Learning Arabic Speaking Skill Through Synchronous and Asynchronous Approaches

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ABSTRACT

The purpose of this study was to this study aimed to describe the learning of Arabic speaking skill or *maharah al-kalam* (*Kalam* 1) through synchronous and asynchronous approaches in the pandemic era in terms of the process, media, evaluation, problems, and challenges in the Arabic Education Department, with a qualitative research approach. The approach in this study used descriptive qualitative with the type of research conducted in the form of case studies. Collecting data used were observation, interview, and documentation techniques. Analysis of the data used Miles, Huberman, and Saldana through the stages of data collection, data condensation, data display, and conclusion/verification. While the results obtained were the learning process using synchronous learning and asynchronous learning. The media used varies according to needs. Evaluation is in the form of oral and video recording. The problems experienced in the form of linguistic and non-linguistic, as well as challenges faced by academic and non-academic factors.

Keyword   Learning; *Maharah al-Kalam*; Pandemic

مستخلص البحث

هدفت هذه الدراسة إلى وصف تعلم مهارة الكلام (الكلام ١) من خلال مناهج متزامنة وغير متزامنة في عصر الجائحة من حيث العملية والوسائط والتقويم والمشكلات والتحديات. في قسم تعليم اللغة العربية ، مع منهج بحث نوعيفي دراسة تعليم اللغة العربية، كلية الدرسات الإسلامية، جامعة المحمدية مالانج، فصل دراسي فردي، العام الدراسي ٢٠٢٠-٢٠٢١. يستخدم المنهج في هذه الدراسة نوعيًا وصفيًا مع نوع البحث الذي يتم إجراؤه على شكل دراسات حالة. جمع البيانات باستخدام تقنيات المراقبة والمقابلات والتوثيق. يستخدم تحليل البيانات ميلس وهوبرمين وسلدنا من خلال مراحل جمع البيانات وتكثيف البيانات وعرض البيانات والاستنتاج / التحقق. بينما النتائج التي تم الحصول عليها هي عملية التعلم باستخدام التعلم المتزامن والتعلم غير المتزامن. تختلف الوسائط المستخدمة حسب الاحتياجات. التقييم على شكل تسجيل شفهي وفيديو. المشاكل التي يواجه الطلاب هي مشاكل لغوية وغير لغوية، وكذلك تحديات من العوامل الأكاديمية وغير الأكاديمية.

كلمات أساسية   صياغة؛ رقمنة؛ المواد التعليمية؛ بنائي

INTRODUCTION

Learning is a process enjoyed by all groups, children and the elderly, paid and free. In fact, many students carry out the learning process abroad. As stated "Seek knowledge as far as China". Learning is a deliberate process to create a learning activity within an individual (Elihami & Syahid, 2018). Sehic said that learning is the acquisition of information, abilities, and knowledge (Sehic, 2020).

Learning can be done in formal or informal situations, offline or online. One of them is formal learning in Arabic speaking skill or *maharah al-kalam*. Arabic speaking skill or *Maharah al-kalam* is one of the important skills to be improved and developed as a mean of effective communication, which is the most difficult aspect in learning language (Mei & Masoumeh, 2017). Sometimes, students find difficulties in learning Arabic speaking skill or *maharah al-kalam*. Although not a few of them can follow the lesson properly and correctly.

In the current pandemic era, many activities have shifted to home. A pandemic, according to the World Health Organization (WHO), is the spread of a new disease throughout the world that affects many humans (Surico & Galeotti, 2020). Cetin and Kara added that pandemic is an epidemic or disease that occurs in very wide area crosses international borders and affects many people (Cetin & Kara, 2020). The existence of a pandemic that has hit Indonesia has made all activities carried out to home, including learning. This is done to break the chain of the pandemic.

Indeed, several agencies are still carrying out several activities from their respective workplaces by implementing health protocols such as wearing masks, washing hands in running water, and keeping distance (Thoyyibah & Eltoukhy, 2021). However, for learning, the online system is still applied, both at the school and university level, both public and private.

This effect is including learning at an institution. This is also applied at the University of Muhammadiyah Malang (UMM), Islamic Studies faculty (FAI), in Arabic Education Department (PBA). Learning in the PBA study program has adopted an online system since the Covid 19 pandemic attacked Indonesia. All learning applied online system, including the Arabic speaking skill or *maharah al-kalam* course.

