



## Communicative Learning Approach (Al-Madkhal Al-Ittishali) in Arabic Learning in Madrasah Ibtidaiyah

Mayada Mariyatul Qibtiyah

Program Studi Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah dan Ilmu Keguruan  
Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung; Jl. Mayor Sujadi No.46, Kudus,  
Plosokandang, Kec. Kedungwaru, Kabupaten Tulungagung, Jawa Timur 66221

Volume 5 Nomor 1  
Januari 2024: 11-22  
DOI: 10.30997/tjpb.v5i1.11092

### Article History

*Submission:* 20-11-2023

*Revised:* 19-12-2023

*Accepted:* 21-01-2024

*Published:* 29-01-2024

### Keywords:

*Arabic learning, Communicative Learning Approach, Madrasah Ibtidaiyah.*

### Korespondensi:

(Mayada Mariyatul Qibtiyah)

(Telp. 089680789564)

(mayadamariyaq@gmail.com)

**Abstrak:** There are various approaches to learning Arabic, namely the formal approach (al-madkhal al-rasmi), the functional approach (al-madkhal al-wadzifi), the integral approach (al-madkhal al-mutakamil), the sociolinguistic approach (al-madkhal al-ijtima'i al-lughawi), psychological approach (al-madkhal al-nafsiy), psycholinguistic approach (al-madkhal al-nafsiy al-lughawi), behavioristic approach (al-madkhal al-sulukiy), and communicative approach (al-madkhal al-ittishali). in this journal we will describe the communicative approach (al-madkhal al-ittishali). Classroom activities are marked in a real and dominant way by communication activities, not manipulative exercises and meaningless imitations.

## INTRODUCTION

According to the assumptions of the structuralist school put forward by Ferdinand de Saussure (1857-1913), the beginning of language is oral, so teachers must teach language skills in stages, starting from listening (istima'), speaking (kalâm), reading (qirâ'ah) and writing (kitâbah). From an educational

perspective, learning language skills should start with mastering things that are closest to the learner's life, such as mastering vocabulary related to the school and classroom environment, libraries, etc. Learning must also start from the easiest to the most difficult (progressive), paid. pay attention to



accuracy in the use of language and create interesting situations. In the method of listening to language, there are five principles that foreign language teachers must know. Kamal Ibrahim Badri calls this the foreign language teaching method.

First, language is spoken, not written. Foreign language learning prioritizes listening and speaking skills, followed by reading and writing. The pronunciation of hijaiyah letters should be trained first to avoid the influence of the mother tongue.

Second, language is a system of habits. Learning a foreign language is aimed at getting used to movements and reflexes, not writing sentences, for example through imitation and memorization.

Third, learning how to use a language is not learning the language. Learning is carried out directly using object-based language. Providing vocabulary (mufradât) is very important depending on the context.

Fourth, language is what is said, not what needs to be said. Students are provided with formal (fushhâ) and informal ('âmiyyah) expressions, as well as examples of sentences and examples

that can be used in speaking, but there is no detailed documentation regarding the differences in language accents (lahjah) between one region (Arabic) and another.

Fifth, the language used in the story is different. The pronunciation, structure and semantics of the mother tongue are different from foreign languages. Therefore, learning a foreign language for beginners requires tardîd (repetition of each sentence) so that it is not influenced by the mother tongue so that students can speak automatically and reflexively like their own mother tongue. (Muradi 2014).

## METHODS

This research method section uses library research. Because the aim of this research is to describe the Communicative Approach (Al-Madkhal Al-Ittishali) in Arabic Language Learning at Madrasah Ibtidaiyah. This research was carried out in October 2023. The key information for this research is scientific books, research reports, scientific essays, theses and dissertations, regulations, decrees, yearbooks, encyclopedias and printed and electronic written sources. Data is collected by collecting information that

is relevant to the problem being studied. Checking the validity of the data is carried out using data triangulation (check, re-check and cross check). Data analysis was carried out using four stages of quantitative analysis, namely data collection, data reduction/filtering, data classification, and drawing conclusions. After the data is collected, reduction is carried out, namely the process of selecting, focusing attention, abstracting and transforming to answer the problem formulation. Based on the reduction results, the data is classified according to the problem formulation. After that, conclusions are drawn according to the existing data.

## **RESULT & DISCUSSION**

The communication method known in Arabic as Al-Madkhal Al-Ittishali is a method that focuses on positive and practical communication skills. According to language observers, this approach is a strategic new breakthrough in the field of second language teaching and is considered a holistic approach and has clear characteristics. It is true, it is a combination of many strategies based on a specific goal, namely practicing spontaneous and creative use of

language. The aim of this method is to provide students with the opportunity to use Arabic in natural situations with a spontaneous creative attitude, in addition to mastering grammar. The aim of this method is to convey the correct meaning or intent according to the direction and function of communication at a certain time.

