



Universitas Muhammadiyah Sumatera Barat, Indonesia  
**Tanwir Arabiyah: Arabic as Foreign Language Journal**  
 p-ISSN: 2776-6063, e-ISSN: 2776-6071/Vol. 2 No. 2 Desember 2022, pp. 109-122



<https://doi.org/10.31869/afl.v2i2.3456>



<https://jurnal.umsb.ac.id/index.php/aflj>



[aflj@umsb.ac.id](mailto:aflj@umsb.ac.id)

## Application of Clustering Method in Arabic Learning to Improve Speaking Skills for High School Levels

\*Sa'idatul Abidah<sup>1</sup>, Suci Rahmadhanti Febriani<sup>2</sup>

Universitas Islam Negeri Maulana Malik Ibrahim Malang<sup>1</sup>

Universitas Islam Negeri Imam Bonjol Padang<sup>2</sup>

\*saidatulabidah26@gmail.com<sup>1</sup>, Suciramadhantifebriani11@gmail.com<sup>2</sup>

### ARTICLE INFO

#### Article History:

Received: 26 July 2021

Revised: 04 November 2022

Accepted: 23 November 2022

Published: 01 Desember 2022

\*Corresponding author

#### Keyword

### ABSTRACT

The main goal of foreign language learning is to make students skilled in using the language both orally and in writing, as well as learning Arabic. However, there are many factors that cause students difficulties in the learning process. One of the contributing factors is the existence of various student characters in the classroom which makes teachers have to be smart in choosing learning methods. One of the appropriate strategies as an effort to overcome these problems is to use the "Clustering Learning Method". This research uses a qualitative approach, with a case study method; data is collected through observation and documentation. Data analysis in this study uses the theory of "Miles and Huberman". The results showed that the application of the clustering method could improve speaking skills in learning Arabic for class XI students of SMAN 10 Malang City. The improvement in question, namely the improvement of the process and student learning outcomes. This increase was seen in the learning process of the first and second meetings. Based on the results of the study, the researcher suggested to teachers that learning Arabic to improve speaking skills through the clustering method could be used as an alternative for teachers to teach other materials.

Speaking ability; clustering learning method; Arabic language learning

Copyright Sa'idatul Abidah, et. all., © 2022,

This is an open access article under the CC-BY-SA license



### مستخلص البحث

يكتب ملخص البحث باللغتين: الأهداف الرئيسي من تعليم اللغة الأجنبية هو جعل التلميذ المهرة في استخدام اللغة لفظيا وكتابيا، فضلا عن تعليم اللغة العربية. ومع ذلك، تسبب العديد من العوامل صعوبات للتلميذ في عملية التعليم. أحد العوامل المساهمة هو وجود تلميذ شخصيات مختلفة في الفصول الدراسية التي تجعل المعلمين يجب أن يكونوا أذكيا في اختيار طريقة التعليم. واحدة من الاستراتيجيات الصحيحة كمحاولة لحل المشكلة هو استخدام "طريقة التعليم". Clustering يستخدم هذا البيانات في بحث الكيفي، مع طريقة

دراسة الحالة، والبيانات التي يتم جمعها من خلال المراقبة والوثائق. تحليل البيانات في هذه الدراسة باستخدام نظرية " Miles dan Huberman". أظهرت النتائج أن تطبيق Clustering يمكن في تعليم اللغة العربية لترقية كفاءة الكلام لتلميذ المدرسة الثانوية الحكومية العامة العاشرة مالانج. لترقية كفاءة المعني، أي لترقية كفاءة العملية ونتائج تعلم التلميذ. وقد لوحظت هذه الزيادة في عملية التعليم للاجتماعين الأول والثاني. بناءً على نتائج الدراسة، اقترح الباحث للمعلمين أن تعليم اللغة العربية لتحسين مهارة الكلام من خلال طريقة Clustering يمكن أن يستخدم كبديل للمعلمين لتدريس المواد الأخرى.

لترقية كفاءة الكلام : طريقة التعليم Clustering: تعليم اللغة العربية

كلمات أساسية

## INTRODUCTION

Speaking is the ability to express articulation sounds or words to express thoughts in the form of ideas, opinions, desires, or feelings to the other person. Speaking can be obtained by habituation. The habituation itself is a form of repeated practice in the revision program, including the strategy in the learning. In learning Arabic speaking skills are called *maharah al-kalam*, this competency is one of the skills that cannot be ignored because speaking is an activity that has a relationship with the process of skills as a communication tool, so you must first master vocabulary (*mufradat*). Even some linguists assume that a person's linguistic ability is only determined by the level of mastery of vocabulary. Speaking cannot be separated from other language skills such as *maharah istima'*, *maharah al-kitabah* and *maharah al-qira'ah*. The four language skills must complement each other, influence one another. However, where speaking skills require complex abilities that rely on language skills that are active and productive, including the ability to apply habits acquired gradually through *istima'*, imitation and repetition so that the language can be mastered by making it a habit (Hendri, 2017).