In practice, learning Arabic speaking skill or *maharah al-kalam* is not as smooth as expected. Sometimes there are problems when learning takes place as terms of facilities, media, networks, processes, and others. So, the learning process cannot reach the maximum stage. But sometimes, learning goes smoothly as expected. It is hoped that in this Arabic speaking skill or *maharah al-kalam* learning, students can follow the lesson well, understand what is being conveyed, and apply it for daily communication.

During the learning process, sometimes teachers apply synchronous learning and several times use asynchronous learning (Ogbonna, Ibezim, & Obi, 2019). Synchronous learning involves exchanging ideas and thoughts between students with one another at the same time. This learning provides a space for educators and students to build network and collaborate in real-time. Both in terms of instructions, communication, and direct conversations using additional applications such as Skype, Google Meet, Zoom Meeting, Messenger, and other virtual applications in the same time. While asynchronous learning allows students to be involved in the exchange of ideas without depending on the same time. The applications used are blogs, YouTube, email, textbooks, websites, and others with a more flexible time.

There five previous studies described as follows; first, an article on "Development of Vlog-Based Kalam Learning as an Alternative in a Pandemic Period" (Jubaidah & Haq, 2020). The method used is descriptive qualitative. While the results obtained are that students experience boredom in learning which is often used by Kalam lecturers, some of them only understand the lecturer's words in terms of meaning, and vlogs on Youtube become one of the platforms in Kalam learning innovation.

Second, research related to "Zoom Cloud Meeting: Alternative Media in Maharah Kalam Learning in the Middle of the Corona Virus (Covid-19)" (Mubarak, Wahdah, Ilmiani, & Hamidah, 2020). This research used descriptive qualitative approach with observation, interview, and documentation techniques as the method. This article examined an alternative in *Maharah Al-Kalam* lectures at IAIN Palangka Raya with *Zoom Cloud Meetings*, the stages of lectures in these courses with *Zoom Cloud Meetings*, namely pre-lectures to evaluations carried out, as well as advantages and disadvantages in Zoom Cloud Meeting media.

Third, an article on "Whatsapp as an Arabic Language Learning Media during the Covid-19 Pandemic" (Prananingrum & Kholis, 2020). The method presented was a type of qualitative research descriptive method. The results obtained in the form of the use of WhatsApp (online) media in learning Arabic at the school were less than optimal because students still found it difficult to understand the provided material.

Fourth, research about "Whatsapp Small Groups as Learning Media for Maharah Al-Kalam in the Online Period" (Sadiyah & Alfian, 2021). The method used was descriptive qualitative research with interviews, observations, and documentation. While the results of this study were the existence of small groups on Whatsapp as a medium for learning speaking skills that can foster comfortable interactions between students.

Fifth, the article "The Problems of Learning Maharah Kalam Through Video Conferences and Their Solutions" (Sya'diah & Hamidah, 2021). The research

method used descriptive qualitative with interviews, observations, and documentation. The results studied were related to the problems of lecturers and students as well as the solutions offered to lecturers and students.

Based on the previous researches, this study aimed to describe the learning of Arabic speaking skill or *maharah al-kalam* (Kalam 1) through synchronous and asynchronous approaches in the pandemic era in terms of the process, media, evaluation, problems, and challenges in the Arabic Education Department, with a qualitative research approach. This type of research is in the form of case studies, and data analysis regarding the analysis of Miles, Huberman, and Saldana. It was as considering for Arabic educators to implement or not in learning Arabic speaking skill or *maharah al-kalam*. Furthermore, this learning is not only be applied in learning Arabic but also in other languages, such as English, Mandarin, Korean, and other foreign languages.

METHOD

This research approach was descriptive qualitative (Thoyyibah & Firdaus, 2021), with this type of case study (Hidayat, 2019). This research described to obtain in-depth knowledge and results. The object of this research was the students of the Arabic Education Department first semester of classes A and B which took place at the Arabic Language Development Center (PPBA) with the subject "kalam 1".

Data collection used were observation, interviews, and documentation techniques (Tirtosari, 2020). Observations were made at the beginning of the "Kalam 1" course. The interviews were addressed to students who attended lecturing using a random technique, the researchers did not explicitly select the students. While documentation was carried out to document activities or events that occur during learning and others.