Since the 1970s, structural and linguistic views regarding language learning methods have begun to be replaced by a new approach, namely the communicative approach. The communicative language learning hypothesis proposed is communicative learning. Language learning at school aims to improve students' oral and written communication skills. Language as a communication tool is used with various functions and is presented in a meaningful context, not in the form of vague sentences, in order to realize the orientation of language teaching and learning based on communication tasks and functions.

The communicative approach is an approach that views language as something that is related to what can be done or acted upon in language (function) or is related to the meaning

that can be expressed. In other words, language is used to greet, persuade, advise, congratulate, express certain meanings but does not express grammatical categories that have been discovered by linguists. Therefore, this approach is structured based on the functions and needs of students, with the hope that students can use language to communicate in real situations, not in artificial communication. The preferred method of communication is speaking Arabic or using Arabic as the language of communication when interacting with other people. through language (nosi) but not only in relation to grammar.

In essence, the communicative approach is a language learning method that places more emphasis on mastering language skills than mastering language structures. Communicative competence is the ability to apply the grammatical rules of language to form correct sentences and know when, where and to whom the sentences are said. Armed with communication skills, someone can convey and explain a message or negotiate its meaning between individuals in a more specific context. Krashen also emphasized that

communicative competence emphasizes the function of language in practical communication rather than mastery of linguistic forms and rules. This linguistic rule only serves to monitor one form of speech. (Utami 2020)

Several researchers have conducted research on communicative methods in learning Arabic. As in research conducted at the Zaid Gontor Modern Islamic Boarding School, it was found that Arabic teachers were not only good at Qawaid but were also able to communicate verbally and in writing in Arabic. To achieve this, you need to practice continuously. A teacher not only forces his students to imitate but can also make them think and speak Arabic boldly and confidently.

There are two types of communicative approaches, approaches that prioritize functional grammatical aspects and approaches that prioritize sociolinguistic aspects that underlie language use. Because the goal to be achieved in the communicative approach is to help students be able to communicate in Arabic in various social and functional situations. In line with that, Edi said that the characteristic of learning Arabic communicatively is

systematic attention to the functional and structural aspects of the language.

This communication ability can be achieved if you have previously mastered the stages of recognizing and using speech. In other words, reading and writing practice should reflect and reproduce listening and speaking practice. A person can be said to be proficient in a foreign language (Arabic) if he knows how to speak, read and write according to its rules accurately and precisely, including mastering *mufradât* according to the needs and goals of learning Arabic.

According to Hymes, there are four elements that shape and characterize this communicative capacity, namely grammaticality (mastery of grammar), acceptability (understanding and mutual understanding), correctness (context with the developing situation) and implementation (practice carried out continuously). Someone who only masters the structure or pattern of sentences, whatever the context, cannot be called a speaker. True language skills must include mastery of grammatical rules as well as mastery of social norms regarding language use. The main goal of language learning is not to master

grammar but whether students have the ability and courage to communicate using language correctly, effectively and naturally. (Prihartini, n.d.)

According to Fuad Effendi, the communication approach is based on the following hypothesis:

1. Every human being has an ability called language acquisition divide (LAD). Therefore, language skills are creative and determined more by internal factors.
2. Language use is more than just four skills; listening, speaking, reading and writing. However, it covers a number of possibilities within a broad communicative framework considering the roles, situations and goals of the interactions of the learners.
3. Learning a foreign language and a second language is like learning a first language, depending on the learner's needs and interests. Therefore, analysis of student needs and interests is the basis for developing educational materials.

From the assumptions above, it can be said that foreign language (Arabic) students have creative language skills, which can be formed through an

internal approach, especially creating excitement. Enjoy learning Arabic.

The main goal of all language learning is to help students be able to use the target language. This goal can be achieved by following various paths and various learning approaches to achieve this goal. A teacher must know the principles of language learning which are then realized in their learning activities and use these aspects as learning instructions. Savignon has formulated several principles of a communicative approach to second language learning as below:

1. Use of language is creative. Students use whatever knowledge of the language system they have to express their meaning in various ways
2. Language use includes various abilities within a broad communication framework. Regarding the special abilities required, depending on the role of the participant, the situation and the purpose of the interaction.
3. Learning a second language is like learning a first language, starting from the student's needs and interests.

