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Mapping Of Strategies And Methods For Learning Arabic Speaking Skills

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Abstract

This study aims to map and identify research developments on strategies and methods of learning Arabic speaking skills in Indonesia. This qualitative literature review approach study analyzed data sources through journal articles on Arabic studies from 2019-2023. The results show that the amount of research from 2019-2023 has fluctuated in the number of articles published. During this time, qualitative methods were used most in the study. The most discussed topics are learning, improving strategies, and using direct methods of speaking most discussed. The variety of research objects shows that junior high school students are the most dominant research objects. In addition, in terms of the most common problems, namely the low ability of students to speak Arabic and students' difficulty in speaking Arabic, the main factor that makes learning speaking skills less effective is the application of inappropriate learning methods, such as the al-Qawaid wa al-Tarjamah method, the lecture and reading method, and the application of monotonous and less varied strategies and methods. Likewise, teachers' lack of competence in applying various fun methods results in teachers being more active than students.

Keywords: Mapping; Strategies; Methods; Arabic Speaking Skills

INTRODUCTION

In teaching Arabic in the modern era, improving speaking skills is the focus (Soliman & Khalil, 2022). Practically, Arabic-speaking skills are most often used to interact in academic and non-academic contexts (Bamualim et al., 2022). Speaking skills can also affect a person's understanding of the cultures of Arabic-speaking countries (Shaikha & Hamzeh, 2023). The ability to speak and communicate in Arabic as a foreign language is essential in the medical world to carry out its duties in globalization (Ismail et al., 2024). In addition, Zamroni et al., (2023) stated that in the current era of globalization, the ability to communicate in Arabic effectively is also a competitive advantage in the world of work. In the context of Arabic language learning, speaking skills play a very important role because they help students understand and apply the language in real-life situations. According to Latifah & Mappasiara, (2023), students who can communicate well in Arabic will find it easier to master and develop science and technology. In addition, students can convey their creative thoughts ('Izza et al., 2021), as well as become more skilled in the language (Fitriany & Aini, 2020). In addition, students' confidence in speaking in front of public audiences will increase (Siti et al., 2021).

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Despite this, students still face various challenges in improving their speaking skills, where they must be able to master voice pronunciation, voice pressure, and the intonation of words and sentences (Salma et al., 2024). In addition, students are also faced with various challenges, such as the lack of a language environment and study partners or communities that support speaking practice (E. N. Rahmi et al., 2024), the complexity of Arabic grammar, time constraints, a lack of resources, and a dense curriculum (Husein et al., 2023). Another challenge is the lack of students' understanding of strategies for improving Arabic speaking skills (Burhanuddin, 2024).

In addition, there are still various problems with learning Arabic speaking skills in Indonesia. According to Takdir, (2020) among the fundamental factors is the application of inappropriate learning strategies, and methods. Many of the methods that teachers have applied have not had a significant impact on improving students' Arabic speaking skills (Zamroni et al., 2023). According to (Sanjaya & Hidayat, 2021) this condition is caused by a lack of teacher competence regarding the application of theoretical and practical learning methods. In line with the statement (Vandayo & Hilmi, 2020), teachers do not understand the application of strategies, and methods that are by students' problems and needs.

Therefore, to understand the problem more deeply, a comprehensive analysis is needed, through various research projects on the application of strategies, and methods of learning Arabic-speaking skills in Indonesia. So that it can provide important information, namely in the form of mapping the amount of research, topics, research methods, objects of study, and trends in problems. In addition, it can be known the variety of learning methods applied, as well as the emergence of problems and contributing factors. Analysis that includes strategies, and methods of learning Arabic has been widely carried out in Indonesia. The research was carried out with a study of various objects and results, such as (Ariyanto et al., 2021); (Asmuzi et al., 2022), (Wahyuni et al., 2023); (Sagala, 2023). From this research, it can be known how the development and description of research on learning methods for Arabic speaking skills in Indonesia.

