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AL-TARJAMAH AL-FAURIYYAH METHOD WITH COGNITIVE LEARNING THEORY IN SPEAKING SKILLS LEARNING

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Abstract

Learning is a business process that involves mental activities that occur with it the process of active interaction with the environment in the form of knowledge, understanding, behavior, as well as in learning Arabic that requires deep methods the learning. This article aims to examine the methods of al-tarjamah al-fauriyyah that cognitive theory-based learning can be used in speaking skills learning. An article this is characterized by the literature review, data is extracted through literature study. The results of the analysis of this article found that the al-tarjamah al-fauriyyah method is a method that uses cognitive learning theory, and can be used effectively in speaking skills learning.

Keywords: *Speaking skills learning, al-tarjamah al-fauriyyah method, cognitive learning theory*

Abstrak

Belajar merupakan proses usaha yang melibatkan aktivitas mental yang terjadi dengan adanya proses interaksi aktif dengan lingkungan dalam bentuk pengetahuan, pemahaman, tingkah laku, begitu juga dalam pembelajaran bahasa Arab yang memerlukan metode dalam pembelajarannya. Artikel ini bertujuan untuk mengkaji metode *al-tarjamah al-fauriyyah* yang berbasis teori belajar kognitif dapat digunakan dalam pembelajaran *mahārah al-kalām*. artikel ini bercorak kajian pustaka, data digali melalui studi pustaka. Hasil analisis artikel ini menemukan bahwa metode *al-tarjamah al-fauriyyah* merupakan metode yang menggunakan teori belajar kognitif, dan dapat digunakan secara efektif dalam pembelajaran *mahārah al-kalām*.

Kata kunci: Pembelajaran *mahārah al-kalām*, metode *al-tarjamah al-fauriyyah*, teori belajar kognitif.

INTRODUCTION

Learning is a business process that involves mental activity that occur in humans as a result of the process of active interaction with their environment to obtain a change in the form of knowledge, understanding, behavior, skills, and attitudes that are relative and trace. Many things can be done educators in educating. One of them is by applying learning theory in the process the teaching. In

general, there are three types of learning theories that are well known, namely: Behaviorist learning theory, Cognitive learning theory, and constructivist learning theory.¹

Learning Arabic aims to develop students' proficiency within the use of the language both oral and written. In entering the world of globalization information and communication, Arabic has an important role in association humans. Because Arabic is now officially recognized by the United Nations as an international language in 1973. In addition to the interests of religion and communication, many people want to learn Arabic for trade, politics and education.

The ability to use language in the world of Arabic education is also called with language skills (*mahārah al-Luḡah*). These skills there are four, namely listening skills (*mahārah al-istimā'*), speaking skills (*mahārah al-kalām*), reading skills (*mahārah al-qirāah*), and writing skills (*mahārah al-kitabah*).²

Speaking skills (*mahārah al-kalam*) is the ability to say sounds - articulation sounds or words in expressing, expressing and conveying thoughts, ideas and feelings.³ Therefore the aim of learning Arabic for non-Arabs and at the initial stage so that students can pronounce Arabic sounds correctly and with the right intonation, (without any other language attached to it), can pronounce sound - the sound of adjacent letters, can distinguish the pronunciation of long and short harakat able to speak in simple sentences with the appropriate tone and intonation, able express ideas with complete sentences in various conditions, able to talk with fluent around general topics as well as being able to talk informal situations with a series of simple and short sentences.

The *al-tarjamah al-fauriyyah* method or also called the direct *tarjamah*, is one method that emerged from the direct method, which is a process of learning a foreign language or a second language is the same as learning a mother language, namely the use of language directly and intensively in communication, also with listening and talking.⁴ *al-ṭariqah al-Mubasyirah* teaching words and sentences must be connected with objects, samples, and images. If the *al-tarjamah al-fauriyyah* Method is more focused on words or sentences that are translated directly or spontaneously. Therefore, students must be accustomed to thinking in Arabic and the use of mothers tongue must completely be avoided.

¹ Mufidatul Ilmi Muyassarrah, "Teori Tentang Belajar dan Penerapannya dalam Pembelajaran Bahasa Arab," *Konferensi Nasional Bahasa Arab I* (2015): 245–256.

² Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: Rosdakarya, 2011), 129.

³ Rahmaini, "Strategi Pembelajaran Maharah Kalam Bagi Non Arab," *Ihya Al-Arabiyyah : Jurnal Bahasa dan Sastra Arab* 1, no. 2 (2015): 227-233.

⁴ Nanang Kosim, *Strategi Dan Metodologi Pengajaran Bahasa Arab* (bandung: arfino raya, 2016), 50.

Many Arabic students still forget or don't even know which speaking method and meaning in Arabic or vice versa. In his mind still often what is the meaning in Indonesian, and what is the meaning in Arabic. Speaking skills is one of the ability to speak Arabic that can know the ability of students in Arabic speaking.⁵ With one method, the method *al-tarjamah al-fauriyyah* can help students' memory by translating words or Indonesian sentences into Arabic directly or spontaneously way.⁶ In this discussion the authors focus more on cognitive learning theory because learning theory cognitive more emphasis on learning is a process that occurs in the mind human.

Achmad Muhlis, (2014) in his article entitled "Learning Development *Mahārah al-Kalām* Based on *Biṭāqah Jaibiyah* Media in Mts Negeri Sumber Bungur Pamekasan ", said that *biṭāqah jahriyah* media is a must in the development of *tazwidul mufradhat* which can support speaking skills (*mahārah al-kalām*) and listening (*mahārah al-istimā*). The model applied with various ways, namely: group division is done by dividing students in one class into several small groups, explanation of the mechanism includes making media and the use of media, evaluation is done inside and outside the classroom, this media is classified as very positive and optimistic, can be seen from the development and increase in motivation, interest and talent illustrated in the use and utilization of the *Biṭāqah Jaibiyah* media.⁷

Hastang Nur in his article entitled "Application of the *muhādaṣah* Method In Improving Learning Outcomes *mahārah al-kalām* Learners", said that in the application of this *Muhadsheed* method can increase student learning outcomes seen from the students' skill use new mufradat, smooth fashih in terms of makhorijul letters, talking with the right intonation and with the appropriate morphology. The learning process with the conversation method begins with the addition of vocabulary new, conversation text exercises on the morphological elements, examples of enunciation and intonation by teacher, and practice conversing repeatedly.⁸

From the two articles above said that the media *Biṭāqah Jaibiyah* and the *muhadaṣah* method can be positively and optimally improved and the development of speaking skills learning. Therefore the writer does the article library-based study to find out whether the method of *al-tarjamah al-fauriyyah* is a method based on cognitive learning theory and can be used in

⁵ Nurmasiyathah Syamaun, "Pembelajaran Maharah al-Kalam untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh," *Lisanuna : Jurnal Bahasa Arab dan Pembelajarannya* 4, no.2 (2016): 1-23.

⁶ Umi Hijriyah, "Metode Dan Penilaian Terjemahan," *Jurnal Al-Bayan* 4, no. 1 (2012):1-24.

⁷ Achmad Muhlis, "Pengembangan Pembelajaran Maharah Al Kalam Berbasis Media Biṭāqah Jaibiyah di Mts Negeri Sumber Bungur Pamekasan.," *Jurnal Okara* 8, no. 2 (November 2014): 103-132.

⁸ Hastang Nur, "Penerapan Metode Muhadatsah Dalam Meningkatkan Hasil Belajar Maharah Kalam Peserta Didik," *Jurnal Lentera Pendidikan* 20, no. 1 (desember 2017): 177-187.

speaking skills learning?, with this the author makes this article with the title *Al-Tarjamah Al - Fauriyyah Method With Cognitive Learning Theory in speaking skills learning*.