Data analysis in this study used Miles & Huberman analysis which carries three stages, namely data reduction, data presentation, and conclusion (Hamzah, 2019), which was then refined by Miles, Huberman, and Saldana into four stages of data collection, data condensation/reduction, data presentation (data display), and conclusion/verification (Silalahi, Sibarani, Setia, & Takari, 2020). Data collection and condensation are carried out by collecting all data, recording in detail and care regarding the things found, and discarding what is not needed (Lestari & Anggraeni, 2021). The presentation of the data was carried out in the form of narratives and matrices to facilitate the preparation and organization of the data obtained. While the conclusion is made after the discovery of strong evidence that supports the findings and data collection.

RESULTS & DISCUSSION

Process, Media, and Evaluation of Arabic Speaking Skill or *Maharah al-Kalam* (Kalam 1) Learning in the Pandemic Era in Arabic education Study Program

Arabic speaking skill or *Maharah al-kalam* is one of the basic language skills that must be mastered by foreign language learners to be used in communication (Dewi, Kultsum, & Armadi, 2017). Learners or students can also use speaking skill not only in language field but also in other fields such as Statistics, Sociology, Mathematics, Biology, and others (Erbolatovna & Izbaskanovna, 2020). In addition, *maharah al-kalam* or speaking skill is one of the four language skills; *maharah al-istima'* (listening skill), *maharah al-qira'ah* (reading skill), and *maharah al-kitabah* (writing skill) (Thoyyibah, 2019).

Ngiwline and Haruansong stated that speaking and listening skills have a very important role in everyday human communication (Ngiwline & Haruansong, 2020). Through speaking, a person can describe what is in the world (Prawoko, Kristiantari, & Putra, 2019). Moreover, Arabic speaking skill or *maharah al-kalam* is an important aspect of communication included in the four language skills.

Arabic speaking skill or *Maharah al-kalam* course taken in the first semester. This course has four levels, namely Kalam 1, Kalam 2, Kalam 3, and Kalam 4 So that at the beginning of the lecture, new students have gained four levels of Arabic language proficiency from first to forth semester.

Learning is an effort to influence a person's intellectual, spiritual, and emotional desires to learn by themselves (Tibahary & Muliana, 2018). Another opinion says that learning requires participatory and active action from students towards learning (Holidazia & Rodliyah, 2020). Iswanto added that learning is a way, process, and action that makes a person learn (Iswanto, 2017). In this case, learning is a process used by an educator to influence students in learning, explore unknown knowledge, and deepen things that students already know.

During the current pandemic, learning Arabic speaking skill or *maharah al-kalam* (Kalam 1) at the Arabic Education Department uses a full network (online) which is not much different from the other lectures, either in other study programs, other faculties, or other universities. In addition, the learning process of Arabic speaking skill or *maharah al-kalam* (Kalam 1) uses a synchronous learning approach and several times uses asynchronous learning.

Synchronous learning is an interaction that leads to learning and facilities with scheduled real-time or direct instruction, while asynchronous learning is independent learning in which students are free to choose the time to access the provided material (Fahmi, 2020).

In addition, in synchronous learning, educators and students can interact and exchange information simultaneously in an online learning platform with a

predetermined time using learning technology, such as internet conference, video teleconference, chat, and others (Prabowo, Setiyowati, & Remawati, 2021). While asynchronous learning students were given the flexibility to learn any time without having directly interaction with educators in the same time (Handayani & Prasetyo, 2021).

These two approaches are the main approaches in teaching long distance education (Lotfi & Pozveh, 2019). In addition, these approaches can also facilitate students to learn, communicate with other students and parents remotely, assess learning, and others in supporting online learning (Moorhouse & Wong, 2021). So, it can be said that synchronous learning is real-time learning, while asynchronous learning is non-real-time learning.

In the practice of learning Arabic speaking skill or *maharah al-kalam* (Kalam 1), synchronous learning approach is applied through Zoom Meeting, Google Meet, and Whatsapp. While asynchronous learning approach applied is using the website of the University of Muhammadiyah Malang institution elmu.umm.ac.id, Google Drive, and E-Mail. The following is the process, media, and evaluation of Arabic speaking skill or *maharah al-kalam* (*Kalam* 1):

Implementation of Synchronous Learning

The synchronous learning process of Arabic speaking skill or *maharah al-kalam* (Kalam 1) used media. Media are all tools used for communication facilities, whether in the form of magazines, newspapers, radio, television, posters, films, banners, and others between the sender and recipient (Oktivianto, Hudaidah, & Alian, 2018). Media used in learning is a tool used by teachers or educators to help the learning process (Thoyyibah, 2018). Ming-Hung, et al added that learning media is used to increase the effectiveness of teaching and learning of students (Lin & Chen, 2017).

