



Aswat's Teaching Strategies and Their Implications In The Learning of Maharah Istima'

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Abstract: One component of the language that Arabic learners first face is *ashwat* or sound. with sound teaching strategies that the teacher does correctly and precisely, will help students overcome difficulties in learning *ashwat* arabiyah. mastery of language sounds becomes important, because sounds are the basic thing for mastering listening skills. Therefore, the purpose of this study is to describe the strategies and steps of teaching *ashwat* arabiyah and their influence on the mastery of *maharah istima'*. Using a descriptive-qualitative design, this study reveals three basic steps in *ashwat* teaching, namely: presentation of pronunciation models, giving exercises/drills, and practicing language use. as for The teaching of language sounds is the most basic activity to develop listening skills. there are five phases of listening learning, including; Phase recognition, initial comprehension, mid-comprehension, advanced comprehension and Assessment/taqvim. there are 13 steps of listening learning related to *ashwat* teaching, including hearing and saying, listening-writing (dictation), listening-doing, hearing-guessing, expanding sentences, finding objects, whispering chains, completing stories, identifying keywords, identifying topic sentences, abbreviating/summarizing, paraphrases, and answering questions.

INTRODUCTION

This Through a structural approach, Arabic is considered as something that has linguistic components, including *ashwat*, *mufrodat*, and *tarkib*. The three components can be separated into a stand-alone element, like a certain discipline. This is because each component has been developed by contemporary scholars to become an element of language that can be classified into several even smaller sub-scientifics. In this approach, teaching language means teaching mastery of the components of the language (Abdul Wahab Rasyid, 2009).

In learning Arabic, *ashwat* plays an important role. In fact, much of the literature mentions that studying and studying *ashwat* is mandatory to take precedence before studying and examining other linguistic components and skills. Aziz Syafrudin Syafrawi and Hasan Saefuloh argue in his writings that *ashwat* teaching is very important in arabic language learning, because *ashwat* is a central element in every language (Syafrawi & Hasan Saefuloh, 2014).

In line with the above opinion, that the first thing that new language learners face is the sound of the language, that is why the sound of the language must be taught in the right way, which makes it easier for students to overcome the problem of language sounds they face. So that the first task that must be completed by the Arabic teacher is to overcome the difficulties of students in pronouncing Arabic sounds, such as pronouncing mad sounds, *syiddah* sounds, *alif lam syamsiyyah* and *qamariyyah*, sounds whose letter properties have similarities, sounds whose *makhraj* are close together, *tanwin* sounds, *layyinah* letters, and so on (Shofil Fikri, 2020).

To be able to master Arabic as a second language that includes four skills; i.e. listening skills (*maharah al-Istima'*), speaking skills (*maharah al-Kalam*), reading skills (*maharah al-Qiro'ah*), and writing skills (*maharah al-Kitabah*). listening skills (*maharah al-Istima'*) are fundamental skills that must be mastered closely related to *ashwat*. Because before students master the Arabic sound system, it will not be possible for the teacher to develop listening skills in a substantial sense, namely in the sense of understanding the content or content of the meaning of a material that is heard.

An important point that needs to be underlined is that the understanding of *al-ashwat* science greatly affects the mastery of Arabic language skills. If *ashwat* is not well understood, then the skills of the Arabic language will not be perfectly mastered. With *al-ashwat*'s crucial position in learning a language and communicating, it is fitting that *al-ashwat* be given more attention in the process of learning Arabic at all levels of education. However, the reality that occurs in the process of teaching Arabic in Indonesia is that Arabic learning textbooks used in schools, very rarely present the teaching of *al-ashwat*. Even if some of the teachers pay attention to *ashwat* teaching, many of them do not master how the strategies and steps of teaching *ashwat* science are appropriate (Syafrawi & Hasan Saefuloh, 2014).

Based on this phenomenon, it is important to study the steps of *ashwat* teaching strategies and how they are implications in Arabic learning, especially listening skills (*maharah istima'*). This study is useful for teachers and learners to determine the right strategy in the process of teaching and learning Arabic, especially *ashwat* teaching.