However, in practice in learning Arabic, especially in public schools, especially high schools, there are still many problems, such as the lack of students' ability to memorize and pronounce Arabic properly. The purpose of holding Arabic learning at SMAN 10 Malang is so that students are able to understand and speak correctly and quickly, and equip students with thoughts, meanings, and pronunciations, as well as new sentence structures, as well as to sharpen the sense of pronunciation applied in conversation, as well as to train Arabic students when in class, students can develop from one word to another, so that students can express speech acts that state, ask what is being done or will occur in daily activities, and can be skilled in using simple texts stating and asking about what is happening or will be done in daily activities. There are several factors that cause the lack of students' abilities, namely: many of the students do not have the basics in learning Arabic, Arabic is a second language that students only learn when they are in school.

The use of a less varied method, where Arabic subjects are more focused on speaking practice is not enough just to memorize and add vocabulary, but speaking it must become a habit. For this reason, educators should use a method or learning media that can improve skills in Arabic, especially in *maharah al-kalam*. Therefore, one of the suitable and appropriate methods to overcome problems in the learning process to improve students' abilities in *maharah al-kalam* is to use the "Clustering Learning" method. Because this method is an effective learning method, it is very suitable to be used in learning Arabic.

Several research results have shown that the clustering method has shown its superiority to assist teachers in conveying learning messages and is faster and easier to catch by students and can increase students' interest in learning (Mubarok & Darmawan, 2019). Because learning using the clustering method will be more exciting and attract the attention of students so that they can grow their interest in the lesson, initially some students are passive and shy to talk and ask questions using Arabic to educators or friends so that with the presence of this method it can foster student interest in participating. active in every learning process (Supriadi, 2018).

The results of Rinaldi Supiardi's research (2018) 'The Effectiveness of the Use of Clustering Techniques on Improving Students' Skills in Writing Description Essays (INSYA), Zaki Mubarok and Syamsul Darmawan (2019) 'The Effectiveness of the Clustering Learning Model in Poetry Writing Skills in Class V SD Yapis 02 Manokwari, Minarwati and Firman (2019) 'Application of Clustering Techniques in Developing Essay Writing Skills for Students of Class IV MI Islamic Boarding School Datuk Sulaiman Palopo. To complement from previous research, the formulation of the problem in this study is how to apply the Clustering Learning Method, can the Clustering method improve the speaking ability (al-kalam) of SMAN 10 students in Arabic subjects?.

Based on the background and problem formulation above, clustering in Arabic learning is one method that can be used for learning in maharah al-kalam. With this method, learning Arabic, especially in maharah kalam, can improve students' speaking skills so that they become more active, and can also help answer the problems faced by educators in teaching Arabic.

## METHOD

Referring to the problem formulation, this research uses a qualitative descriptive approach (Sugiyono, 2017). The use of this approach aims to describe the behavior of people, field events, and certain activities in detail and in depth. As for what is meant by descriptive research, that is a study just to describe a variable relating to the problem under study without questioning between variables.

This research approach is a qualitative descriptive approach based on phenomenology. Phenomenology is the phenomena that occur or the reality in the field, which is related to the application of the clustering method in improving students' speaking skills (al-kalam) in Arabic subjects carried out in public schools, especially SMAN 10 Malang City (Rahmatullah & Purnomo, 2020).

Data collection techniques in this study were interviews and direct observations in the field as well as observing the students of class XI science and language. Observations show that students have a high curiosity by always actively asking their fellow friends and focusing on carrying out learning (Supri, 2020). And documentation regarding the process of applying the clustering method, in the documentation technique researchers take pictures, videos and drills, as well as other documents needed by researchers (Hermawan et al., 2021). students are asked to express speech acts that state and ask what is being done or happening in daily activities by the teacher, about the theme being discussed at that time, for example about daily activities. The teacher asks students to take turns asking students to express speech acts that state what is being done in daily activities by adding objects and information, such as exact information or time and changing verbs with dhomir (هو) to

dhomir (لِ), in evaluating after After the exercise, the teacher explains or realigns the meaning of the material and learning methods.

## RESULTS&DISCUSSION

Learning is a teacher activity programmed in instructional, to make students learn actively which emphasizes the provision of learning resources (Dimiyati & Mudjiono, 2006). Based on the characteristics of learning which includes two things, namely: first, the learning process involves the mental processes of students to the maximum, not only requiring students to just listen, take notes, but can also require students' activities in the thinking process. Second, when the learning process takes place, it should be able to build an atmosphere of dialogue and a continuous question and answer process that is directed to improve and enhance the thinking skills of students, which in turn their thinking skills can help students to gain knowledge that they construct themselves (Sagala, 2010).