At this stage, the media applied in learning become means in the learning process that take place between educators and students. The existence of media used in learning will help students understand the provided material, both delivered by educators and by fellow students. The diversity of existing media can be chosen by educators to be adapted to given material.

Synchronous learning used several media such as Zoom Meeting and Google Meet in real-time. The students listened to the instructions from educator, then the students did the practice of Arabic speaking skill or *maharah al-kalam* (Kalam 1) one by one or in groups. Both in the form of *hiwar* (conversation) and expressing ideas.

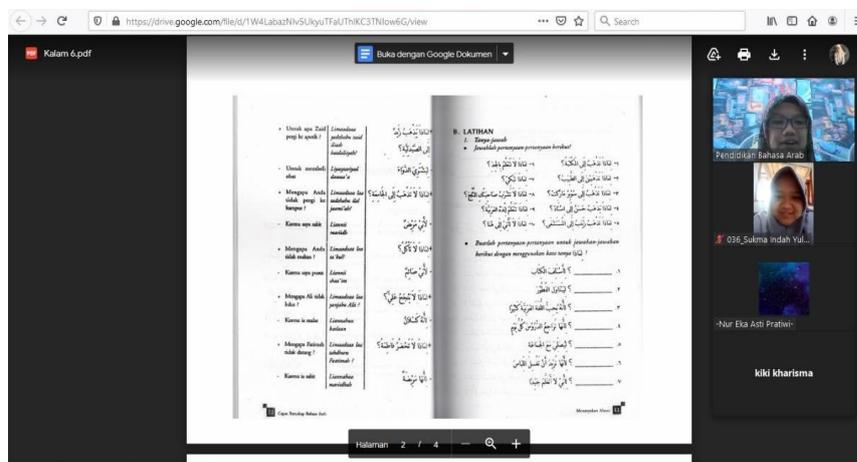**Figure 1.** Learning to use PPT through Zoom Meeting

Figure 2. Learning to use E-books through Zoom Meetings

Figure 1 and Figure 2 are synchronous learning process by providing material through Microsoft PowerPoint (PPT) or E-books that have been uploaded on the elmu.umm.ac.id website. The students listen to the material carefully, discuss the materials provided, then follow what the teacher said

Figure 3. Synchronous learning using Whatsapp Chat

Figure 3 describes synchronous learning activities used Whatsapp Chat. Whatsapp Chat is used to provide announcements, assignments, and written discussions to students so that they can get information related to *maharah al-kalam* (Kalam 1) lectures quickly and accurately. So that there are no more students missed the information.

The evaluation process/mid-semester exam in the Arabic speaking skill or *maharah al-kalam* (Kalam 1) course used Whatsapp Video Call. There may be a limited participant in a test in which one call consisted of 3 to 4 students randomly using different variants of questions with the same quality of questions, so there will be no similar answers. In addition, Whatsapp Video Call used in middle test process is to facilitate time management, the privacy of student answers, and reduce the possibility of cheating answers between students.
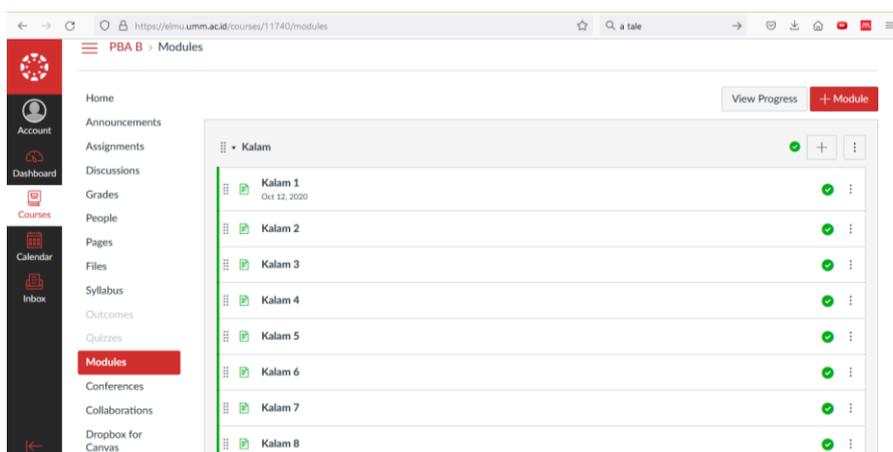
Implementation of Asynchronous Learning

