

Enhancing Students' Motivation to Learn Arabic Through Method of *Muhadharah*

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Abstract. This paper aims to determine the effect of the *Muhadharah* method on the motivation to learn Arabic for junior high school students in the Darul Aman Gombara Islamic Boarding School, and to find out the factors that inhibit *Muhadharah*'s method of increasing motivation to learn Arabic. The results of this study indicate that: 1) the *Muhadharah* method has an effect on the process of enhancing the motivation to learn Arabic in students of the Darul Aman Gombara Islamic Boarding School; 2) the factors that influence the *Muhadharah* method are short time, less effective place, less varied ways, inadequate facilities and infrastructure, and little foreign language vocabulary.

Keywords: *Muhadharah*, public speaking, motivation, language, Arabic, Islamic

1 Introduction

Teaching foreign languages in general *Muhadharah* or lectures can be equated with rhetoric (Greek) or public speaking (English). *Muhadharah* means that it is an art of delivering the word verbally whose contents can vary. According to Luqman Hadinegoro, the meaning of *Muhadharah* or lecture is the expression of thoughts in the form of words addressed to the people, or discourses prepared to be spoken in front of the audience so that the listeners and lectures can understand, know, and be able to implement everything that is conveyed to them. *Muhadharah* or lecture is also the art of public speaking [1]. The method of *Muhadharah* (public speaking) is an oral presentation of information using foreign languages especially with the use of Arabic both formal and informal [2]. This study aims to increase motivation to learn through the *Muhadharah* method and find out the factors that hinder the use of the *Muhadharah* method in enhancing student learning motivation.

2 Review of Literature

2.1 Muhadharah (Public Speaking)

Muhadharah is an activity or practice of speeches or lectures that are emphasized in the skills of students using foreign languages. The technique of using words or language effectively is the skill in choosing words that can affect the communicant according to the situation and condition of the communicant. According to Setiawan [3], "This lecture method is more flexible." It means that it is easily adapted to the situation and conditions and the time available, if the limited time of material can be shortened. And vice versa if the time allows as much as possible and more profound material can be delivered. Public speaking is a continuous process of communication in which messages and symbols continually re-circulate between the speaker and his audience [4]. According to Lucas argue "the are four basic methods of delivering a speech: reading verbatim from the manuscript, reciting a memorized text, speaking impromptu and extemporaneously,"[5]. Research also shows that public speaking skills are essential, useful for entertaining, answering questions, and discussing in groups [6].The purpose of *Muhadharah* in the context of satisfying listeners is 1) providing new information or adding new knowledge or insights; 2) influence (persuasive public speaking) speaker; 3) entertaining (reactive public speaking), namely the speaker aims to entertain and create a cheerful atmosphere.

2.2 Student Motivation to Learn

Dörnyei reveals the motivation to learn languages, namely: 1) students learn a second language to travel; 2) to seek new friendships; 3) to obtain knowledge, and 4) for instrumental purposes; 5) sociocultural orientation [7].There is two motivations namely assimilative and integrative motivation. The assimilative motivation is referring to the drive to become an indistinguishable member of the community. This type of motivation is distinct from integrative motivation, which involves a desire to establish a social relationship with the target language community, without implying or requiring direct contact with a target-language peer group. On the other hand, assimilative motivated learning must take place in the host environment [7].Based on the theory of self-determination, motivation is divided into two parts, namely intrinsic and extrinsic motivation. Intrinsic motivation comes from within oneself which encourages a person to do something pleasant and satisfying to do. While extrinsic motivation is the drive to achieve something that produces appreciation, and avoid punishment [8]. Therefore, the teacher motivates students to get awards and plays an active role in learning foreign languages. Their effort determines learners' motivation to acquire a second language, a perception of the degree of attractiveness of the goals (valence), understanding of the probability of attaining the goals (expectancy), and appraisal of their ability to achieve the goals [9]. Motivation plays a vital role in attaining proficiency in second language learning [10]. Confidence and cultural interest are motivational factors for learning foreign languages [11].

3. Research Methodology

The type of research used is a type of quantitative data, namely data obtained in the form of numbers that can be calculated, which are related to the problems studied at the Darul Aman Gombara Islamic Boarding School in Makassar. Random sampling technique where the total population is 218 respondents and researchers take 25% of the population. The number of samples of 55 respondents was distributed questionnaires to be processed in this study. Interview in Focus Group Discussion [12]. Focus group interview is one of the valuable tools for collecting qualitative data [13]. The results of the study will be described in the study discussion.