While Arabic is an international language or a second language that is widely studied, especially in our country, Indonesia, especially for citizens who are engaged in linguistics. Arabic has a very important role in the association of all nations that have entered the world of information and communication globalization. Therefore, the need to learn Arabic is not only for religious purposes, but for socializing with others and even between nations. Arabic was officially recognized by the United Nations as the world's second international language in 1973. Until now, Arabic is very interesting to learn not only from religious motivations but also because of the existence of trade, politics, and education (Hendri, 2017). When viewed from the aspect of education in learning Arabic, it is very important for all educators to choose strategies, methods, models that are more innovative and creative so that the language skills achieved can be realized in real terms, especially in the area of the ability to speak Arabic well.

The general understanding of language is "language" in Indonesian is the same as the term "taal" in Dutch "language" in English "langue" in French "sprach" in German "kokugo" in Japanese, "language" in French Sanskrit, and لغة in Arabic (Nuha, 2016). The understanding of Arabic specifically according to Al-Ghalayain is the sentences used by Arabs to express their goals (thoughts and feelings) (Mustafa, 2005). From the understanding of some of these theories, it can be said that learning Arabic is a process that is directed at fostering and developing the ability of students to use Arabic, both in understanding religious texts or as a means of communication and social interaction in a holistic manner. oral and written (Mustafa, 2020). The urgency of learning Arabic cannot be separated from learning speaking skills. It is also stated that speaking is one of the stages that Arabic students go through in achieving speaking skills (maharah kalam). And maharah al-kalam is the second phase or stage after teaching listening (maharah istima ') (Hendri, 2017).

The purpose of learning Arabic is so that students do not make mistakes in pronouncing Arabic vocabulary which is sometimes fatal. Basically, the purpose of this Arabic language learning is to lead students to the achievement of language skills in various situations. In learning Arabic, there are actually two goals, namely specific goals and general goals, while the first, according to Tayar Yusuf and Syaiful Anwar, he explained the general (long-term) goals in learning Arabic are: a) studying the Qur'an and Hadith as sources Islamic law and teachings, b) understanding Islamic religious and cultural books written in Arabic, c) so that they are good at speaking and writing in Arabic, d) using Arabic as other

supporting tools, e) becoming a professional linguist (Yusuf & Anwar, 1995). As for the second, the specific objectives in learning Arabic or short-term goals include: muhadatsah goals, mutala'ah goals, imla' goals, insya' goals, and qawaid goals. The materials taught in Arabic learning are language skills which include four maharah, linguistic elements which include grammar, vocabulary, pronunciation, spelling, and cultural aspects contained in spoken and written texts. The themes taken are hobbies, self-identity, school life, family life, work, daily needs. However, here the researcher focuses more on the fi'il mudhori' learning material in أعمال اليومية to develop maharah al-kalam.

Maharah al-kalam has a very important role in forming and developing language skills and proficiency, the ability and proficiency of maharah al-kalam is the initial principle that every student must have as a provision to be able to speak Arabic sentences correctly. In teaching maharah al-kalam, the teacher must pay attention to the following aspects of the teaching stages, namely: (1) In practicing conversation the teacher must give examples first with intonation and expressions that really describe the meaning correctly. (2) In free conversation, the teacher should pay special attention to shy students, encourage students to appear speaking. (3) In following student conversations or conversations, the teacher should be patient so as not to rush in providing corrections whenever students have errors. (4) the class structure should be changed in such a way as to allow the participation of all class members in learning activities. (5) the principle of learning the effectiveness of speaking includes linguistic and non-linguistic elements which are detailed in the assessment (S. Mustofa, 2011).

### 1. Application of the clustering learning method

The method comes from the Greek "metha" which means through and "hodos" which means way or way. According to the term method means the way that must be taken to achieve a certain goal (SM, 2008). According to the Big Indonesian Dictionary, method is knowledge about how to do something (Alwi, 2003). The method includes ways and means to present the subject matter, so the accuracy in choosing the method will determine the success of using the learning method (B. Mustofa & Hamid, 2016). The method is a way of teaching used by teachers in a learning process in order to create a desired goal can be achieved. The accuracy of a teacher in choosing a method will greatly determine the success of the learning (S. Mustofa, 2011). The method is also defined as "a set of procedures for carrying out an activity that aims to schedule these activities based on the sequence of events and priority scale" (Moeslichatun, 2001). According to Syamsuddin, the method is a comprehensive design for regularly presenting language materials, there are no conflicting parts and all of them are based on the assumptions of a certain approach. In other words, the method is a comprehensive plan regarding the presentation of language systematically based on a specified approach. If the approach is axiomatic, then the method is procedural (Khoiriyah, 2020).