However, the analysis of the application of Arabic language skills learning methods in previous studies was more theoretical and did not comprehensively describe the problem through scientific journal articles. In line with this, there has been no similar research through the Literature Review method with several focused discussions, such as research mapping with a time limit of the last five years (2019-2023). Additionally, this study identifies several aspects, namely: the amount of research, variations in research methods, variations in topics, variations in research objects, and variations in learning problems.

Thus, this kind of research is needed to increase knowledge about the development of research on strategies, and methods for improving Arabic-speaking skills. In addition, it can make a valuable contribution to the development of more effective and efficient learning practices. The results of this study can guide educators in choosing the right learning method, overcoming problems that arise in learning Arabic-speaking skills, and encouraging better development in Arabic language learning in Indonesia

METHOD

This article is research with the Literature Review method of journal articles about strategies and methods for learning Arabic speaking skills in Indonesia. This study aims to map and analyze research developments through the amount of research, research

methods, research objects, research topics, and learning problems in articles within the period from 2019-2023.

The journal articles analyzed are sourced from Arabic study journals available on the Sinta portal (<https://sinta.kemdikbud.go.id/>) with a range of 2 to 6. In the search, there were 71 journals with Arabic studies. The journal was chosen because it is considered to provide a comprehensive picture of the application of strategies, and methods in learning Arabic skills in Indonesia.

The strategy of searching journal articles is carried out through the website of each journal with the keyword "strategies, methods, Arabic language learning". Search results found 616 articles. Then, the articles are sorted by relevance to the theme of Arabic speaking skills and the duration of 2019-2023. From the sorting process, 99 relevant articles were identified. While 517 articles are irrelevant, where irrelevant articles discuss Arabic listening, reading, and writing skills, as well as learning outcomes, *nahwu* and *shorof, imla', and balaghah*.

RESULTS AND DISCUSSION

Analysis data on strategies, and methods for learning Arabic speaking skills are presented in several variations, such as the amount of research, variations in research methods, variations in topics, variations in research objects, variations in learning problems and factors causing problems, and research trends from 2019–2023. The results of searching journals with Arabic studies indexed by SINTA (Science and Technology) found 71 journals. From the 71 journals, researchers found 118 articles about strategies, and methods of learning Arabic speaking skills with a duration of the last 5 years (2019–2023), as shown below:

Figure 1 Research Strategies, And Methods Of Learning Arabic-Speaking Skills Per Year

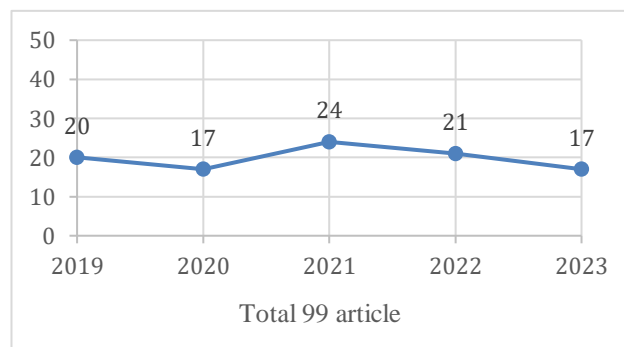


Figure 1 shows trends in the number of Arabic article publications, varying from 2019 to 2023. These fluctuations may be caused by a variety of factors that influence the interest and focus of research. In the last five years, there have been a total of 118 articles, indicating a strong interest in advancing Arabic learning methods in Indonesia.

Variations in Research Methods

The research methods in the article are mapped into two groups, namely the research approach and the form of research. Data as in the table. 2, showing variations in approaches to research, namely qualitative, quantitative, mixed method, and research and development (R&D). The qualitative approach is the research approach with the largest number. Research using the research and development (R&D) approach is the least amount of research.