METHOD

The method that the author uses in preparing this article is to use the method *Library research* and *literature review*, that is by looking for a variety of good literature in the form of books or journal articles, both domestic journals and international journals by using the keywords *al-tarjamah al-fauriyyah Method*, speaking skills, Cognitivism approach.⁹

RESULT AND DISCUSSION

Cognitive Learning Theory

The Cognitive theory was developed by Jean Piage, a Swiss psychologist. His theory provides many major concepts in developmental and influential psychology towards the development of the concept of intelligence. This theory discusses the emergence and acquisition of it *schemata* (scheme of how someone prepares their environment) in stages - the stage of development and when someone acquires a new way of presenting mental information. The Cognitive theory holds that humans build abilities cognitive performance through self-motivated actions towards the environment.¹⁰

The definition of " *cognitive*" comes from the word "*cognition*" which has similarities with "*knowing*" which means knowledge. In the broadest sense cognitive are an acquisition, structuring, and use of knowledge. This theory emphasizes the learning process fromon and learning outcomes. Learning does not only involve the relationship between stimulus and response. However, learning involves a very complex thought process.¹¹

Cognitive psychologists believe that we are not recipients of stimuli which is passive, the human brain actively manages the information it receives and changes it in new forms and categories. This cognitive refers to the mental process of perception, memory and processing information that enables one to acquire knowledge, solve problems, and plan for time with.¹²

Cognitive theory initially emerged as a result of dissatisfaction with SR theory, stimulus-response. With this the SR theory is combined with the Gestalt cognitive theory from Tolman and his

⁹ Jonathan Sarwono, *Metode Penelitian Kualitatif* (Yogyakarta: Graha Ilmu, 2006), 26.

¹⁰ Muh Arif, "Metode Langsung (Direct Method) Dalam Pembelajaran Bahasa Arab," *Jurnal Al-lisan* 4, no 1 (1 Februari 2019): 93.

¹¹ Muh Arif, "Metode Langsung (Direct Method)," 95.

¹² M. Vicenta Mestre F. Tortosa, P. Samper and M. J. Nácher, "Psychology's Evolution through its texts: Analysis of E. R. Hilgard's Introduction to Psychology," *Jurnal Psicothema* 14, no. 4 (2002): 810–815.

friends. For this theory, which is considered primary in life humans are knowing (*knowing*) and not a *response*. In essence, a cognitive theory is a theory that examines how perception can influence behavior and how experience can influence perception.

The Perception here is a process that involves the entry of messages or information in the human brain. Through human perception will continue to hold relationships with its environment and this relationship is carried out through the five senses namely the sense of sight, listener, touch, taste and smell.¹³

Four stages that occur in humans related to cognitive development it has.¹⁴The first stage, the sensorimotor stage that takes place when a person to the age of 2 years. In this period the intelligence of an individual has been having a structure that is oriented towards other actions and movements without using established language. In The second stage , the preoperative stage takes place from the age of 2-7 years into a period

than after the sensor is complete. In this period children have begun presenting the world with words and pictures. This development shows an increase in thought that is symbolic and beyond action physical and sensory perception relationships. The third stage , the stage of concrete operations (7-11 years). This period is marked by a start enactment of operations that are logical in children's thinking with the nature of reversibility and eternity. A child's thinking has also led to the acceptance of ideas pluralist. Egocentric views began to erode. This is due to the start of thinking about the concepts of space, time and numbers.

In The fourth stage , the stage of formal surgery occurs at the age of 12 years and over. At this stage a child already has sufficient maturity in logical thinking. A child who has entered the teenage phase, thinking with deductive reasoning, inductive and abstractive. A person's cognitive activities do not have to use real objects. At this stage the ability to reason abstractly increases so that someone can think in a manner deductive.

The principles of cognitive learning Cognitive learning theorys explains learning by focusing on changing mental processes and structures that occur as a result of efforts to understand the world. Cognitive learning theory based on four basic principles that is active learning to understand the experience, the understanding that students develop depends on what they have known, learn to build understanding from notes and learning is a change in a person's mental structure.

¹³ Slameto, *Belajar Dan Faktor – Faktor Yang Mempengaruhi* (Jakarta: P.T Rineka Cipta, 2010), 102.

¹⁴ Cecep Jaenudin, "Pengajaran Bahasa Arab di Taman Kanak – Kanak (Tinjauan Teori Perkembangan Kognitif Jean Piage," *Jurnal Lisanuna* 8, no. 1 (2018): 37.