There are several things that need to be considered by teachers in using learning methods to enhance the quality and quality of learning. First, the method to be used should be in accordance with the character of the students, their level of intellectual development, and the social conditions that surround their lives. Second, the teacher pays attention to general rules in conveying lessons such as gradual rules from easy to difficult, from simple to difficult, from simple to complex, from clear things to things that require interpretation, and from concrete things to things which is abstract. Third, consider the differences in students' abilities in both cognitive, affective and psychomotor aspects. Fourth, it can create a conducive situation throughout the learning stages, if it can involve students in

getting questions and providing answers, expressing past thoughts and experiences, and keeping away things that can cause students to turn away from lessons and bring boredom. Fifth, foster student concentration and motivation as well as generate creative attitudes. Sixth, the method used can make learning like a fun game and a useful activity. Seventh, the method should adhere to the basics of learning, such as giving rewards and sanctions, fun exercises and making students able to do something (B. Mustofa & Hamid, 2016).

So, the method is a procedure for carrying out an activity so that it can run according to predetermined stages, in the end that goal can be achieved. Because a teacher in choosing a method must be right, the existence of this will greatly determine the success in the learning process. There are so many kinds of learning methods that we know, and can be used in learning Arabic. For example, among others, clustering methods, lectures, questions and answers, discussions, peer tutoring and so on. Therefore, the researcher focuses on one of the methods that will be discussed by him, namely the clustering method.

Clustering method is a method by developing from word to word (Arifuddin, 2019). Clustering is also a grouping of words that can find ideas to develop ideas or ideas themselves (Sumarni et al., 2020). Learning together in groups with the clustering method is one of the characteristics of competency-based learning, through interaction and communication activities, students become active in learning, they become effective. Cooperation in groups with students compiling sentences can be linked to grades so that collaboration is more intensive and students can achieve their competencies. Viewed from the level of active participation of students, the advantage of learning Arabic with the clustering method has a higher level of active student participation. According to DePorter as follows: 1) making connections between ideas, 2) developing the ideas that have been put forward, 3) tracing the way the brain goes to reach a concept, 4) working naturally with ideas without editing or deliberation, 5) visualizing things -specific things and recall them easily and, 6) experience a strong urge to speak (De Porter & Hernacki, 2007).

Several studies also suggest that the clustering method helps to find solutions to overcome the problems of students who have difficulty speaking Arabic sentences (Mubarok & Darmawan, 2019). Even Gabrielle Rico stated that clustering is a way of choosing ideas and putting them into sentences as quickly as possible without considering their truth or value (Mirnawati & Firman, 2019). According to Hernowo, sometimes the grouping is done by putting forward Arabic sentences to talk to fellow friends into a thought process in the brain. The use of clustering techniques to stimulate ideas in the project to present speech acts will help provide a starting point for the plans to be discussed (Agusriati, 2020).

According to Caryn Meriam Clustering is a technique that helps develop words or ideas in various ways at once by taking an idea and branching it in various directions. Teaching Arabic through the clustering method can have a positive impact and opportunity and encourage students to learn something well (Permana & Bambang, 2017). The essence of this clustering learning method is a useful and capable tool for transferring factual information among students and encouraging them to look for relationships and connections between questions, between facts, or statements with facts. In this learning method, it can help in launching the ideas they have, in developing the ideas they have and being able to group these ideas correctly. This method describes and groups ideas in detail so that students are easy to speak. So this clustering method can be useful for teachers in

increasing children's motivation in learning Arabic, especially in speaking and this can have a positive impact on the teaching and learning process.

The purpose of using the clustering method is as follows: first, it can overcome the limitations of media or learning tools. Second, with a group of teachers serving as facilitators because the difficulties faced by groups or students can be overcome by collaborating with their friends. Third, with group work, some students who have difficulty can be helped with their themes to develop ideas and ideas without feeling afraid or embarrassed. Fourth, it can increase student participation and cooperation and learn to be responsible. Fifth, group learning can train students to learn to socialize. Sixth, respecting others.

Learning Arabic to improve speaking skills (maharah kalam) by applying the clustering method is carried out in two meetings, with the theme being taught is Fi'il Mudhori' in daily activities. Early learning activities begin with opening activities such as: 1) greeting, 2) reading prayers, 3) checking student attendance, 4) giving aspirations to students about the material that has been studied previously, 5) asking students questions about the previous material, 6) convey motivation to students about the competencies to be studied, 7) explain learning activities with the topic of daily activities "أعمال اليومية". Where this opening activity aims to focus students' attention on the lessons to be implemented. This is in accordance with the opinion of Barnawi & Arifin, that the opening activity of the lesson is not only to focus students' attention, but also to help students increase old knowledge with new knowledge and know its limits (Asmil & Hasrul, 2020).

Furthermore, in the core activity, students observe slides containing stimulus pictures of activities and daily vocabulary first to increase knowledge about Arabic. The teacher takes turns asking students to present speech acts that state what is being done in daily activities. After that, it was continued with the practice of the designated students changing to appointing other students with the same thing. After that, in groups, students compose a text that states what happens in daily activities, after that the teacher asks the student group team to present the text that has been made by the group. At the closing stage, the teacher provides reflection first by asking students during the learning process that has been carried out earlier. Then the teacher provides feedback in the form of questions about the material that has been studied, it aims to sharpen students' understanding of the material presented. The teacher conveys the activities of the next meeting. Finally, the teacher closed the lesson by reading hamdalah together and greetings.