METHOD

This type of research is library research, or literature studies, which examines teaching strategies, definitions of *ashwat* science, *ashwat* learning objectives, *ashwat* teaching strategies, *maharah istima'* teaching, *ashwat* Teaching Strategies and Their Implications in *maharah Istima'* Learning. Data obtained through various kinds of readings, such as linguistic books, as well as journals that discuss *ashwat*. In this study using a descriptive approach, namely descriptive analysis is a statistic that is used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the public or generalizations (Sugiyono, 2014). The data collection method uses the documentation method, the data analysis technique is content analysis or content analysis (Klaus Krippendorff, 2000). The steps that the author took for this analysis were: editing, which is to re-examine the data that the author has obtained, then the next step is organizing, which is to rearrange the data that the author

obtained, with a predetermined framework. Finally, inference, which is to conduct a follow-up analysis of the results of data preparation using the rules, theories, and methods that the author has determined so that conclusions are obtained, which are the result of the answer to the problem formulation.

RESULT AND DISCUSSION

Teaching Strategies

In language, strategy comes from the Greek, namely *strategia* which means the science of war or warlords (Anggi Fitri, 2018). However, strategy in the context of teaching means that as an outline direction that is the basis for achieving the objectives as predetermined in learning (Sapuadi, 2019). Strategy is planning, steps and rules that will be implemented from the learning process in order to achieve certain goals (Ridwan Laki, 2018). According to Abdul Majid, a learning strategy is a plan that contains a plan for teaching and learning activities designed to achieve certain educational goals whose content includes the use of methods, approaches, techniques, learning resources, media, division between students, as well as efforts to measure the process, results and effects of learning activities (Abdul Majid, 2013). Oemar Hamalik emphasized this opinion that learning strategies are the entire procedure and method in the process of learning activities aimed at achieving certain goals (Oemar Hamalik, 2003).

Definition of Ashwat Science

Al-Ashwat is a plural Arabic word. The word comes from the word *shoutun* which has the meaning of sound or sound. While *al-ashwat* science (sound science) is an Arabic language discipline that discusses sound systems. According to M. Tontowi, this science examines the sounds and various sounds produced by human speech instruments (M. Nur Sholihin, 2020). When related to this discussion, *al-Ashwat* science is a science that focuses its discussion on sounds and sounds spoken directly by native Arabic speakers, namely Arabs. If the science is intended to examine elements of sound or sound into Arabic. Thus, it is closely related to the exactness of pronunciation, the correctness of intonation, and the pause in voicing letters or sentences. Meanwhile, Ahmad Sayuti Anshari Nasution defines *al-Ashwat* science as a science that studies the process of producing or producing, conveying or transferring, and accepting language sounds (Sayuti Anshari Nasution, 2010).

It can be understood that *Ashwat* science contains the study of Arabic sounds, in particular how an Arabic sound is spoken fluently according to the narrative of the language owner and how we are able to understand when an Arabic sound is spoken. It can also distinguish between one sound and another and can implement it in another form, both when it stands alone as an alphabet or after being assembled and given a *harakat* (Mufidah & Imam Zainudin, 2018).

Ashwat Teaching Objectives

As for the purpose of learning *al-Ashwat* science, Aziz Syafrudin Syafrawi and Hasan Saefuloh revealed that there are at least three objectives according to the type of language teaching (perspective teaching, productive teaching, and descriptive teaching). In this type of perspective teaching, the goal of *al-Ashwat's* teaching to be achieved is to

improve the way students pronounce the first language or change it to the way of pronouncing sounds in the language they have just learned. Differs in the productive type of teaching, which is to train the proficiency of pronouncing new letter sounds that are not found at all in the first language. Meanwhile, in the type of descriptive teaching, introduce students to the rules or rules of sound system that exist in the Arabic sound system (Syafrawi & Hasan Saefuloh, 2014).

Looking at the purpose of learning *al-ashwat* science above, it gives an idea of how the urgency of *al-Ashwat* learning in Arabic. If the learning of this element of Arabic is not paid attention to, then the words said will not be understood by the listener or interlocutor. Similarly, in the process of learning a language that does not care about the sound system of the language itself will cause various difficulties in language learning (Aziz Fachrurrozi & Mahyudin, 2012).

Ashwat Teaching Strategies

The first step the teacher must take before teaching *ashwat* is to know exactly the sounds that can be difficult for students, either based on the teacher's own readings or experiences and study. Such knowledge will be possessed by the teacher if he already knows the Arabic sound system and then compares it with the sound system of the Indonesian language, plus the regional language grammar system that is the student's mother tongue. That is by conducting a comparative study of sound systems between languages called "Contrastive Studies" or "Contrastive Analysis" (Mimi Jamilah, 2020).

