



## **MAHARAH KALAM LEARNING BASED ON GENRE PEDAGOGY**

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### **Abstract**

*In learning Arabic speaking skills, students often have difficulty expressing their ideas or ideas. This is due to the lack of concepts and vocabulary that they understand. A genre pedagogical approach is an approach that emphasizes context and models so that students will be given the opportunity to observe and study a text. This approach is an alternative model for learning speaking skills. This study aims to describe the steps of learning speaking skills (Maharah Kalam) based on the pedagogic genre. This research uses qualitative research with a descriptive approach. the researcher will describe the steps of learning Arabic speaking skills (Maharah Kalam) based on the pedagogic genre. Researchers conducted research on 4th-semester students of the Arabic language education study program. The steps for learning speaking skills (Maharah Kalam) based on the pedagogic genre are as follows: The lecturer brings text samples according to the theme. lecturers provide opportunities for students to examine the text, the lecturer concludes the points from the text, and students express ideas according to context independently.*

**Key words:** *Maharah Kalam, Pedagogi Genre*

### **INTRODUCTION**

Maharah Kalam as a productive skill other than maharah kitabah has always received great attention. Given the function of language as a means of communication. So of course kalam learning aims to make learners able to express their ideas and thoughts in Arabic. The achievement of maharah kalam learning objectives is one of the benchmarks for Arabic language proficiency (Syamaun, 2016)

The learning objectives of maharah kalam include ease of speaking, clarity and accuracy of word articulation, responsibility, forming critical listening, and forming learners' habits in speaking Arabic (Veras, 2012). So look at the goals and achievements of maharah kalam learning. Teachers carry out various methods and approaches in an effort to achieve learning objectives.

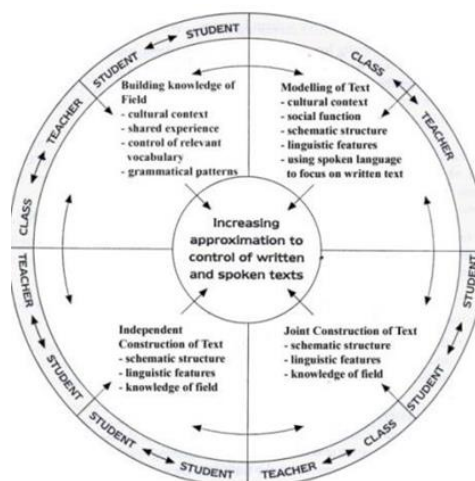
In the learning process, difficulties and obstacles are often found. Both the obstacles faced

by learners and obstacles found in the learning process. The obstacle that is often found is the lack of basic knowledge of learners about the use of mufrodat and speech in Arabic in certain situations. This is because the learning process teaches language and context separately.

Pedagogic genre refers to an approach that focuses on the learner's process of using language in social purposes (Hyland, 2003). Pedagogic Genre was first in 2004 and adapted in Indonesia in the 2013 curriculum (Ministry of Education and Culture, 2013). Pedagogic Genre also invites learners to communicate according to social goals (Christie & Derewianka, 2008). This is in accordance with the purpose of language as a means of communication and a means of expressing ideas and ideas.

This approach asks learners to express their ideas and thoughts in Arabic according to the existing social context. Text and context are closely related to each other where a text is a response to a context or social condition, so that each text always has a social purpose in different conditions (Christie, 2005). Such as types of narativ, argumentative, procedure, report, and exposition texts

In principle, genre-based learning has stages that must be passed, namely building context (Building Knowledge), examining models (modeling), Guided construction (Join Construction) and independent construction (Independent Construction) (Hammond, 1992).



**Figure 1. Genre-based Learning Stages**

In the first stage, namely Building Knowledge (Nurlaelawati & Novianti, 2017), the teacher gives basic insight to learners of the material or genre to be learned. The second stage is modeling, at this stage is the correction stage of learner errors. Where the teacher will ask the learner to analyze the model. The next stage is join construction, where the teacher will guide the learner to apply the langkah and genre concepts that have been explained. And the last stage is independent construction, at this stage the teacher gives learners the opportunity to practice the concept of the genre that is understood (Haerazi, 2017). So from the explanation above, researchers will conduct research on maharah kalam learning based on pedagogic genres.

## **METHOD**

This study uses a type of qualitative research with a descriptive approach (Baloch, 2017), where researchers will describe the steps of learning Arabic speaking skills (maharah kalam) based on pedagogic genres. Researchers will only use qualitative data from observations, interviews and documentation. (Dewantara & E-mail, 2011) Researchers conducted research on 4th semester learners of Arabic Language Education Study Program.