The clustering method used, in addition to being able to encourage students' interest in learning Arabic, is also able to improve speaking skills by looking at the errors they pronounce, and also increase students' courage to ask questions. This method is very effective for stimulating speaking ability because it makes students natural and ignores editing for a while (Wangi & Pujosusanto, 2020). In grouping, students place each word at the same level as the other ideas. When the teacher makes groupings, students let the brain work to continue to generate ideas. However, after completing the grouping, students do not need to take all the ideas generated. So, students can develop ideas according to what they want. With this application, initially there were students who were passive in the learning process, then with the emergence of this method students became more active and enthusiastic in the learning process. It can be seen that learning using the clustering method is good for student output and student learning becomes more affective. Similar results are the same and can be seen from one of the previous studies studied by (Septianingsih & Karnawati, 2019). As for other outputs, students experience an increase in speaking after

participating in Arabic learning through the clustering method, it is evident that the implementation of this method has changed in a positive direction (Dewiyani, 2019).

In the clustering method also has several advantages and disadvantages among the advantages are: (1) it makes it easier to create and see relationships between ideas; (2) helping to trace the path that the brain takes to arrive at a certain concept, (3) helping to develop the ideas that have been put forward. The drawbacks are (1) if there are students who are less creative, the teacher must provide more motivation in learning, (2) this method cannot be implemented properly, if the teacher is not able to guide and direct students. Because the application of this method requires extra guidance from the teacher (3) there is a lack of cooperation between teachers and students because students are given the freedom to express all their ideas, (4) the ideas generated by students sometimes become inconsistent with the material because the ideas are too simple large (Julianingsih, 2020).

This study was conducted to determine how effective Arabic learning is using the clustering method. The learning was held in two meetings on February 17 and February 19, 2020. The subjects in this study were students of the Science and Language Department of class XI, totaling one hundred and thirty-two consisting of fifty-three males and seventy-nine students. women in three classes.

The steps for implementing the clustering method in the activities carried out include: 1) Planning. 2) Implementation. 3) Conducting exercises for students through small group exercises. 4) Prepare a slide containing certain statements or facts according to the topic to be discussed. In this step the researchers did to find out to what extent the students' ability to learn Arabic. As a result, from this first meeting, several shortcomings were found. Such as: 1) students are less prepared. 2) some of the students do not have basic in Arabic. 3) there are also some students who are not familiar with speaking Arabic.

The second meeting was a continuation and improvement from the first meeting which still had shortcomings. Among the steps: 1) The teacher asks students to observe the slides containing the stimulus pictures of daily activities and vocabulary in the form of verbs that have dhomir (هو), 2) The teacher takes turns asking students to present speech acts that state what is being done in daily activities by adding objects and descriptions of place or time and changing the verb berdhomir (هو) to dhomir (أنا), 3) then the designated student changes to appointing other students by presenting speech acts that ask what is being done in daily activities based on the same vocabulary and change the verb berdhomir (أنا) to dhomir (أنت/أنتِ), 4) in groups students compose texts that state what happens in daily activities, which ask what happens in daily activities, which state something that is being done in daily activities, and ask something that is being done in daily activities, 5) The teacher asks the group of students to present the text that has been made by the group. 6) Teachers and students reflect on the learning activities that have been carried out, 7) open questions and answers for students who want to ask again.

## **2. Clustering method in improving speaking skill (kalam)**

In terminology, kalam comes from the Arabic al-kalam which means words or speech. From an epistemological point of view, kalam is the correct pronunciation of Arabic sounds that come from makhraj known to linguists. While maharah kalam is talking continuously without stopping without repeating the same vocabulary by using sound expression (Khalilah & Hasanah, 2021). In general, maharah kalam aims to be able to communicate verbally properly and naturally in the language they are learning. Fairly and



naturally means conveying messages to others in a socially acceptable way (Kuswoyo, 2017).

The application of this clustering method is one form of effort in improving an active learning process and improving students' speaking skills (Azizah et al., 2019). Before applying the clustering method, the teacher gives assignments first to students to find out the level of ability that students have at the beginning of the teaching they will follow. Then the first and second lessons were carried out by applying the clustering method in Arabic learning to determine the development of students' speaking skills by holding speaking exercises. The results of the first application showed an increase from the results of the previous initial assignment, and the second application of the students' abilities increased from the number of pronunciation errors to less (Rismaneti, 2019).

