of Speaking Skills

Basically speaking has three general purposes, namely: (1) to inform, to report (to inform) (2) to entertain, to entertain (3) to persuade, invite, urge, convince (to persuade).

Some general principles underlying speaking activities include:²¹³

- a. Requires at least two people
- b. Using a linguistic code that is understood

Together

- c. It is an exchange between participants
- d. Connecting each speaker with the others to the environment immediately.
- e. Pertaining to or relating to the present
- f. Only involves apparatus or equipment related to the sounds/sounds of language and the listener.
- g. Indiscriminately facing and treating what is real and what is accepted as postulate.

When speaking, both conversation partners must understand each other's topic of conversation. In order to create quality conversations, someone must master speaking techniques such as topic selection, articulation, systematicity and mutual feedback.

3. Components of Speaking Skills

Having the ability to speak is not as easy as people imagine. Many people have brilliant ideas, but they often lack the skills to present these ideas orally in front of an audience. In terms of ideas, the ideas are feasible and interesting enough to be conveyed, but because of lack of

²¹³Sukma et al., "*Keterampilan Menyimak dan Berbicara*," 32.

self-confidence, the presentation is not systematic, the results are less than satisfactory. On the other hand, if the topic being discussed is less interesting, but is presented systematically and in an interesting language style, then the topic can also be interesting for the listener.

In learning Arabic, students must be guided in practicing speaking Arabic. Fluency in pronunciation greatly influences his confidence in pronouncing the sentence. The following are the components of speaking skills:²¹⁴

- 1) Speaker
- 2) The topic of discussion, in this case is Arabic language materia
- 3) Listener

4. Factors that Influence Speaking Effectiveness

To be a good speaker, you must master the issue being discussed and you must speak clearly and precisely. Several factors that speakers must pay attention to for speaking effectiveness are linguistic and non-linguistic factors.

- a. Linguistic factors that support speaking effectiveness include: 1) Accuracy of speech 2) Placement of stress 3) Code tone 4) Appropriate duration 5) Choice of words and 6) Accuracy of linguistic targets,
- b. Non-linguistic factors include: 1) A reasonable attitude 2) Calm and not stiff 3) The gaze must be directed at the person you are talking to 4) Willingness to respect other people's opinions 5) Appropriate gestures and expressions 6) Loudness of voice 7) Fluency 8) Relevance or reasoning and 9) Understanding the topic.

The factors that support the effectiveness of speaking above, both linguistic and non-linguistic, must not be ignored if someone wants to become a skilled speaker.²¹⁵

²¹⁴Ntelu and Hum, "Aneka Teknik Keterampilan Berbicara Ragam Dialogis," 16-17.

²¹⁵Sukma et al., "Keterampilan Menyimak dan Berbicara:," 36.

C. Advantages and Disadvantages of Applying the "LSRS" (Look, Say, Repetitive and Sing) Method in Arabic Language Learning

From several explanations about the LSRS method above, the author finds that there are advantages and disadvantages of this method, namely:

1. Advantages

a. Complex and Systematic

The complex and systematic flow of the method allows students to understand and remember the learning material. In the method there are four learning techniques that are interrelated so that if applied optimally they will achieve optimal learning goals.

b. Increasing Teacher Creativity

The final stage of this method is creating creative educational songs which contain learning material content. Here the teacher's creativity greatly influences the results obtained. Teachers must be clever in finding lyrics and melodies that suit the material.

c. Creating a pleasant class atmosphere

This method can create a pleasant atmosphere in the class, saying vocabulary repeatedly together will increase enthusiasm for learning and singing learning material will prevent students from getting bored. Singing creates a cheerful and enthusiastic learning atmosphere so that children's development can be stimulated optimally. The benefits of the LSRS method are achieving the ability to develop thinking power, helping to channel emotions such as happiness and sadness through song lyrics and helping to add new vocabulary through song lyrics.²¹⁶

d. Improve students' memory

In the process of remembering information there are 3 stages, namely entering information (encoding), storing (storage), and remembering (retrieval stage). Every information that enters the brain must go through these three stages. Some information received,

²¹⁶Asni Furoidah and Mahdia Amalia, "Pendampingan Belajar Bahasa Arab melalui Metode Bernyanyi di Musholla Hidayatul Muta'allimat Jember," *Journal of Education* 1, no. 1 (2021): 21.

captured and retrieved at a glance in a short time is usually difficult to store in long-term memory.²¹⁷

Apart from increasing enthusiasm for learning and preventing boredom, this method can improve students' memory, with this method learning becomes memorable and not monotonous because students at the madrasah ibtdaiyah age very easily memorize the lyrics of songs. This method helps students understand Arabic material (mufradat) about body parts and objects around us and can memorize a mufradat which will be practiced directly in communicating at school or outside school.

Every human being certainly has the ability to remember, but each individual has different memory abilities. In this process, incoming information or stimulation is stored in memory, but not everything that comes in is stored in memory. This of course depends on how much attention a person pays to the stimulus received by the individual.

2. Disadvantages

a. Requires a Lot of Time

The limited time teachers have to prepare material is one of the obstacles. As we know, teachers do not only teach one subject. To find a melody and lyrics that suit the teacher, it takes a lot of time. To achieve success with this method, teachers must be able to manage time so that it does not interfere with preparation for teaching other subjects.

b. Learner Characteristics

In the classroom there are various characteristics of students, this is one of the obstacles to the LSRS method. This method prioritizes the use of sound. Students who are shy or have other study habits such as preferring to write and listen will find it

²¹⁷Hasan Baharun, "PENGUATAN DAYA INGAT MAHASANTRI MELALUI MNEMONIC LEARNING" 05, no. 02 (2018): 186.

difficult and will not be able to participate in lessons optimally because they will only remain silent and participate little.²¹⁸

c. Disrupting other classes

The learning system is not extensive enough, it only focuses on the lyrics of the song, it can disturb other classes because of the busy atmosphere.²¹⁹ This method prioritizes the ability to make sounds, repeat vocabulary and sing, this is felt to be disruptive to other classes.

Conclusion

The LSRS method (Look, Say, Repetitive and Sing) is a combination of four learning techniques. It is hoped that combining these four methods can create more systematic, complex and effective Arabic language learning. First, students will be directed to look at and read the vocabulary, then say it repeatedly until they memorize and pronounce it correctly. The final step is to create a creative and educational song according to the learning material. Students will find it easier to pronounce and memorize vocabulary with the help of song media at the end of learning. Speaking skills are a person's ability to pronounce articulate sounds or words as a form of expressing, stating and conveying thoughts, ideas and feelings, so this method is suitable to be applied in learning Arabic to improve the ability to pronounce Arabic vocabulary because the method This prioritizes learning to use sound. The advantages of the LSRS method are that it can make the learning atmosphere enjoyable, the learning flow more complex, increase students' memory and increase teacher creativity. There are also several disadvantages to this method, namely the short amount of time teachers have to prepare learning materials, different characteristics in one class and it can disturb other classes because the LSRS method relies on sounds in its application such as repeating vocabulary and singing.

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²¹⁸Furoidah and Amalia, "Pendampingan Belajar Bahasa Arab melalui Metode Bernyanyi di Musholla Hidayatul Muta'allimat Jember," 23.

²¹⁹Furoidah and Amalia, 23.

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