4. An analysis of student needs and interests will provide the most effective basis for developing teaching materials.
5. Simple training units should always be in the form of text or discourse, production should begin with conveying meaning, accuracy of form in the initial stages should not be demanded and expected.
6. Teachers assume a variety of roles to provide opportunities for students to participate in a wide range of communication situations.

Some of the main characteristics of communicative language teaching according to Finnocchiaro and Brumfit are as follows:

1. The most important thing is meaning
2. Conversation or dialogue, if used, must be centered around the communicative function and not memorized or memorized normally.
3. Contextualization is the main premise or basic idea.
4. Learning to communicate itself means learning a language
5. Prioritize effective communication
6. Prioritize speech that can be understood

7. Every tool that can help students is well received - it must be adapted to age, interests, and so on.
8. From the start efforts must be encouraged to communicate.
9. If necessary, proper use of the mother tongue can be used.
10. If it is useful for the student, a translator can be used.
11. The linguistic system of the target language is learned through a process of struggle to communicate.
12. Communicative competence is a desirable goal. (Rifa'i 2021)

Meanwhile, according to Subyakto, the communicative approach itself has the following characteristics:

1. Activities that show actual communication or reality will encourage students to learn.
2. Language activities aimed at carrying out meaningful tasks will encourage students to learn.
3. Communication syllabus material is prepared based on needs analysis.
4. Class activities are student-centered.
5. The teacher acts as an instructor, analyzer of student needs, and group resource manager.

6. The role of teaching materials is to support active student communication. (Wahyuningsi 2019)

In this communication approach, the role of context is expanded, especially by paying attention to the factors that contribute to achieving good communication. Factors discussed include: participant identification, communication goals, context, interaction patterns, dialect, event activities, etc. The application of a communicative approach according to Djiwandono (1996) has an impact on several aspects of its implementation, especially the type of content and discourse used, target language skills, as well as the formulation of tasks, questions and questions. All this must be determined based on communicative characteristics, especially their relationship and relevance to the use of language in actual communication. (Subur 2008)

The aim of communicative language teaching is essentially to help students acquire language skills in various situations. Azies and Alwasilah emphasize that the specific goals of communicative language teaching

depend on the learner's needs. In curricula, educational objectives often reflect some aspect of communication competency tailored to the learner's skill level and communication needs.

Communicative approach is a term used to refer to program design. In language learning there are at least three types of programs according to the communicative method, namely:

1. National-functional syllabus which is purely communicative which is directed directly to the development of communicative skills.
2. National syllabus, which is semantic-grammatical oriented which was developed to overcome the weaknesses of the structural syllabus.
3. Situational syllabus, namely grammar and function are arranged in relation to each other and are interdependent.

Teaching and learning activities using communicative methods emphasize training and development of communication skills. reveals that only activities that demonstrate real-life communication encourage student learning and language activities that

provide meaningful tasks that encourage student learning.

#### 1. Student role

The student's role as a negotiator between himself, the learning process, and the learning object emerges and interacts with the role of collective negotiator in school.

Groups and procedures and activities in class carried out by groups. This means that students must contribute as much as possible from what they get, so they studied freely.

#### 2. Teacher role

In communicative language learning, the teacher acts as a guide. As teaching-oriented individuals, teachers play a role in coordinating student activities. In this way, this activity leads to the development of highly effective communication skills.

#### 3. Teaching materials

Teaching materials must be taken from authentic examples of material, namely examples of language use in real communicative contexts. There are no mandatory guidelines or anything recommended. A tape recording



manual or anything that can help in achieving the direct goals of the teaching and learning process can be used. (Hendri 2017)

The following are the steps or procedures in the learning process with a communicative approach explained by Finochiaro and Brumfit, namely as follows:

1. A short dialogue is presented, preceded by an explanation of the functions of the expressions in the dialogue and the situations in which the dialogue might occur.
2. Practice saying the main sentences individually, in groups or classically
3. Questions are asked about the content and situation in the dialogue, followed by similar but direct questions about the situation of each student. Here the real communicative activity begins.
4. The class discusses communicative expressions in dialogue.
5. Students are expected to draw their own conclusions about the grammatical rules contained in the dialogue. The teacher facilitates and corrects errors and conclusions if they occur.

6. Students carry out activities of interpreting and stating an intention as part of communication exercises that are freer and not completely structured.
7. Teachers carry out evaluations by taking samples from students' performances in free communication activities.