Table. 2 Research Approach

No	Approach	Sum
1	Qualitative	60
2	Quantitative	33
3	Classroom Action Research (PTK)	4
4	Research and Development (R&D)	2
Total		99

The next mapping is in the form of riet which is presented as in the belly. The following 3

Table. 3 Types of Research

No	Types of Research	Sum
1	Descriptive Analysis	31
2	Experimental	17
3	Quasi-Experimental	11
4	Case Studies	11
5	Literature Review	10
6	Field Studies	8
7	Mixed Method	5
8	Pre-Experimental	4
9	Interactive Analytics	1
10	Descriptive grounded theory	1
Total		99

Among the 11 forms of research presented in Table 3, it is informed that the form of descriptive analysis research is the most dominant. The form of descriptive analysis research is more widely used in research that aims to reveal and analyze the application of strategies and learning methods for Arabic speaking skills.

Topic Variations

From a total of 99 articles in 2019–2023, they are classified into topic variations with categories of strategies, and methods. The results of the classification show different amounts. A variety of topics can illustrate the development of every aspect of learning Arabic-speaking skills in Indonesia.

Table. 5 Topic Variations

No	Categories	Topic	Sum
1	Learning Strategy	Strategies for Improving Arabic-Speaking Skills	11
2	Learning Method	Direct Methods and Arabic Speaking Skills	8

The data shows that there are fifteen topics on Arabic learning strategies and Methods, each with a different number. The topic of Strategies for Improving Arabic Speaking Skills has been discussed by (Mubaligh et al., 2023); (Amrullah et al., 2023); (Paputungan, 2020); (Dama, 2019); (Farid et al., 2021); (Hakim et al., 2022); (Silviyana et al., 2023); (Sidiq et al., 2023); (A. W. Ritonga et al., 2019); (Muh. Faruq & Al Anshory, 2022); (Saiful Anam & Multazam, 2022). While other topics are still discussed little, such as: Code Transfer Strategies in Fig Language Learning (Wanti & Arifa, 2022). Speaking Skills Learning Strategies and Behaviorism Theory (Febriani et al., 2020). Debate Strategy and Participant Competence (S. Fikri et al., 2021). Self-Study Strategies and Speaking Skills (Mufidah & Mohammad Idrees, 2020). Learning Model-Based Learning Strategies (Nazifah et al., 2021). Teacher strategies and student anxiety in Arabic speaking subjects (Damayanti & Huda, 2022). Digital Story Telling (DST) Strategy and Arabic Language Learning (Syah et al., 2023). Arabic Language Environment Formation Strategy (Rachmawati, 2021). Mind Mapping Strategy and Speaking Skills (Rachmawati

et al., 2020). Arabic Contextual Teaching and Learning (CTL) Strategy (Zulistia, 2021). Strategies for Sending Questions and Ability of Arabic Speaking Skills (Khalifah & Faroji, 2019). Content and Language Integrated Learning (CLIL) Strategy and Speaking Learning (Sarip, 2019). Minimal Pairs Strategy and Foreign Accents of Arabic Language Learners (Baso, 2022).