After identifying the sounds that are strongly suspected to be difficult for students, the next step is to identify in which part these difficulties will arise, because they do not teach sounds separately from other linguistic materials. In the integrated language teaching system (*nazhariyah al-wahdah*/all in one system) the problem of sound teaching is closely related to the main vocabulary contained in the *hiwar* material or *qira'ah* material. If the location of the difficulties can be clearly identified, then the teacher needs to take a series of actions in the learning program to overcome these difficulties (Albarra Sarbaini, 2018). The following is a description of the steps of teaching *ashwat 'arabiyyah* that can be considered for use by the teacher by looking at the condition of the *ril* in his classroom. These steps are (Saepudin, 2012):

1. Presentation of Pronunciation Model

The most effective way to teach students difficult Arabic sounds is to exemplify the pronunciation of each sound that the student then follows. In addition to being in the form of a single sound, examples of such pronunciation should be given in the form of meaningful words where the letters exemplified are at the beginning, in the middle and at the end of the word. Example:

- a. صَ- صَ- صَ- صَ
- b. صَيَّادٌ - صَوْمٌ - صَدْرٌ - صَيْفٌ - صَارَ - صُوفٌ
- c. مَصِيْرٌ - فُصُوْرٌ - أَصْدِقَاءُ - اِنْتَصَرَ - حِصَّةٌ - أَصْغَى
- d. لَصَّ - رَصَاصٌ - خَالِصٌ - تَرَبَّصَ - حَرِيصٌ - مَخْصُوَصٌ

Another effective technique for exemplifying the pronunciation of language sounds is to use a minimal pair (*tsuna'iyah sugra* / minimal pair), that is, two words that differ in meaning due to the difference of one letter only, whether at the beginning, in the middle, or at the end.

The practice of distinguishing language sounds from minimal pairs can be done by the way the teacher pronounces the minimal pair clearly while students listen and pay attention to the movements of their teacher's lips and mouth so that the difference between the two words is clearly visible. Examples of minimal pairings that can help rakes use this technique are.

سُرَّةٌ – صُرَّةٌ / بِسْمَةٍ – بَصْمَةٍ / فَصْدٌ – فَصْدٌ / مَحْصُوبٌ – مَحْصُوبٌ / نَسَبٌ – نَصَبٌ / يَسِيرٌ – يَصِيرٌ سَرِيْعٌ – صَرِيْعٌ / سَيْفٌ – صَيْفٌ / مَسٌّ – مَصٌّ / سُورَةٌ – صُورَةٌ / سَادٌ – صَادٌ / سَارٌ – صَادٌ / سَامٌ – صَامٌ / يَسْنُوْمٌ – يَصْنُوْمٌ / حَجَمٌ – حَجَمٌ / هَامٌ – حَامٌ / نَزَةٌ – نَزَحٌ / مَنَاهِي – مَنَاجِي / مَنَهْلٌ – مَنَحْلٌ / اِنْتَهَى – اِنْتَحَى / مَهْمُوْمٌ – مَحْمُوْمٌ / نَحْرٌ – سَاهَرٌ / سَاَحَرٌ / فَارَةٌ – فَارَحٌ / هَمَامٌ – حَمَامٌ / بَهْتٌ – بَحْتُ / أَهْمِلُ – أَحْمِلُ

With *tsuna'iyah sugra* this activity can be done by distinguishing two different letters in *tsuna'iyah sugra* with different colors, so that when the teacher recites each word students can easily identify the different sounds from different colors of writing.

2. Drilling

After giving an example of pronunciation, the teacher gave several forms of drill to familiarize students with reciting the sounds that had been exemplified by the pronunciation in the previous stage. Among the forms of drill that can be used by teachers are:

- a. Exercises imitate and repeat, by:
 - 1) students imitate/repeat together,
 - 2) students imitate/repeat in groups (based on seating, gender or other considerations,
 - 3) students imitate/repeat or repeat individually
- b. The practice of distinguishing the sounds of the language, the exercise of distinguishing the sounds of the language can be varied into:
 - 1) Determining one of three sounds, Example:

Determine whether the shad sound (ص) is pronounced first, second, or third!