Speaking skills Learning

a. Speaking skills

The ability to speak (*mahārah al-kalām*) is also referred to as ta'bir shahfahi. From these two terms, there are differences in emphasis, the term (*mahārah al-kalām*) more focused on verbal ability, while the term ta'bir syafahi emphasizing oral abilities also manifests in written form. Two Ta'bir are learning Arabic, namely ta'bir syafahi and ta'bir tahriri (writing ability), the two have a fundamental similarity, which is active to state what is in someone's mind.¹⁵

Humans as social beings always communicate to exchange experiences, thoughts, feelings, and express everything. speaking skills learning as a speaking skill is the ability to pronounce sounds – sounds articulation or words to express, express and convey thoughts, ideas, and feelings. Besides talking is also a form of behavior humans who make use of factors - psychological, neurological, semantic, and linguistics is so extensive, so broad that it can be considered a human tool most important for social control.¹⁶

In essence speaking skills learning is proficiency in using language the most complicated, what is meant by speaking skills is proficiency express thoughts and feelings with correct words and sentences, in terms of the grammatical system, sound system, in addition to other aspects of the *Mahārah al-Kalām* which is listening, reading and writing. speaking skills learning is based on ability hearing (receptive), ability to speak (productive), and knowledge (relative) vocabulary - words and sentence patterns that enable students to communicate intent his mind.¹⁷

In general speaking skills aims to be able to communicate verbally good and reasonable with Arabic. Good and reasonable means deliver messages to others in a socially acceptable way. The technique arms to allow students to use language Arabic in natural situations with an attitude of creative spontaneity, in addition to mastery of order language. More focused on the delivery of appropriate meaning or intent with demands and communication functions at a certain time.

b. Speaking skills learning

The word learning is a combination of two learning and teaching activities. Learning is a business process carried out by individuals consciously to obtain changes in certain behaviors, both those that can be observed directly or those that cannot be directly observed as experience in their interactions with the environment. 10 Over time, experts agree that we are entering an

¹⁵ Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN Malang, 2011), 137.

¹⁶ Rahmaini, "Strategi Pembelajaran Maharah Kalam Bagi Non Arab." 228.

¹⁷ Ahmad Fuad Mahmud, *Al-Maharat Al-Lughawiyah : Mahiyatuha Wa Thara'iq Tadrisiha* (riyadh: Dar Al-Muslim Li Al-Nasyr Wa Al-Tauzi, 1992), 15.

era where text-based literacy is no longer the only measure of intelligence, nor is it the only valuable channel of communication and knowledge acquisition for today's media-centered youth.¹⁸

In general, the learning process is a process of active communication interaction between students and teachers in educational activities. Integration of student learning processes with the teaching process of the teacher so that learning-teaching interactions occur (the process occurs teaching) does not come just like that and cannot grow without regulation and joint planning.

Some speaking practice models include:

- 1) Exercise association and identification This exercise is mainly intended to train the student's spontaneity and speed in identifying and associating meanings that are rarely used.

The forms of training include:

- a) The teacher calls one word, the student calls another word that has something to do with the word.
 - b) The teacher says one word. Students mention other words that have nothing to do with that word.
 - c) The teacher calls one word (*ism*), the student calls the adjective according to the word.
 - d) The teacher calls one word (*fi'il*) the student calls the doer (*fi'il*) that matches the word.
- 2) Practice sentence patterns (pattern practice)

This exercise is carried out through a variety of drills, both mechanical, meaningful, and communicative which is practiced verbally.

- 3) Conversation exercises

This conversation exercise mainly takes the topic of daily life or activities close to student life. This activity also taught as kinds of congratulations (*tahiya*), lip service and others. Not only aspects - aspects of the language being taught but also socio-cultural aspects such as courtesy, gestures, body language and behavior in conversing. Many techniques and conversation practice models that have been developed. Every approach or method emphasizing certain techniques or models. between these models are question and answer, memorizing the dialogue model, guided conversation, and free conversation.

- 4) Storytelling

¹⁸ Yow-jyy Joyce Lee Chin Liang, "Using Video Technology to Diagnose EFL Students' Cognitive Learning Difficulties in Public Speaking," *Procedia - Social and Behavioral Sciences* 64 (2012): 672.

Storytelling may be one of the fun activities but again that is getting storytelling assignments is often torture because they don't have it a description of what should help students find the topic of the story corresponding.

5) Discussion

Several discussion models can be applied, such as class discussion of two groups face to face, group discussions, panel discussions and others.