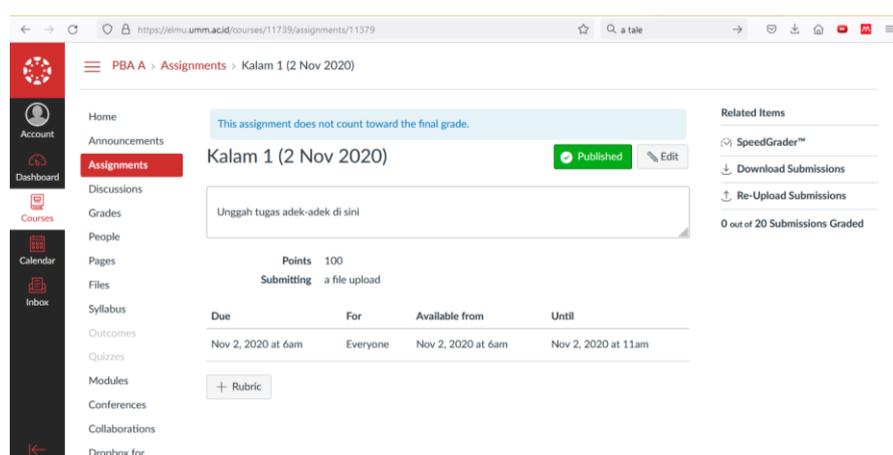**Figure 4.** Asynchronous learning using the website elmu.umm.ac.id (1)

Figure 5. Asynchronous learning using the website elmu.umm.ac.id (2)

Figures 4 and 5 are the application of asynchronous learning used in learning management system (LMS) adopted from canvas to elmu.umm.ac.id.

Figure 4 contains the Arabic speaking skill or *maharah al-kalam* (Kalam 1) materials in the form of pdf e-book included in the sub "Modules" so that students can learn it whenever and wherever they are. Figure 5 describes an example of uploading assignments by students who are members of the class in the "Assignments" sub, so it can be seen that there are 20 students who have already completed and uploaded their assignments in "Submissions Graded".

Furthermore, educators can download student assignments on "Download Submissions" and so on. In this LMS, apart from being used for the two items used in Figures 4 and 5, it also used for discussions, giving announcements, conferences, and others. However, educators focus on asynchronous learning on these two items, even though several times they have used the "Announcements" sub, but it has not been very effective because this LMS does not have notification of incoming announcements, so students may not update the newest information, so this sub does not work properly.
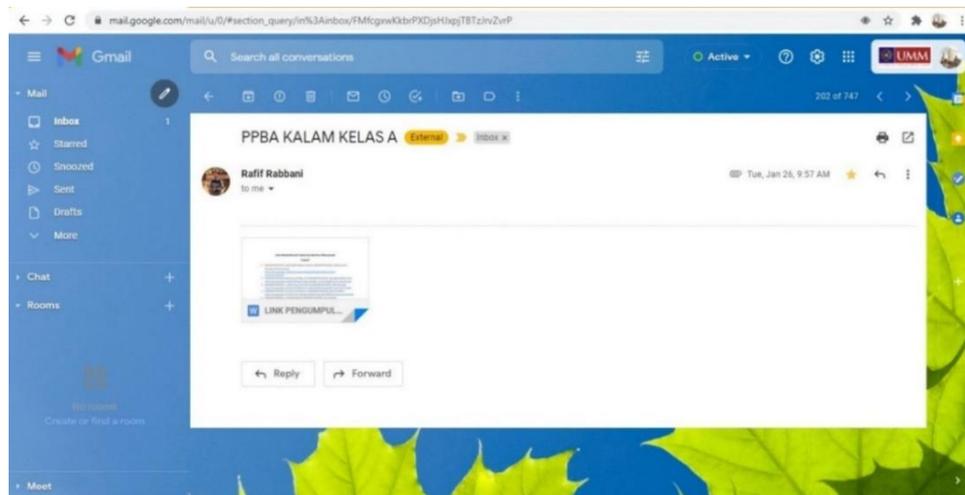