س – ص – ش / ش – ص – س / ص – ش – س / ش – ش – ص / ش – س – ص / ص – ص – س
 - 2) Specifying one of two sounds in a sentence

Example: Determine whether the sound (ص) or (س) is present in each of the following words!

صالح / سرير / الصدف / السحاب / الفصل / السائر / السور / الصرة / الصورة / السفح
 - 3) Listening and repeating *tsuna'iyah sugra* (closed book)
 - 4) Reading and repeating *tsuna'iyah sugra* (open book)
 - 5) Free reading, meaning that the teacher instructs the students to read letters, words, or sentences that contain difficult sounds without giving examples of pronunciation first.

3. Practice of the use of linguistic sounds

The purpose of this activity is that the teacher uses sounds that have been learned by students in actual language activities, both complex and simple, such as by saying the name of the student in the classroom, mentioning an object that is inside the classroom, or mentioning the name of a limb that uses the sounds that have been trained.

Maharah Istima' Learning (Listening Skills)

Listening or listening skills (*al-mah rah al-istim'*) are a person's ability to digest or understand words or sentences taught by certain speech partners or media (Acep Hermawan, 2011). Shaleh Abdul Majid stated that listening skills are the ability to analyze language symbols into the meanings referred to by the speaker without any additions or subtractions (Shalah Abdul Majid, 1981). The ability to listen can be done with continuous practice to listen to the differences in the sound of word elements (phonemes) with other elements based on the correct letter *makhraj* either directly from the original speaker or through recordings.

In the teaching of Arabic in an integrated system (*nazhariyyah al-wahdah* / all in one system), listening instruction can be directly combined with other teaching activities. For example, when the teacher teaches new vocabulary, teaches sentence structure, teaches *kitabah*, and even more so when teaching *hiwar* (for *kalam*) and *al-qira'ah* materials. This means that in teaching these materials, teachers must always pay attention to sounds that make it difficult for students, exemplify the correct pronunciation, and start learning activities for any material with activities to listen to Arabic sounds. The use of Arabic with a large proportion in the classroom will greatly support the development of students' listening skills (Busyairi Majidi, 1980).

Meanwhile, in teaching Arabic, which is devoted to listening lessons (*nazhariyah al-furu'*/separated system), it has become the main task that must be carried out by language teachers to carry out a series of listening learning activities. In general, *maharah istima'* learning consists of five phases, namely as follows (Saepudin, 2012):

1. Introduction Phase

In this phase, the sounds of Arabic letters (*ashwat*) both single and connected with other letters in words are introduced. In this case, the teacher is required to give examples of good and correct pronunciation of sounds, and then followed by the learners. It would be good to use a cassette aid or pictures of the words in question. There are several aspects of sound that until recently were sometimes a problem in learning Arabic as a foreign language. According to Hasan and Suwailih in *Mudzakkarat al-Daurat al-Tarbawiyah* among those aspects are:

- a. The sound of the *harakat* is short and long;
- b. The sound of the letters is at first glance similar;
- c. The sound of *tasydid* letters;
- d. The sound of *alif-lam shamsiyah* and *qamariyyah*;
- e. The sound of *tanwin* letters;
- f. The Sound off letters (*sukun*) at the end of words or sentences to lighten speech.

2. Initial Comprehension Phase

In this phase, students are invited to understand simple talks made by the teacher without oral response, but by deed. As a preliminary stage, responding with actions is seen as lighter than oral. The form of response to this action can be:

- a. Perform commands physically.
- b. React to exclamations.
- c. Answering questions in writing or performing commands with writing or drawing on paper.
- d. Perform commands using drawings, sketches, plans and so on, which are already provided by the teacher. In this case the teacher hands out paper in which there is a drawing or sketch, or a plan.

3. Mid-Comprehension Phase

In this phase, learners are given questions, orally or in writing. At the same time, the activities that can be done in this phase are:

- a. The teacher reads short readings or plays recordings. After that, the teacher gives questions about the content of the reading/recording. The learner's answer can be oral or written.
- b. The teacher played a recording of the conversation of two native speakers (*al-nathiq al-ashli*). Next, the teacher asked about the content of the recording. The questions asked in this point are more detailed than the points above.
- c. The teacher plays a recording of someone's conversation, for example a conversation in the phone. In this conversation only one person is heard, while the interlocutor's words are not heard. The learners listened carefully to this conversation, and then they were asked to guess what the person's interlocutor was saying.