6) Interview

Interviews can also be used as a strategy to teach speaking skills. Interviews can be done with Tamy, follow classmates and can also with the teacher.

7) Drama, speeches etc. ¹⁹

This technique provides an opportunity for students to use Arabic in natural situations with creative spontaneity, besides mastery grammar. The focus is more on conveying the right meaning or intention in accordance with the guidelines and functions of communication at a certain time.

In learning *mahārah al-kalām* several principles must be considered including:

- a) The teacher should have a high ability in speaking skills.
- b) Learning should begin with sounds that are similar between the two languages (the language of students and Arabic).
- c) It should start from an easy speech, the speech consists of one sentence, two sentences and so on.
- d) It should start with the easiest vocabulary.
- e) On speaking skills, should focus on the sections below this is,:
 - 1) How to express the sound of the makhoraj properly and correctly.
 - 2) Differentiating pronunciation on long and short punctuation.
 - 3) Express ideas by paying attention to the rules of grammar correct.
 - 4) Train students to start and end the conversation correctly.
 - 5) Increase the number of exercises, such as the practice of differentiating the practice sounds use ideas and so on. ²⁰

Benefits of speaking skills Learning

¹⁹ Syamsuddin Asyrofi, *Metodologi Pembelajaran Bahasa Arab* (Yogyakarta: UIN Sunan Kalijaga, 2006), 128-129.

²⁰ Wahid Rosyidi Mamlu'atul Nikmah, *Memahami Konsep Dasar Pembelajaran* (Malang: UIN Malang Press, 2012), 37-38.

a. Practical benefits

- 1) Familiarize students with dialogue with fluent language
- 2) Familiarize students with good sentences arising from within his own heart and feelings with true and clear sentences.
- 3) Getting students to choose words and sentences and arrange them in an arrangement beautiful language and pay attention to the use of words in their place.

b. Theoretical benefits

The theoretical one is to educate the five senses, the ability to pay attention to the true and the ability to think. To realize these benefits, then the following things must be considered:

- 1) Fluent speakers in front of students
- 2) Emphasizing students to arrange answers in perfect sentences
- 3) Correct students' pronunciation mistakes
- 4) Students must memorize sentences according to their level of thinking
- 5) Repeating the question in a different sentence structure, and the answer must be according to the question
- 6) The material taught must be according to the age level and ability of the participants students
- 7) The teacher must choose new and difficult vocabulary.
- 8) Questions asked to students based on student knowledge
- 9) The teacher must use various methods or theories that are common to make it easier student understanding

Al-Tarjamah Al-Fauriyyah Method

a. ***Al-tarjamah al-fauriyyah***

In the big Indonesian dictionary, *tarjamah* or *translate* means a copy or move one language to another.²¹ In another definition mention that the translator changes one form to another or conversion from one language - the language is called the source language into another language, which can be called the recipient's language or target language. The form of language in *tarjamah* is words, phrases, clauses, paragraphs and others, both oral and written.

²¹ KBBI, "Kamus Besar Bahasa Indonesia (KBBI)," t.t., <https://kbbi.web.id/terjemah>.

Viewed from the aspect of the method, the intensity of the translator, the translator often grouped into two categories, namely the category of direct translation / *al-tarjamah al-fauriyyah* and indirect translation / *al-tarjamah al-tadhiriyyah*. *al-tarjamah al-fauriyyah* which is usually interpreted as *tarjamah* is done directly or without anyone, even though the actual translation is generally revealed verbally this also requires preparation, that is, before the implementation of the translation. Or more precisely the translation that is presented directly as soon as the source text is completely spoken or written down.²²

b. ***Al-tarjamah al-fauriyyah* Method**

Many factors cause the success or failure of a person to learn Arabic (and foreign languages in general). Frequent factors referred to by language experts as a factor of talent, intelligence, interest and motivation, method learning, and teacher and environmental factors. The method is a general rule that is guided by the teacher after preparing all the techniques and ways that he will do that relating to the delivery of subject matter regularly and harmoniously or not contradictory.²³ The method as a procedure or a comprehensive plan relating to the presentation of subject matter in an orderly and harmonious manner and not contradict each other based on a certain approach.²⁴