As for the topic of learning methods, as shown in table 5, it informs us that Direct methods and Arabic speaking skills are the most frequently discussed topics in research, (Ramdhani & Waluyo, 2020); (Mutmainah & Marlina, 2020); (Nurhidayati et al., 2019); (Izzah & Maulana, 2021); (Syaiful Anam, 2020); (Zahra & Budiarti, 2023); (Rappe & Rahmawati, 2022); (Adam & Azis, 2020). While other topics related to learning methods are also still rarely discussed, such as: Audiolingual Method and Speaking Skills (Saputra et al., 2023); (Farid et al., 2021); (Aini, 2020); (Pratama et al., 2021). Communicative Method and Speaking Ability (Minatullah et al., 2019); (Marzal & Hulawa, 2019); (Azyumardi et al., 2022); (Fu'adah & Maghviroh, 2023). Total Physical Response (TPR) Method and Speaking Skills (Musyafaah et al., 2023); (Pahri, 2021); (Ulin Nuha & Musyafa'ah, 2023). Learning Methods and Speaking Skills (Khulwani & Hakiim, 2020); (Nurul Daroeni et al., 2020); (N. A. Ritonga, 2021). Suggestopedia Method and Speaking Skills Learning (Aflisia et al., 2021); (Hurin'in, 2021). Dialogue/Conversation Method and Speaking Skills (Julianti et al., 2022); (Hasria et al., 2021). Peer-Teaching Method and Motivation to Learn Speaking Skills (Wahdah et al., 2022); (Setiawan et al., 2023). Random Image Description Method and Speaking Skills (Bariyah & Muassomah, 2019); (J. F. Azhari, 2021). Drama Method and Speaking Ability (Amalia et al., 2021); (Fahri, 2019). Sociodrama Method and Speaking Skills (Azahra & Widayanti, 2022); (Faizan et al., 2020). Word Guessing Method and Speaking Skills (Munawaroh & Syarifuddin, 2020). Mimicry Memorization, Conversational Method, and Speaking Skills (Wahidaeni et al., 2023). Mim-Mem Method (Mimicry Memorization) and Skills (Nurrohman et al., 2020). Dubbing Method and Speaking Skills (Aziz et al., 2022); (Nurrohman et al., 2022). Eclectic Method and All in One System Approach (Wahidah et al., 2021). Quantum Teaching Method and Arabic Language Learning (Umamah et al., 2020). Ibn Khaldun's Speaking Skills and Theory Learning Method (A. Azhari et al., 2023). Make a Match Teaching Methods and Speaking Skills (Asshiddiqi et al., 2023). Direct methods, vocabulary teaching, and Arabic speaking skills (Ahyarudin et al., 2022). Direct Method, Picture Asking Game and Speaking Skills (Amela & Helmiati, 2021). Direct method, Playing Ball Questions and Speaking Skills (Musthafa Kamal & Mukarom, 2023). The Silent Method and Arabic Language Learning (Manshur, 2019). Arabic Learning Methods, Communicative Approach and Language skills (Arsyad, 2019). Educational Game Method and Arabic Language Learning (Uliyah & Isnawati, 2019). Gallery Session Method and Speaking Skills (Labibatul & Muhammad, 2020). Constructivism Method and Speaking Ability (Taufiq, 2022). Natural Method and Learning Speaking Skills (Destira, 2021). Contextual Teaching Learning (CTL) Method and Speaking Skills (Ilhami et al., 2021). Informal Methods and Arabic Language Skills (Anwar & Mauludiyah, 2022). Eclectic Method and Arabic Learning Outcomes (Janah & Nashoih, 2020). Singing Method, Vocabulary Teaching and Dialogue Ability (Saepurrohman & Nurhayati, 2020). Talking Stick Method and Speaking Skills (Fitriyah & Qibtiyah, 2021). Puzzle Method and Speaking Ability (Abrar, 2020). Answer Getting and Question Giving Method and Speaking Ability (Kusnawati & Jumhana, 2019). Edutainment Method, Listening and Speaking Skills (Karima, 2020). Active Learning Method of