4. Advanced Comprehension Phase

In this phase, students are given exercises to listen to news from the radio or TV. You can also listen to comments about certain things broadcast by radio or TV. In addition, it can also be in the form of listening to recordings of certain activities that can be presented in the laboratory. In this activity, students are encouraged to listen while making notes knowing certain facts that occurred during the activity recorded on tape such as name, date, year, place, time, and so on. This is done to help them remember. After that they were tasked with making an Arabic-language summary that they mastered about the core of the conversation.

5. Assessment/taqwim

When the above phases have been implemented, it is continued by asking questions related to the *istima'* material then the assessment can be carried out. Broadly speaking, the assessment in *istima'* is related to the objectives and proficiency in *istima'* learning that has been prepared by the Arabic teacher.

Ashwat's Teaching Strategies and Their Implications in The *Maharah Istima'* Learning

Based on the strategies in *ashwat* teaching and the five phases in the learning of *maharah istima'*, it can be seen that the teaching of sounds needs to be taught in the phase of recognition of listening skills. In this recognition phase, the teacher begins learning by introducing (identifying) language sounds. This stage of recognition is very important because the sound system Indonesian different from the Arabic sound system. Therefore, teachers should introduce Arabic sounds that have similar sounds to the language of students. Even the teacher can analogize certain Arabic letters with words that are in Arabic. For example, the letter "ba" is equal to the sound of "ba" in the word "baju" or the sound of "sa" is equal to the sound of "sa" in the word "saya". Later recognition was improved on Arabic sounds that were not present in the language of the student (Saepudin, 2012).

The technique commonly used in this phase is that the teacher gives examples or mentions the sounds of the language and then the learners follow them. In addition, using tools such as cassettes or CDs can also relieve teachers and can avoid speech errors. This can be done with repeated exercises so that the protégé can distinguish almost the same elements of the phoneme. Listening exercises using the technique of contrasting speech pairs of a word that are almost the same are called contrastive pairs or minimal pairs.

Among the language sounds introduced are:

1. Sounds present in the Indonesian
أ - ب - ت - ج - ح - خ - د - ر - ز - س - ش - ع - ف - ك - ل - م - و - ي
2. Sounds that are not in the Indonesian:
ث - خ - ذ - ص - ض - ط - ظ - ع - ق - هـ
3. Almost the same sound:
س - ص - ح - هـ - أ - ع - ذ - ظ - ت - ط - ق - ك

In introducing the sounds of the language, it is better in the form of words or sentences that have meaning and are in accordance with the experience of students. For example: In introducing the sounds of the language, it is better in the form of words or sentences that have meaning and are in accordance with the experience of the learner. For example:

بَيْتٌ - بَابٌ - حَجَرٌ - شَمْسٌ - دَارٌ - صُورَةٌ - تَلْمِيزٌ - طَرِيقٌ - جِدَارٌ - مِفْتَاحٌ

The practice technique for sound recognition can be by the teacher reading one word and then the student chooses what sounds are contained in the word. Example 1: The teacher pronounces صُورَةٌ and the student listens then the student is asked to choose one of the two options already available:

- a. صُورَةٌ
- b. سُورَةٌ

Example 2: The teacher mentions جَبَلٌ and the student chooses from the following two words:

- a. جَبَلٌ
- b. حَبَلٌ

4. The sound of *harakat* is short and long, for example:
جَهْدٌ – جَاهِدْ، ضَرْبٌ – ضُورِبَ، شَهْدٌ – شَاهَدَ
5. The sound of *tasydid* letters, for example:
فَكَرَ – يُفَكِّرُ، اسْتَقَرَّ – يَسْتَقِرُّ، مَرَّ – يَمُرُّ
6. The sound of a *tanwin* letter, for example:
هَذَا قَلَمٌ جَدِيدٌ، هَذَا بَيْتٌ كَبِيرٌ، هُوَ وَلَدٌ صَالِحٌ
7. The sound of letters that are harmonized at the end of a word or sentence to lighten speech, for example:

هَذَا كِتَابٌ جَدِيدٌ، قَامَ الْأُسْتَاذُ أَمَامَ الْفَصْلِ

Another technique that can be used in the recognition phase is that the teacher mentions a simple word or sentence and the student is asked to repeat it even if the student does not understand it. This technique by Brown is called reactive and intensive (Douglas Brown, 2001).