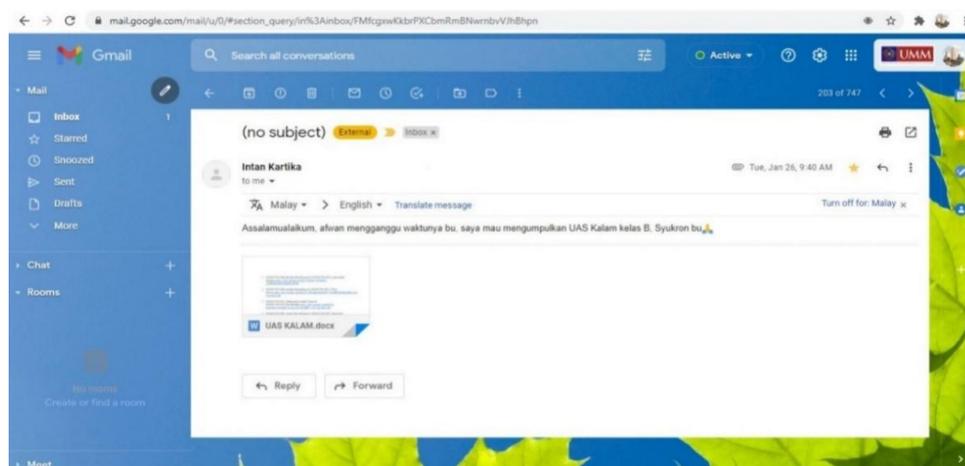**Figure 6.** Sending UAS via e-mail (1)

Figure 7. Sending UAS via e-mail (2)

Figure 6 and Figure 7 describe the collection of evaluations/end-of-semester exams (UAS) using the respective assignment link sent to person in charge in the class, then compiled in Microsoft Word to be sent to the e-mail of Arabic speaking skill or *maharah al-kalam* educator (Kalam 1) under a specified time limit.

Both synchronous and asynchronous, are tools that can be used by educators in the learning process. In other hand, there are so many media that can be used for learning. So, educators can choose media according to their needs. In this case, learning evaluation can also be carried out using synchronous or asynchronous methods for students. So that learning in the current era can still be done wherever someone is.

Problems and Challenges of Arabic Speaking Skill or *Maharah al-Kalam* (Kalam 1) Learning in the Pandemic Era in Arabic Education Study Program

The problems of learning Arabic speaking skill or *maharah al-kalam* (Kalam 1) in the Arabic Education Department as analyzed by researchers consists of linguistic and non-linguistic problems as following description: problematic linguistics includes the use of Arabic terms, lack of ability to speak Arabic, and minimal interpretation. Non-linguistic problems include signals, networks, limited access to laptops, obstruction of direct communication, time, remote areas of residence, boredom, laziness, boredom due to virtual, lack of focus, power outages, and so on.

Meanwhile, the challenge of learning Arabic speaking skill or *maharah al-kalam* (Kalam 1) in the Arabic Education Department consists of academic and non-academic. The academic challenge is how to make students understand and follow the lessons, and some students also think that distance learning is very difficult because they feel they do not understand and know Arabic at all. In addition, academic challenges are shaped when educators give assignments and at the same time parents also ask them to do something.

These things are experienced by students in learning Arabic speaking skill or *maharah al-kalam* (Kalam 1). Of course, there are many more problems and various challenges faced, but in the learning process educators try their best so learning can run optimally and as it should be even though there are someobstacles faced.

CONCLUSIONS

In practice, the learning process of Arabic speaking skill or maharah al-kalam (Kalam 1) in the pandemic era at the Arabic Education Department used synchronous and asynchronous learning. The synchronous learning process is

applied when learning takes place through Zoom Meeting, Google Meet, and Whatsapp Chat media. At the time of the evaluation / midterm exam (UTS) in oral form using Whatsapp Video Call. While the asynchronous learning process is applied in the provision of material using LMS from the University of Muhammadiyah Malang institution elmu.umm.ac.id, as well as during the final semester evaluation/exam (UAS) in oral form with video recordings and sent to E-Mail. The related problems are divided into two, linguistic and non-linguistic. Linguistic problems include lack in use of Arabic terms, lack of ability to speak Arabic, and minimal mufradat. Non-linguistic problems include signals, networks, limited access to laptops, obstruction of direct communication, time, remote areas of residence, boredom, laziness, boredom due to virtual, lack of focus, power outages, and so on. While the challenges that exist in the form of academic and non-academic explanations are how to make students understand and follow the learning process, some students also think that distance learning is very difficult because they feel they do not understand and know Arabic at all. In addition, when educators give assignments at the same time parents also ask them to do something.

As for future researchers, they can use strategies and other media that are more diverse and varied so students will be more interested and focused when learning takes place.

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