Meanwhile, from the other side, based on the researcher's observations, the learning system in the second implementation is more structured, both from class conditioning, learning time management, and students' understanding of the clustering method in Arabic learning that the teacher applies to encourage students' speaking learning outcomes. To optimize students' speaking ability, an appropriate learning model is needed. Which can provide space for students to be able to express their ideas and thoughts with the right sentences with the rules of Arabic writing so that learning is not just a teaching.

This shows a positive output for students that the presence of the application of the clustering method can improve speaking competence (*kalam*) such as: being able to understand the pronunciation of Arabic vocabulary and being skilled in pronouncing Arabic letters and this method can also increase the ability to actively speak and ask questions for students. students who were initially passive, and also students were able to know and comment on errors in writing Arabic. The results of this study can be strengthened by the research being researched (Herwanis & Susidamaiyanti, 2020). However, this research focuses more on writing skills. So it is evident that the presence of the application of the clustering method can make a good output for students, where this result can be the success of the learning objectives that have been determined for the Arabic language subjects in class XI in the Language and Science majors at SMAN 10 Malang City.

In the first implementation, students were asked to observe slides containing pictures and Arabic vocabulary which were shown to be the same as the themes that had been taught, such as expressing speech acts stating what was being done in daily activities, and by adding objects and descriptions of place or time, as well as changing *dhomir* verb. In this implementation, there are some students who still have errors in the pronunciation of letters and vocabulary, such as differences in letters ق and ك sound pronunciation *أستيقض*. However, from 132 students, there were only 80 who made many mistakes.

Continued in the second implementation to get maximum results in improving students' speaking skills. In the second implementation, the students' speaking ability began to increase and had succeeded with the learning objectives. Judging from the results of observations of student activities during the application of the clustering method in learning that had been carried out at the first and second meetings. The existence of a speaking exercise can help students to evaluate where the errors are in the pronunciation they say, so that they can correct it when the teacher conducts the exercise again, because every time there is a vocabulary that is pronounced wrong the teacher reprimands and corrects and asks students to write it down. Through this learning they can build their knowledge according to what they have learned.

The results of student work on Maharah Kalam through the clustering method show students' ability to speak several sentences, both in the form of al-Jumlah al-Ismiyah and in the form of al-Jumlah al-Fi'liyyah which is equipped with syibhu al-Jumlah with forms as shown previously described. al-Jumlah written in general already includes the basic elements of al-Jumlah, namely Mubtada' and Khabar on al-Jumlah al-Ismiyah, Fi'il, Fa'il, and Ma'ful on al-Jumlah Al-Fi'liyyah and the positioning of each of these elements.

In addition to the above, in the application of the clustering method, students were initially passive in class and embarrassed to ask questions. With this method, it is very helpful for students to actively participate in asking questions both related to the procedure for carrying out tasks and related to the material to be delivered so that learning becomes more active and responsive, students seem to play an active role in the tasks that have been given.

## CONCLUSIONS

Speaking is one form of language skills and abilities to be achieved in teaching Arabic. This competence is one of the skills that cannot be ignored because speaking is an activity that produces a stream of articulation sound systems that aim to convey the desires and needs of feelings and desires to others. To support the achievement of these abilities, a method is needed as a connector to encourage and improve students' abilities well. In learning, the method used should be one that arouses students' enthusiasm or interest in learning, so that the subject matter to be delivered will be easier to understand. The existence of the clustering method shows that students do not become bored because it can help make it easier to make and see relationships between ideas and can help develop the ideas that have been put forward to arrive at a certain concept. Teaching is more effective if there is good preparation starting from teaching materials to tools to support the learning process. So that the information delivered is right on target, so that the creation of a more conducive and fun learning process will be realized. The clustering method can be used as an effort to encourage in improving speaking competence, thus making Arabic learning effective. With effective learning through this clustering method, students have competence and ability in learning Arabic, especially in maharah kalam. Thus the purpose of learning Arabic, especially in maharah kalam will be achieved. Achieving this goal requires hard work and thorough work from an educator in learning activities so that the media functions properly and functions as well as the results are appropriate with learning activities.

## ACKNOWLEDGMENT

Praise and gratitude I pray to God Almighty, because of His blessings and grace, I was able to complete this scientific paper. Writing scientific papers is done in order to meet one of the needs and problems in the world of education at the high school level. I realize that without the help and guidance of various parties, it would be quite difficult for me to complete this scientific paper.

Therefore, we would like to thank: the principal and the Arabic language teacher at SMAN 10 Malang City, who have given us the opportunity to conduct research at this school. Hereby declare that the article with the theme APPLICATION OF CLUSTERING METHOD IN ARABIC LANGUAGE LEARNING TO IMPROVE SPEAKING SKILLS FOR HIGH SCHOOL LEVELS is our own original work. This

article is not a plagiarism or translation of the work of others. We make this statement truthfully and if in the future our article is proven to violate the provisions, we are ready to accept the sanctions given by the committee and the organizers.