Ashwat is a fundamental and crucial thing that students must embrace, before they can proceed in the next phase of *istima'* learning, especially towards the mastery of other Arabic language skills. Here are the strategies and steps for teaching *ashwat* that Arabic teachers can use to improve students' listening skills. among others:

1. Listen-over and over again

The speech model to be heard is carefully prepared by the teacher. The content of the speech model can be phonemes, words, sentences, expressions, aphorisms, mottoes and short poems. The model can be read aloud or in the form of a recording. This model is listened to and imitated by students.

2. Listen-write (dictation)

Listen-Write is similar to listen-repeat. The speech model used in listen-repeat can be used in listen-write. Listening-repeat demands an oral reaction, listen-write demands reactions are written. So it already involves other skills besides listening proficiency.

3. Listen-work

The speech model contains command sentences. Students who listened to the content of the speech reacted according to the instructions. The reaction is usually in the form of deeds.

4. Listen-guess

The teacher compiles a description of something without mentioning the name of the object. Descriptions are read aloud or played the recording to students. Students listen to the spoken text carefully, then guess the content.

5. Expand sentences

The teacher mentioned a sentence. The student said the sentence back. Again the teacher repeated to say the sentence just now. Then the teacher says another word or group of words. The student completed the sentence just now with the last mentioned group of words of the teacher. The result is an expanded sentence.

6. Find objects

The teacher collected a batch of objects. These objects should have been known by the students. The things were put in an open box. Then the teacher said the name of something. Students are looking for objects that the teacher has just spoken. When the object has been found, it is then shown to the teacher.

7. Chain whispers

The teacher whispers a sentence to the frontmost or first student. The student conveyed the sentence just now by whispering it into the ear of the next student. And so on until the last student. The last student said the sentence just now in a loud voice. Or it could be that the last student wrote the sentence on the board. The teacher matched the sentences written by the students with the sentences whispered.

8. Keyword identification

Every sentence, paragraph or discourse always has a number of keywords that can express the content of the entire sentence, paragraph or discourse. Listening to the content of a long sentence or paragraph and a short discourse does not need to capture all the words. Just keep in mind some of the keywords that are at the heart of the conversation. Through the assembling keywords into complete sentences, we arrive at the brief contents of the listening material.

9. Identify topic sentences

Each paragraph contains a minimum of two elements. First is the topic sentence, the second is the developer sentence. The position of the topic sentence may be at the front, at the end of the paragraph. Even once in a while, there is also a topic sentence in the middle of a paragraph. Understanding the paragraph or discourse that is being discussed means looking for and understanding the topic sentence of each paragraph.

10. Abbreviate/summarize

Listening to a rather long simakan material can be done through shortening. Abbreviating/summarizing means encapsulating long material into as little as possible. But that little one can represent or explain the long one.

11. Paraphrasing

A way that is commonly used by people in understanding the content of a listening text is by expressing the content of the listening in their own words. Listening materials that have been recorded or read by the teacher are listened to students. They listened to the content and then reiterated it in their own language.

12. Answering questions

Another way to teach how to listen effectively is through the practice of answering questions, what, who, why, where, where, and whenever it is asked of the material. To solidify the understanding of carrying out this method, the exercises are held in stages, one after another and finally all at once.

CONCLUSION

Ashwat science is the science that studies sounds. The sounds learned are the sounds of the language, that is, the components that the learner of the new language first faces, which is why the sounds of the language must be taught correctly. The purpose of teaching *ashwat* according to the type of language teaching includes; perspective teaching, productive teaching, and descriptive teaching. The first step that the Arabic teacher must take before teaching *ashwat*, which is to identify sounds that are strongly suspected to be difficult for students, then the next step is for the teacher to take a series of actions in the learning program to overcome these difficulties. The steps or strategies for teaching *ashwat* include: presentation of pronunciation models, provision of drills, and practice of language use. The teaching of language sounds is the most basic activity to develop listening skills. The teaching phase of *maharah istima'* includes five stages including; Phase recognition, initial comprehension, mid-comprehension, advanced comprehension and assessment/*taqwim*. The techniques that can be used by Arabic teachers to improve students' listening skills include: listening to words, listening-writing (dictation), listening-doing, hearing-guessing, expanding sentences, finding objects, whispering chains, completing stories, identifying keywords, identifying topic sentences, abbreviating/summarizing, paraphrase, and answering questions.

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