The application of a method is very dependent on the objectives, material and participants students. Several methods are appropriate for students such as the method Grammar - Translation or Reading Method, direct method, and others so. Whereas *al-tarjamah al-fauriyyah* is a translation presented directly once the source text is finished spoken or written. Regarding learning methods, some several methods and techniques are practical to learn Arabic, the method in language learning, namely:

- 1) The direct method.
- 2) natural method
- 3) Psychological methods
- 4) phonetic method
- 5) Reading method
- 6) Translation method
- 7) Language control method (control-language method)
- 8) Grammar -translation method

²² Ibnu Burdah, *Menjadi Penerjemah Metode Dan Wawasan Menerjemahkan Teks Arab* (Yogyakarta: Tiara Wacana, 2004), 17.

²³ Hidayat, *Ikhtisar Metode Pengajaran Bahasa Arab Bagi Siswa – Siswi Di Sekolah Dan Pesantren Di Indonesia* (Jakarta: T.P, 1986), 5.

²⁴ Arif, “Metode Langsung (Direct Method) Dalam Pembelajaran Bahasa Arab.” 48.

9) Imitation method (cognate method)

10) The method of hearing and memorizing (mimicry-memorization method).²⁵

The translation method is a plan or way of learning for students to move Arabic messages to Indonesian or vice versa.²⁶ Meanwhile, separate direct method is a way of presenting learning material Arabic by directly implementing Arabic as the language of instruction without using the mother tongue of the students in the slightest in learning.²⁷

From the description above it can be concluded, the *al-tarjamah al-fauriyyah method* is a way or procedure for students' learning by translating, or move messages from Arabic into Indonesian and vice versa, by directly applying Arabic as the language of instruction, without language mother in the learning process. Among the special features of the *al-tarjamah al-fauriyyah* method are:

- 1) Prioritizing speaking skills (*mahārah al-kalām*) instead of writing skills (*mahārah al-qirāah*).
- 2) Stay away from and assume no need to translate into your mother tongue, with other words, the mother tongue has no place at all.
- 3) Explain the meaning of difficult words or sentences in Arabic in various ways. Among them explain the meaning of words / sentences, mention synonyms or opponent and so on.
- 4) Using a direct comparison between Arabic words / sentences.
- 5) Using imitation and memorization techniques, students repeat the sentence - the sentence given, so that it helps their conversation.

Speaking Skills Learning Using Al Tarjamah Al Fauriyah Method (Cognitive Learning Theory)

Many people think that learning Arabic is difficult and complicated. The Thing this can happen if the educator missteps in using strategies, methods learning or educators do not use media in learning. Lots of students are still difficult in Arabic pronunciation and are considered complicated when practicing it.

Cognitive theory has direct implications for several aspects of learning Arabic namely: aspects of learning objectives, aspects of the language environment, aspects of the use of media, aspects of

²⁵ Sumardi Mulyanto, *Pengajar Bahasa Asing* (Jakarta: Bulan Bintang, 1979), 39.

²⁶ Ibnu Burdah, *Menjadi Penerjemah*, 10.

²⁷ Sumardi, *Pengajar Bahasa Asing*, 32.

culture, aspects of learning levels and aspects of models and methods learning.²⁸ From here we need a method or the right way so that students are able to apply Arabic fluent pronunciation, correct, and easy in their daily lives. One method is the *al-tarjamah al-fauriyyah* Method, which is a method related to speaking skills. According to the description above, the *al-tarjamah al-fauriyyah* Method is one method that uses the active mind to change into a new category (from an Indonesian sentence to a language sentence Arabic and vice versa), like cognitive theory, this refers to the mental process of perception, memory and processing of information that enables a person to obtain knowledge, solving problems, and planning.

The application of the *al-tarjamah al-fauriyyah* method focuses more on the writer intermediate beginner level. This beginner-intermediate can show ability to copy or translate words or phrases that are well known and memorized. In this level has been seen but not yet practical.²⁹ The purpose of learning Arabic for the intermediate level directed towards the achievement of targets can actively use language verbally and in writing. One of the characteristics of the method of rules and translations, there is an emphasis on parts speaking, writing and translating. In the first stage on the process of translating globally the direction and content of the text to be translated, through hearing by paying close attention to the spoken text.³⁰ More precisely, the *Al-tarjamah al-fauriyyah* method is translated spontaneously, and Arabic has become a custom language, without the existence of the mother tongue. In this study, the authors focus more on the middle level. In the middle level, there are still many who have not and cannot even be revealed, controlled his mind by using complete Arabic and *fashihah*. Therefore, it is necessary to apply the *al-tarjamah al-fauriyyah* method to become a habit for speaking skills learners.