It would be impossible to compile so many answers regarding the terminology put forward by researchers. However, the following four overlapping characteristics have been explained by Savignon in his book regarding the implementation of communicative competence practices, namely as follows:

1. The learning space is not limited to grammatical or language competence, but focuses on the components of communicative competence
2. The language format does not illustrate the principles of course organization and systems, but is displayed based on learning functions
3. Language accuracy is not the goal of substance limitations, it is subordinate to expression, even

though language fluency is actually more urgent than language accuracy. And the ultimate standard for successful communication is the factual expression of meaning and factual understanding of the intended meaning.

4. The "use" of language should be the final goal of students in the study room, either the result (al-natijah) or the absorption (al-fahm) in the context before drill.

Clearly, the four characteristics above are all related to each other and reveal important changes in language learning methods. Because a program that builds vocabulary according to chronological order and grammatical principles will remain in use all the time, the method of language learning with the aim of communication is to synthesize grammatical structures into a functional framework, so this term does not mean that there is no focus on grammar but uses active language to build students' natural language skills. Meanwhile, language mastery must be based on clear face-to-face communication without exception. From this it can be seen that teaching materials must be constructed

linguistically through illustrations to motivate students to carry out transactions with attitudes they have not experienced, so that students can practice flexibly under the teacher's guidance. This terminology is not an easy thing for teachers, especially foreign language teachers, when there must be a relationship between the language they master and the desired target language. Therefore, contemporary techniques (starting from television, cinema, cassettes and computers) will really help speakers in practical terms, so contemporary speaker training must be emphasized. (Zulhanan 2014).

### CONCLUSION

It can be concluded from this research that, firstly, the communicative approach is an approach that views language as something that is related to what can be done or followed up in language (function) or is related to the meaning that can be expressed. In other words, language is used to greet, persuade, advise, congratulate, express certain meanings but does not express grammatical categories that have been discovered by linguists.

Second, in essence the communicative approach is a language learning method that places more emphasis on mastering language skills than mastering language structures.

Third, the communicative approach in learning Arabic has several principles and certain characteristics that must be taken into account.

Fourth, communicative approach is a term used to refer to program design. In language learning there are at least three types of programs according to the communicative method, namely the functional-national syllabus, the national syllabus and the last one is the situational syllabus.

Fifth, teaching and learning activities using communicative methods emphasize training and development of communication skills. reveals that only activities that demonstrate real-life communication encourage student learning and language activities that provide meaningful tasks that encourage student learning.

#### **ACKNOWLEDGEMENT**

In completing this journal manuscript, the author received a lot of help from several parties. For this reason, the author expresses his thanks

to Prof. Dr. Maftukhin, M.Ag. as Chancellor of Sayyid Ali Rahmatullah Tulungagung State Islamic University who has given the author the opportunity to prepare this paper assignment report. Furthermore, thanks to Prof. Dr. Hj. Bint Maunah, M.Pd.I. as Deputy Chancellor 1 of Sayyid Ali Rahmatullah State Islamic University Tulungagung and also Lecturer in the Arabic Language Learning Course, Muhammad Afthon Ulin Nuha, who has given the author the opportunity to carry out this research to complete the assignment for the Arabic Language Learning Course, and especially thanks to both people The author's parents have given their prayers and blessings and support in the creation and preparation of this assignment, also thanks to the author's friends who have helped and supported the author so that the author can complete this assignment well.

#### **REFERENCES**

- Hendri, Muspika. (2017). Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif. *Potensia: Jurnal Kependidikan Islam*, 3 (2), 196–210.
- Muradi, Ahmad. (2014). Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab. *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 1 (1), 29–48.

- Prihartini, Hardiati Retno. n.d. Metode Mubasyarah Dalam Pembelajaran Bahasa Arab Menggunakan Pendekatan Komunikatif (Al-Madkhal Al-Ittishali) Dalam Menunjang Kecakapan Berbahasa.
- Rifa'i, Ahmad. (2021). Kajian Filosofi Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab. Jurnal Pendidikan Dan Pemikiran, 60-74.
- Subur. (2008). Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab. Insania: Jurnal Pemikiran Alternatif Kependidikan, 13 (2), 214-27.
- Utami, Rika Lutfiana.(2020). Konsep Pembelajaran Bahasa Arab Dengan Pendekatan Komunikatif Di Kelas VII SMP Muhammadiyah 1 Depok. Jurnal Shaut Al-Arabiyah, 8 (1), 64-74.
- Wahyuningsi, Endang. (2019). Pendekatan Komunikatif Dalam Pembelajaran. Lingua Franca: Jurnal Bahasa, Sastra, Dan Pengajarannya, 3 (2), 179-90.
- Zulhanan, Zulhanan. (2014). Model Pembelajaran Bahasa Arab Komunikatif. Jurnal Al-Bayan, 6 (2), 163-81.