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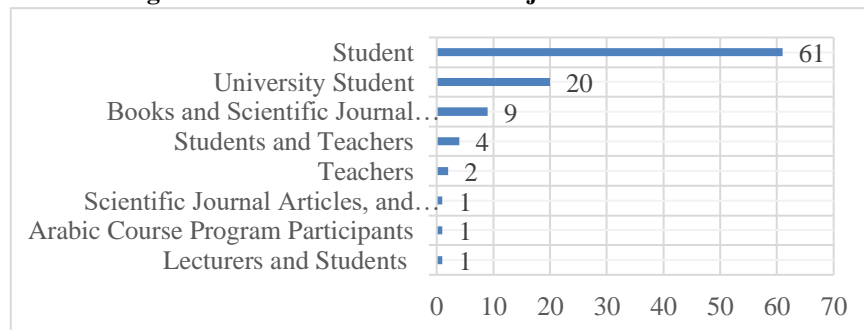
rotating role type and Speaking Skills (N. Rahmi, 2022). Team Teaching Method and Speaking Skills (Safitri et al., 2021). Two Stay Two Stray Method and Speaking Skills (Zuhra et al., 2022). Learning Based Discovery Method and Speaking Skills (Tsabirin, 2021). Audiolingual Method, Arabic Fitrah and Speaking Skills (Lukman Syah & Mohammad Sukhri, 2022). Audiolingual Method and Ta'diyah Salam Material (Ukhrawiyah & Damayanti, 2021). Brainstorming Method and Speaking Skills (Wijaya & Usmoni, 2023). Qiyas Method and Speaking Skills (Astina et al., 2022). Q&A Methods and Speaking Skills (A. Fikri, 2020). Communication teaching methods and the perspective of Ahmad Fuad Effendi (Ma'ali & Bahruddin, 2022). Learning Methods, Arabic Speaking Competencies, and Weekly Conversation Programs (Sabri & Nasruddin, 2023). Learning Speaking Skills and Discussion Methods (Melati, 2019). Conversational learning and the Socratic method (Ridlo & Ashidiqi, 2021). Speaking Skills and Role Modeling Methods (Maimunah, 2019).

These topics are discussed in research to improve speaking skills in Arabic according to the needs and characteristics of students. However, topics related to the use of technology have not received attention. Several studies have shown that the use of technology in improving speaking skills shows effective results. Especially in entering the learning of the modern and digital era.

Variations of Research Objects

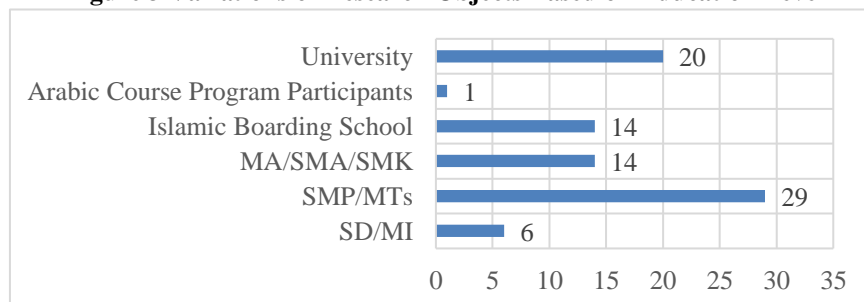
The mapping of research objects is classified into two groups, namely research objects based on job status and research objects based on education level. Each group has different variations of objects, as shown in the following picture:

Figure 2 Variations of Research Objects Based on Status



Picture. 2 is a variation of the research object based on status. The data shows that students are the most researched objects. Meanwhile, there are three research objects at least, namely participants in the Arabic course program, lecturers and students, and selected journal articles, theses, and theses.

Figure 3 Variations of Research Objects Based on Education Level



The variety of research objects based on the level of education, as shown above, illustrates that students at the SMP/MTs level occupy the highest research objects, and students at the Ibtidaiyah Elementary School/Madrasah level are the lowest research objects. From the two tables, it can be concluded that there are still the most problems learning Arabic speaking skills, namely students with junior high school/MTs levels. So, this requires serious attention as an effort to overcome learning problems.

Variations in Arabic Speaking Skills Learning Problems

The next step is mapping the problems of learning Arabic speaking skills and the factors that cause learning problems. The problems of learning speaking skills are described in the following table:

Table 7 Variations of Arabic Speaking Skills Learning Problems

No	Learning Problems	Sum
1	The low ability of students in Arabic	28
2	Learners have difficulty speaking Arabic	20

Data in Tables 7 indicates that learners experience some challenges in learning Arabic. The challenges faced include internal and external problems. From the presented data, the two most dominant problems that need attention are the weak ability of students in Arabic and students finding it difficult to speak Arabic. Additionally, there are other problems that are relatively less significant than the two issues. Among them are low interest of students in learning Arabic, students feeling bored and lacking interest in learning Arabic, and students having difficulty in learning Arabic.