4. Discussion And Results

4.1 The Effect of the *Muhadharah* Method on the Motivation of Learning Arabic

The method of *Muhadharah* according to Iskandar as a director at the Darul Aman Makassar Islamic Boarding School in the results of his interview is that the *Muhadharah* method is essential because it is fundamental in conveying the vision of an Islamic mission through Arabic. Besides *Muhadharah* are:

1. A form of training conducted by students.
2. Train yourself how to appear in front of many people because the pesantren is like a small community where students come from various tribes who are then trained to perform in public.
3. Providing the children not to be stiff when in the school.
4. Providing high psychological motivation to adolescents that conveying religion through Arabic is something that is not difficult and there is satisfaction.
5. The *Muhadharah* method is a method of developing Arabic that must be communicated to encourage each student's enrichment regarding of language vocabulary and self-confidence for students.

According to Ratna Hafid as an Arabic teacher at the Makassar Darul Aman Gombara Islamic Boarding School regarding the method of *Muhadharah*, it certainly improves students' language skills so that every year it is intensified with the activities of *Muhadharah*. The illustrates the strength of students' language by being strengthened by the English camp and Arabic camp activities.

Table 1. The *Muhadharah* method is useful to apply to junior high school students

Answer category	Frequency	Percentage
Strongly agree	40	72,7%
Agree	15	27,3%
Disagree	-	-
Strongly disagree	-	-

The table above shows that 72.7% stated that they strongly agreed that the *Muhadharah* method was applied to junior high school students at the Darul Aman Gombara Islamic

Boarding School in Makassar and 27.3% agreed. All students agree that the *Muhadharah* method is useful in applying to learn.

Table 2. The *Muhadharah* Method Can enhance Language Learning Motivation

Answer category	Frequency	Percentage
Strongly agree	47	85,5%
Agree	8	14,5 %
Disagree	-	-
Strongly disagree	-	-

The table above shows that 85.5% of respondents stated that they strongly agreed and 14.5% of respondents indicated that they decided that the *Muhadharah* method could increase motivation to learn Arabic in junior high school students at the Darul Aman Gombara Islamic Boarding School in Makassar. Thus 100% agree.

Table 3. The *Muhadharah* method is the only method that can increase the motivation to learn Arabic

Answer category	Frequency	Percentage
Strongly agree	36	65,5%
Agree	12	21,8 %
Disagree	7	12,7%
Strongly disagree	-	-

The table above shows that 65.5% of respondents stated that they strongly agreed and 21.8% of respondents indicated that they accepted and only 12.7% of respondents answered that they did not receive if the method of *Muhadharah* was the only method that could improve motivation to learn Arabic.

Table 4. The *Muhadharah* Method Greatly Helps Students in the Process of Adding Arabic vocabulary

Answer category	Frequency	Percentage
Strongly agree	50	90,9%
Agree	5	9,1 %
Disagree	-	-
Strongly disagree	-	-

The table above shows that 90.9% of respondents stated that they strongly agreed and 9.1% of respondents indicated that they decided that the *Muhadharah* method could help students in adding Arabic vocabulary, and no one stated disagreement.

Table 5. Students Like Learning Arabic using the *Muhadharah* Method

Answer category	Frequency	Percentage
Strongly agree	36	65,5%
Agree	19	34,5 %
Disagree	-	-
Strongly disagree	-	-

The table above shows that 65.5% of respondents stated that they strongly agreed and 34.5% of respondents said they decided to learn Arabic using the *Muhadharah* method which is often carried out in Islamic boarding schools.

The author can answer the first problem statement that the *Muhadharah* method is significant for increasing motivation to learn Arabic. The results showed that students as a whole agreed with the *Muhadharah* learning method to have a good impact for students to have the motivation to learn Arabic and to help improve their Arabic vocabulary.

4.2. The Form of Activity of *Muhadharah*

According to the Chairperson of the Student Organization at the Makassar Darul Aman Gombara Islamic Boarding School that *Muhadharah* activities have been running according to a predetermined schedule, although there are several inhibiting factors. As Chair, I motivate myself to be actively involved in *Muhadharah* activities and encourage students or peers to learn Arabic through these activities actively.

The forms in *Muhadharah* activities are:

1. Opened by the Master of Ceremonies, which uses three languages (Arabic, English, and Indonesian).
2. Recitation of the Holy Qur'an and *saritilawah* (the art reads the meaning of Al-Qur'an with a beautiful narrative with its mimic and expression service by with what is in the meaning of Al-Qur'an which he read) and while the *saritilawah* reading uses two languages namely English, and Indonesian).
3. Short lectures using three languages (Arabic, English, and Indonesian).
4. The selection of three participants randomly (without prior notice) is tasked with concluding the results of the lecture delivered by the speaker.
5. Rest and entertainment, where entertainment is usually done in groups. The show contained poetry, drama, and *nasyid* (one of the Islamic arts in the field of sound art) and used three languages (Arabic, English, and Indonesian).

The description of the data on the form of *Muhadharah* activities at the Darul Aman Gombara Islamic Boarding School in Makassar is as follows.