The author realizes that in writing this scientific paper there are still shortcomings, for that criticism and constructive suggestions are expected to be able to improve this scientific paper. Finally, the author would like to thank and hopefully this scientific paper can be useful for all parties in need.

## REFERENCES

- Agusriati. (2020). Meningkatkan Kemampuan Menulis Teks Cerita Pendek Melalui Pendekatan Saintifik dengan Teknik Clustering dan Fastwriting Siswa Kelas XI ATPH SMK Negeri Pertanian Pembangunan Cianjur. *SIMPUL JUARA*, *Vol. 2* (e-ISSN: 2715-5927), 6. <http://simpuljuara.disdik.jabarprov.go.id>
- Alwi, H. (2003). *Tata Bahasa Baku Bahasa Indonesia* (edisi ketiga) (3rd ed.). Balai Pustaka.
- Arifuddin, H. (2019). Improvement of Poetry Writing Skills By Using Clustering Technique of Class VIII Students of Smp Negeri 3 Alla, Enrekang District. *Celebes Education Review*, *1*(1), 1–11. <https://doi.org/10.37541/cer.v1i1.4>
- Asmil, A. D., & Hasrul, H. (2020). Studi Keterampilan Membuka dan Menutup Pelajaran (Set Induction and Closure Skills) oleh Guru PPKn di SMP N 25 Padang. *Journal of Civic Education*, *3*(3), 350–359. <https://doi.org/10.24036/jce.v3i3.385>
- Azizah, N., Anshori, D. S., & Abidin, Y. (2019). Teknik Clustering Berbantuan Media Komik Strip Digital Dalam Pembelajaran Menulis Teks Eksplanasi. *Seminar Internasional Riksa Bahasa XIV*, 419–427. <http://proceedings.upi.edu/index.php/riksabahasa>
- De Porter, B., & Hernacki, M. (2007). *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan* (Sari Meutia (ed.); Cetakan XX). Kaifa PT.Mizan Pustaka. [https://books.google.co.id/books?id=6\\_Nx2\\_6T2cAC&lpg=PR4&hl=id&pg=PR4#v=onepage&q&f=false](https://books.google.co.id/books?id=6_Nx2_6T2cAC&lpg=PR4&hl=id&pg=PR4#v=onepage&q&f=false)
- Dewiyani, A. (2019). Peningkatan Kemampuan Menulis Puisi Melalui Teknik Clustering Dengan Media Foto Jurnalistik. 8.
- Dimiyati, & Mudjiono. (2006). *BELAJAR DAN PEMBELAJARAN*. Rineka Cipta.
- Hendri, M. (2017). Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif. *POTENSLA: Jurnal Kependidikan Islam*, *3*(2), 196. <https://doi.org/10.24014/potensia.v3i2.3929>
- Hermawan, D., Roup, & Jurjani, A. (2021). Efektivitas Metode Tilawati Dalam Peningkatan Kemampuan Membaca Al-Qur'an Siswa SDIT Bintang Tangerang Selatan. *Jurnal Konseling Pendidikan Islam*, *2*(1), 168–187. <https://doi.org/10.32806/jkpi.v2i1.35>
- Herwanis, D., & Susidamaiyanti. (2020). Peningkatan Kemampuan Menulis Teks Deskriptif Berbahasa Inggris Melalui Teknik Clustering Pada Program Studi Tadris Bahasa Inggris Di Stain Gajah Putih Takengon. *Jurnal As-Salam*, *4*(2), 216–230. <https://doi.org/10.37249/as-salam.v4i2.185>
- Julianingsih, M. (2020). Penerapan Metode Clustering Untuk Meningkatkan Keterampilan Menulis Karangan Siswa Pada Tema Indahnnya Kebersamaan di Kelas IV Sekolah

Dasar Babussalam Kota Pekanbaru.