There are several ways to apply the *al-tarjamah al-fauriyyah* method in sharpening speaking skills as follows:

- 1) The main goal is verbal mastery of Arabic so that students can communicate in Arabic.
- 2) The subject matter is in the form of a textbook that lists vocabulary and usage in a sentence. Vocabulary is generally concrete and exists in the environment of students or learners.

²⁸ R. Umi Baroroh dan Fairuz Rosyid, "Teori Belajar Kognitif Dan Implikasinya Dalam Pembelajaran Bahasa Arab," *Jurnal Al-Lisan* 5, no. 2 (2019): 194.

²⁹ Acep Hermawan, *Pembelajaran Keterampilan Berbahasa Arab Dengan Pendekatan Komunikatif – Interaktif* (Bandung: Remaja Rosdakarya, 2011), 237.

³⁰ Abdul Munif, *Strategi Dan Kiat Menerjemahkan Teks Bahasa Arab Kedalam Bahasa Indonesia* (Yogyakarta: Bidang Akademik, 2008), 237.

- 3) Language rules are taught inductively, i.e., departing from examples then conclusions are drawn.
- 4) Give examples of sentences, without any mother tongue coming out, only examples and just a demonstration, how students can understand its meaning.
- 5) The ability of speaking skills to be trained quickly through question and answer planned in varied patterns of interaction.
- 6) *Mahārah al-kalām* and *Mahārah al-istima'* both trained.
- 7) Accuracy in pronunciation and grammar are suppressed.
- 8) The teacher gives questions both orally and in writing, with students answering spontaneously.³¹

Learning *mahārah al-kalām* with the *al-tarjamah al-fauriyyah* method in learning Arabic especially for beginners greatly facilitates educators in the learning process. Which is done by giving mufrodhat or Arabic conversation with direct pronunciation. In translating directly, students will get used to and even memorize the existing sentences or vocabulary. Without any in-depth preparation, students are required to respond spontaneously in Arabic.

According to the researcher *mahārah al-kalām* learning with the *al-tarjamah al-fauriyyah* method is very precise and sustainable. And it is very suitable to be used in the poetry learning process of Arabic by using its cognitive theory.

CONCLUSION

Al-tarjamah al-fauriyyah method is a way or procedure of learning learners by translating, or moving messages from Arabic into Indonesian or vice versa, by directly applying Arabic as a language of instruction, without a mother tongue in the learning process. Cognitive theory is a theory that emphasizes the learning process more than learning outcomes. Learning doesn't just involve the relationship between stimulus and response. However, learning involves a very complex thought process. With one method, the *al-tarjamah al-fauriyyah* method, which is a method that uses the active mind in learning in order to change into other categories. So this method is a method that uses cognitive learning theory. Learning *mahārah al-kalām* expresses thoughts and feelings orally well and correctly without any emphasis and coercion in the pronunciation of Arabic sounds on motor aspects and the speed of learners in expressing the contents of thoughts and feelings, as well as accuracy in choosing vocabulary and sentences that are interesting and closely related to speech skills

³¹ Ahmad Fuad Effendi, *Metode Pendidikan Bahasa Arab* (Malang: Misykat, 2017), 47.

(*mahārah al-kalām*). All of these components require a certain supply of words and sentences that have relevance to the situation expressed in the form of expressions. In translating directly or spontaneously, it will hone the habits of learners in communicating using Arabic, without the mother tongue being chanted. From that habit arises the skills of *mahārah al-kalām* learners become better, fashih and achieve their original goals.

In the cognitive theory of *mahārah al-kalām* learning where learners must play an active role in the field of speech or speech, if combined with the method *al-tarjamah al-fauriyyah* translates directly using oral and not with writing, then this is very active for learners. Where they are required to translate Arabic reading text into Indonesian or vice versa spontaneously with what they have learned, so as to help learners in the process of memorization and active in the learning process.

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