From the problems experienced by students in the learning process, several factors can be identified as the causes of these problems, as shown in the following table:

Table 8 Problem Factors in Learning Arabic Speaking Skills

No	Problem Factors	Sum
1	Application of inappropriate learning methods: method of al-Qawaid wa al-Tarjamah, lectures method, and reading method.	15
2	Lack of teacher competence in applying various and fun methods	9
3	Teachers are more active than students	9

If you look at the table 8 above, the information conveyed is that there are various factors that cause problems in learning Arabic speaking skills. Of these various factors, it illustrates that the application of al-qawaid wa al-tarjamah learning methods, lectures, and reading methods is the factor that most hinders the process of improving students' speaking skills. The next factor is the lack of teacher competence in applying varied and fun methods. In addition, teachers are more active than students in the learning process. However, there are several other factors that are relatively fewer. These problems need to be considered so that efforts to improve the quality of Arabic language learning, especially in improving speaking skills, can be done more effectively. This research has presented data on the development and mapping of research on strategies, and methods of learning Arabic-speaking skills in Indonesia. The researcher first discuss the development of research through an analysis of the number of research strategies, and methods of learning Arabic speaking skills per year.

Based on the results of the analysis, it was found that there were fluctuations in the number of article publications from 2019 to 2023. In 2021, there was a significant increase from the previous year. This shows that in 2021, there are new developments regarding related research (Farisha et al., 2023). However, in 2023, there is a significant decline. This decrease can occur due to a decrease in research trends (Abdulroya Benseng

& Sakirin Tam, 2024), as well as a shift in research interests that affect the focus of researchers on the topic (Paleari et al., 2023). Furthermore, this study has also mapped research across variations in research methods, topics, research objects, learning problems in Arabic speaking skills.

The first mapping is a variation of research methods. Research methods are categorized into two groups, namely research approaches and research forms. The research approach shows that the qualitative approach is the research approach with the largest number. According to A. Dzogovic & Bajrami, (2023), a qualitative approach is often used because it looks at problems in depth and comprehensively. While research using the research and development (R&D) approach is the least common research approach. Although the number is small, research and development (R&D) approaches are very important in developing new and innovative strategies to improve Arabic speaking skills (M. Kamal, 2020). By focusing on developing and implementing appropriate strategies, this research can make a valuable contribution in the field of language education and teaching (Purnama, 2016). Research with the form of descriptive analysis is the most dominant form of research, where descriptive analysis plays an important role in understanding the problems that occur in depth (Nassaji, 2015). On the other hand, there are three forms of research that are least used, namely interactive analysis, descriptive grounded theory, and true-experimental. Although less dominant, these three forms of research still have their own value in enriching researchers' insights into a research topic concerned.

While the category of learning strategies, the topic of strategies for improving Arabic speaking skills is the one that most often gets the spotlight. Hidayat & Pangesti, (2023) state that learning strategies play an important role in the educational process, especially in improving Arabic speaking skills. This is based on the uniqueness of the structure and grammar that are different from other languages, so it requires certain strategies to be able to master it well (Sagala, 2023).

The categories of learning methods, the topic of direct methods and Arabic speaking skills are many topics. According to Supriyadi, (2023) the direct method of teaching Arabic is emphasized because it allows students to be actively involved in the learning process. This method is also recognized to help in increasing student motivation and giving them more opportunities to speak. For example, in research Munir, (2022) direct methods are used to help increase student motivation. However, the application of the direct method has some drawbacks, such as the neglect of the development of reading and writing skills, which are essential for overall language proficiency (Dakhalan et al., 2024). The overall results of this analysis have the potential to help educators and researchers develop more effective learning materials, as well as inform education policies to improve Arabic teaching capacity at various levels of education.