- Khalilah, N., & Hasanah, U. (2021). Menggunakan Metode Snowball Throwing Siswa Kelas VII MTs Nurul Huda Pkandangan Bluto Sumenep Tahun Ajaran 2020-2021. *Al-Fakkaar: Jurnal Ilmiah Pendidikan Bahasa Arab*, Vol. 2 No.(1), 40–56.
- Khoiriyah, H. (2020). Metode Qirā'Ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah. *لساننا (LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, 10(1), 32. <https://doi.org/10.22373/lis.v10i1.7804>
- Kuswoyo. (2017). Konsep Dasar Pembelajaran Mahārah Al-Kalam. *An-Nuba*, Vol. 4, No(Konsep Dasar Pembelajaran Mahārah Al-Kalam), 10.
- Mirnawati, & & Firman, J. S. (2019). Penerapan Teknik Clustering Dalam Mengembangkan Kemampuan Menulis Karangan Deskripsi Siswa Kelas IV MI Pesanten Datuk Sulaiman Palopo Pendahuluan. 2(2), 165–177.
- Moeslichatun. (2001). *Strategi Pembelajaran di Taman Kanak – kanak*. Rineka Cipta.
- Mubarok, Z., & Darmawan, S. (2019). Keefektifan Model Pembelajaran Clustering Dalam Keterampilan Menulis Puisi Siswa Kelas V Sd Yapis 02 Manokwari. *Jurnal Muara Pendidikan*, 4(2), 332–341. <http://ejournal.stkip-mmb.ac.id/index.php/mp/article/view/153>
- Mustafa. (2020). *Loghat Arabi: Jurnal Bahasa Arab & Pendidikan Bahasa Arab Dinamika Metode Pembelajaran Bahasa Arab*. 1(2), 56–71.
- Mustafa, A.-G. (2005). *Jami' ad-Durus al-'arabiyah jilid I* (jilid 1). Dar al-Kutub al-'Ilmiyah.
- Mustofa, B., & Hamid, A. (2016). *Metode & strategi pembelajaran bahasa arab* (I. Muslimin (ed.); Cetakan IV). UIN Maliki Press.
- Mustofa, S. (2011). *Strategi Pembelajaran Bahasa Arab Inovatif* (UNSPECIFIED (ed.)). UIN Maliki Press.
- Nuha, U. (2016). *Ragam Metodologi & Media Pembelajaran Bahasa Arab* (Dirusdi Toanto (ed.); cet. 1). DIVA Press.
- Permana, A., & Bambang, S. (2017). Efektifitas Penggunaan Metode Clustering Terhadap Kemampuan Menulis Teks Narasi Siswa Ditinjau Dari Penguasaan Kosakata (Eksperimen pada sisw kelas X SMK Swasta di Kota Depok). *Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 1(budaya literasi dalam pembelajaran bahasa), 12–16. <https://journal.unnes.ac.id/sju/index.php/jpbsi/article/view/20226>
- Rahmatullah, A. S., & Purnomo, H. (2020). Kenakalan Remaja Kaum Santri Di Pesantren (Telaah Deskriptif-Fenomenologis) . *Ta'allum: Jurnal Pendidikan Islam*, 8(2), 222–245. <https://doi.org/10.21274/taalum.2020.8.2.222-245>
- Rismaneti, R. (2019). Peningkatan Kemampuan Menulis Puisi Melalui Teknik Clustering dengan Media Foto Jurnalistik Pada Siswa Kelas VIII.6 di SMP Negeri 13 Pekanbaru. *Instructional Development Journal*, 1(2), 113. <https://doi.org/10.24014/idj.v1i2.6548>
- Sagala, S. (2010). *Konsep dan Makna Pembelajaran* (cet. 8). Alfabeta.
- Septianingsih, D. A., & Karnawati, R. A. (2019). Efektivitas Quantum Learning melalui Teknik Clustering dalam Pembelajaran Shochuukyū Sakubun untuk Meningkatkan

- Kemampuan Menulis pada Semester IV Program Studi Sastra Jepang STBA JIA. *Jurnal Taiyou*, Vol.02 No., 12.
- SM, I. (2008). *Strategi Pembelajaran Agama Islam Berbasis PAIKEM (Pembelajaran Aktif, Inovatif, Kreatif, efektif dan Menyenangkan)*. RaSAIL Media Group. <http://books.google.co.id/books?is=Zz8VMwEACAAJ&dq=intitle:strategi+pembelajaran&hl=&source=gbsapi>
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. (p. 334). Alfabeta Cet.26.
- Sumarni, H., Asdar, & Sundari. (2020). Efektivitas Penerapan Teknik Clustering Terhadap Keterampilan Menulis Puisi Bebas Siswa Sekolah Dasar Gugus IV Kecamatan Biringkanaya Kota Makassar. *BJE 1(1): 05-08, Desember 2020, 1(1)*, 5–8.
- Supri, Z. (2020). What Is Accounting?? Mengungkap Ragam Makna Akuntansi (Studi Pendekatan Fenomenologi). *Global Islamic Economy (GIE)*, 1 (1)(Mei), 67–77.
- Supriadi, R. (2018). Efektivitas Penggunaan Teknik Clustering Terhadap Peningkatan Keterampilan Siswa Dalam Menulis Karangan Deskripsi (Insya). *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, Vol. 1, No. 1, April 2018, 1(1), 47–56. <https://doi.org/https://10.17509/alsuniyat.v1i1.24198>
- Wangi, E., & Pujosusanto, A. (2020). Penggunaan Teknik Clustering Dalam Pembelajaran Menulis Karangan Deskripsi Bahasa Jerman Siswa Kelas X1 Bahasa SMAN 1 Gedangan Emiliana Wangi Drs . Ari Pujosusanto , M . Pd . *UNESA*, 12.
- Yusuf, T., & Anwar, S. (1995). *Metodologi pengajaran agama dan bahasa Arab* (Ed. 1, cet). PT. Raja Grafindo Persada.