Table 6. Implementation of the *Muhadharah* Method is well implemented

Answer category	Frequency	Percentage
Strongly agree	44	80%
Agree	7	12,7 %
Disagree	4	7,3
Strongly disagree	-	-

The table above shows that 80% of respondents stated strongly agree and 12.7% stated that the implementation of the *Muhadharah* method was well implemented and only 7.3% of respondents said they did not decide that the application did not go according to the objectives of the activity. As an evaluation of these activities, it was found that several factors were inhibiting the implementation of *Muhadharah* activities at the Islamic Boarding School.

4.3 Factors Inhibiting the Implementation of the *Muhadharah* Method in Increasing Motivation to Learn Arabic

The description of the data on the inhibiting factors of the *Muhadharah* method in increasing motivation to learn Arabic can be seen from the results of the questionnaire that has been distributed as follows:

Table 7. The *Muhadharah* method has inhibiting factors that influence student motivation in learning Arabic

Answer category	Frequency	Percentage
Strongly agree	29	52,7%
Agree	17	30,9 %
Disagree	9	16,4%
Strongly disagree	-	-

The table above shows 52.7% of respondents stated strongly agree and 30.9% of respondents noted that the method of *Muhadharah* had an inhibiting factor so that students who were less motivated to learn Arabic, while 16.4% of respondents said they did not agree if the *Muhadharah* method had many factors inhibit students from learning Arabic. According to the head of the student organization at the Darul Aman Gombara Islamic Boarding School which is the inhibiting factors in the *Muhadharah* method are: 1) Short time; 2) Places that are less effective; 3) Less varied ways; 4) Inadequate facilities and infrastructure; 5) Foreign language vocabulary that is little or less.

The teacher's role is crucial to motivating students to learn Arabic by using the method of *Muhadharah* with the limitations mentioned above. Although there are inhibiting factors, Cohen & Norst [14] argues that "unrelenting teacher care, support, positive attitude, encouragement, kindness, and patience can help overcome anxiety in time." The motivation to learn Arabic is more important than knowledge and language technical skills [14].

The motivated individual is goal-directed, expends effort, is persistent, is attentive, has desires (wants), exhibits positive affect, is aroused, has expectancies, demonstrates self-confidence (self-efficacy), and has reasons (motives) [15]. In their research, we have found that we can tap into motivation regarding of three measures which touch the cognitive, affective and behavioral components.

Table 8. The *Muhadharah* Method Requires Many Variations in Learning Arabic

Answer category	Frequency	Percentage
Strongly agree	43	78,2%
Agree	11	20%
Disagree	1	1,8%
Strongly disagree	-	-

The table above shows 78.2% of respondents stated that they strongly agreed, and 20% of respondents agreed, while only 1.8% of respondents said they did not decide that the *Muhadharah* method requires a lot of variety.

The teacher needs to use several variations in implementing the *Muhadharah* method, especially in Arabic as a foreign language. Henderson & Wellington argue that teachers have

become more aware of the language they use in speaking and writing. But for the pupil, the language barrier remains as real as ever in science and for many continues to be the main obstacle to their learning. Teachers still need to concentrate on how language is interpreted rather than just its transmission. It is hoped that the practical strategies offered here will help in overcoming the language barrier to learning [16].

The motivation for learning foreign languages can be improved by paying attention to the learning strategies used to apply a teaching method [17]. The strategies include copying the teacher's words as native speakers, using vocabulary in different ways, watching movies, listening to songs with lyrics, motivating oneself to dare to speak Arabic in class, and practicing with students to talk to Arabic with simple conversations.

Through the Focus Group Discussion, the authors explain that the inhibiting factors in the *Muhadharah* method in improving motivation to learn Arabic are:

1. The time is too short, and the place is less effective so that sometimes there are students who pay less attention to the *Muhadharah* method and consequently sometimes there are students who lack interest in the Arabic learning process, besides the methods that are less varied so sometimes students get bored with the *Muhadharah* method.
2. Inadequate facilities and infrastructure, and vocabulary of foreign languages which are a little consequently sometimes students do not believe in developing their language skills.

5 Conclusion

Based on the results of the study, the author answers the formulation of the problem described earlier. The conclusions are:

1. The *Muhadharah* method is very influential in increasing the motivation to learn Arabic. And the *Muhadharah* method is one of the very basic or essential things in the development of Arabic because it is a matter that must be communicated to enhance students' vocabulary.
2. The inhibiting factors in the *Muhadharah* method are:
 - a. Short time.
 - b. A less effective place.
 - c. Less various methods.
 - d. Inadequate facilities and infrastructure.
 - e. Little foreign language vocabulary.
3. The *Muhadharah* method is more effective when accompanied by a variety of learning strategies to motivate students to be more interested in learning Arabic with forms of activities combined with similar events such as English Camp, or Indonesian camp.

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