## **RESULT AND DISCUSSION**

From the observations of researchers, researchers found several steps taken by maharah kalam maha learner teachers in semester 4 of the Department of Arabic Language Education, State Islamic University of Malang. Starting from learning preparation to the implementation of Maharah Kalam learning.

### ***1. Teacher readiness in learning***

In this process, teachers prepare lesson plans and syllabi that are adapted to the Genre Pedagogic Approach. Both from Learning Objectives, Learning Materials, strategies and learning methods to Evaluation activities. Teachers adjust Learning Objectives according to the type of text based on their social goals

such as narrative texts, argumentatives, procedures, reports, and expositions.

The Teaching Material has been prepared in the form of concepts and procedural steps to make it easier for learners to understand the material, as for learning strategies and methods Teachers use the Learn By Project strategy so that students are accustomed to practicing directly the material that has been understood. And in evaluation activities, teachers control learning outcomes through the results of independent projects carried out by learners at the end of learning.

## **2. *Implementation of Maharah Kalam Learning***

### **1) Building of Knowledge**

Teachers have an important role at the beginning of learning to provide basic knowledge for students. This knowledge becomes the basis of analysis and capital for learners in conveying their ideas and opinions. In the learning process, the teacher gives an introduction to the type of text that students will deliver orally.

At the meeting, the teacher will bring the theme of the argumentative text. So when starting learning the teacher gives an idea that this text is a text that is compiled to provide arguments, arguments, evidence or reinforcement of an opinion. The steps are as follows:

- a) Find the Root of the Problem
- b) Find points that support your argument
- c) Give logical reasons for the argument presented
- d) Present data to strengthen the argument
- e) Provide conclusions and emphasis on the arguments that have been

presented

- f) It would be better if you can find a solution to the problem presented

After that, the teacher displays videos related to the text or material at the meeting. Learners are asked to observe and make an outline of the video they are watching. After that convey it orally

## 2) Modelling

At this stage the teacher presents several themes that have been entered into the box, learners are asked to take one of the themes in the box. So randomly students choose the theme to be discussed. The theme is debateable so that learners will take a role in supporting the theme or even reject it. Then the teacher will try to ask and ask the pro to present his argument. and ask other learners to listen and scrutinize the arguments presented.

After that, the teacher took turns calling and asking the contra to come forward and present his argument in rejecting the theme and asking other friends to listen and pay attention to the arguments presented. So at this time the teacher emphasizes important points in delivering argumentative texts and comments related to the arguments that have been presented by learners who are pro to the theme and learners who reject the theme. This stage is called modeling where the teacher gives examples directly in front of students to be observed and observed.

## 3) Join Construction

After providing an explanation of the steps for making argumentative texts, the teacher provides expressions commonly used in argumentative texts both opening, reinforcing and closing expressions. To make it easier for

learners to express their opinions. At this stage the teacher presents the issues that can be debated and asks the learner to compile the argumentative text according to the steps that have been explained, not only that the teacher gives students the opportunity to ignite difficult vocabulary related to the argumentative text.

When compiling argumentative texts, teachers find the learner's lack of ability to compose sentences in Arabic and their courage to express opinions in Arabic. After preparation of the preparation of the argumentative text selesai, the teacher gives the learner the opportunity to present their arguments for both learners who are in a pro and con position on the topic

At the end of the meeting, the teacher reviews and corrects the delivery of the argumentative text. Both in terms of language and the manner of delivering argumentative texts. The teacher also divided the class into groups to deliver argumentative texts at the upcoming meeting.

#### 4) Independent Construction

At the second meeting the teacher asked the learners to sit according to the group division last week, after which the teacher immediately presented a video containing current issues. The teacher tries to bring the learner to their position on the video by asking them to vote or reject it. After that, the teacher asks the learners to compile argumentative technology according to the steps described last week.

At this stage, the teacher gives freedom to learners to explore their ideas, thoughts, and opinions. It also gives them the opportunity to find solutions to their lack of Arabic vocabulary. After the learner has succeeded in compiling the argumentative text independently. The teacher allows them to organize the class to properly present their thoughts in Arabic which are

set forth in the argumentative text. At the end of the meeting, the teacher gave corrections and emphasis regarding the presentation of the argumentative text that had been delivered.

## CONCLUSION

Pedagogic Genre is an alternative approach to Arabic learning that can be applied to familiarize learners with using language according to social contexts. The genre Pedagogic approach has 4 steps that must be implemented by teachers, namely Building Knowledge, Modelling, Join Construction and Independent Construction. This makes the learner have a complex learning experience. Starting with input about the material taught, both in the form of exposure or observation of learners related to the material to guided experiences and independent experiences

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