The third mapping is the variety of research objects. The results of the analysis based on employment status illustrate that students dominate more than other research objects. This is due to the availability of students as more efficient relative objects as well as research interests that are directly related to relatively larger students (Mulyanto et al., 2024). Meanwhile, Arabic course participants have a smaller number due to the specifics of the research area. Sa'diyah & Abdurahman, (2021) stated that the number of Arabic course programs in Indonesia is relatively small. Scientific journal articles, theses, and theses as research objects can be interpreted as reflections of meta-analysis studies or bibliometric studies that are still limited in number compared to primary research directly

involving human subjects (Arici et al., 2019). The existence of this variation can be a suggestion for researchers to explore further the potential of research objects that have not been explored much, such as participants in Arabic language courses or scientific papers. In addition, research involving lecturers and students as a combined unit of analysis can provide new perspectives on understanding dynamics in the academic environment. The data for the research object is based on the level of education presented. Junior high school students experience the most complex obstacles in learning Arabic, especially speaking skills. This is because the psychological transition and the improvement of learning materials that occur at the education level require a stronger language base capital than that of Ibtidaiyah Elementary School and Madrasah students (Longobardi et al., 2019). This condition shows an urgent need to interpret the results of this research into a learning design that is more innovative and meets the needs of students directly.

Some solutions that can be recommended include integrating learning technology, such as the use of interactive learning applications (Azhar et al., 2023). In addition, the procurement of activities to foster natural language interaction (Kartika, 2018). In (M. Ritonga et al., 2022) research, showed that students experienced an improvement in speaking skills after using Duolingo in learning. This approach is expected to increase students' confidence in using Arabic to communicate, which will ultimately improve the quality of Arabic learning at the junior high school or MTs level.

The fourth mapping is a variety of problems in learning Arabic speaking skills. Looking at the data presented it appears that two dominant problems need attention: the low ability of students in Arabic and learners have difficulty speaking Arabic. In line with the research of B Sanjaya & Hidayat, (2021), the majority of students have below-average Arabic speaking skills. (Faryat, 2022). added that learners find it difficult to speak Arabic. In addition, three factors are causing the emergence of problems learning Arabic-speaking skills. The application of inappropriate learning methods: the *al-qawaid wa al-tarjamah* method, lectures, and reading methods, are the factors that most inhibit the process of improving students' speaking skills. According to Lutfiani et al., (2023), many teachers still apply learning methods that are not by indicators of Arabic speaking skills. The next factor is the lack of teacher competence in applying innovative and effective learning strategies, methods, and techniques. According to Sugirma et al., (2022) increasing teaching competence becomes a special provision to achieve learning objectives. Meanwhile, the third factor is the application of monotonous and less varied strategies, and methods. Putrisari et al., (2019) stated that learning Arabic speaking skills is still focused on applying one method.

Overall, by considering the existing data and the factors causing the problem, strategic steps can be formulated to overcome the obstacles faced by students in the Arabic learning process. Suggested solutions include changes in teaching methods, improving teacher qualifications, using more interesting and modern learning media, and creating a classroom environment that supports learning activities. Thus, it is expected to improve the competence of learners in Arabic speaking skills effectively and efficiently

CONCLUSION

Research on Arabic language skills learning strategies and methods shows variations in the number, methods, topics, objects, and problems discussed. There are fluctuations in the number of studies from 2019 to 2023, with qualitative approaches and descriptive

analysis as the most dominant methods. The topics that are widely researched are strategies to improve Arabic language skills and direct methods, while technology-based topics are still poorly explored. The main difficulty for students, especially at the junior high school level, lies in speaking skills due to psychological transitions and material complexity. Learning barriers are often caused by traditional methods such as al-qawaid wa al-tarjamah, lectures, and reading. The results of this study provide important insights into the dynamics of Arabic language learning in Indonesia, especially in understanding the strengths and weaknesses of the learning strategies used. Based on the results found, it indicates that the future of Arabic language learning has a great opportunity to develop by utilizing technology and creating methods that are more relevant to the needs of today's students. In addition, with the problems faced by students, teachers can adopt various strategies, such as the use of technology, communication-based approaches, and the monitoring of teaching materials. Based on the conclusions above, some of the recommendations from this study are as follows: 1) Conduct research on learning based on the use of various interactive technologies. 2) Map the research covering four Arabic language skills.

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