Active Learning Strategies in Improving Arabic Language Skills

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ABSTRACT

Arabic learning has complex problems, including monotonous and boring learning methods, so teachers must be able to innovate to create active, practical, and fun Arabic learning. So that this study aims to explain how active Arabic learning strategies improve language skills. Active learning strategies have a critical role in achieving learning objectives. With active learning strategies, the learning process will be fun and can reduce student boredom while studying. The right strategy can affect student learning outcomes. The research approach used in this study is qualitative. The type of research is Library Research. This research uses descriptive qualitative analysis. The results of this study can be concluded that when a teacher can mix strategies in teaching, students will be able to learn in various ways. Students with audio, visual, and kinesthetic types of learning will be accommodated if the learning strategies are well mixed. When the type of student learning has been met, they will feel different nuances in learning, and learning objectives will undoubtedly be easy to achieve.

Keywords: *Active Arabic, Language Skills, Learning Strategies.*

ABSTRAK

Pembelajaran bahasa Arab sejatinya memiliki masalah yang komplek, diantaranya adalah metode pembelajaran yang monoton dan membosankan, sehingga guru harus mampu berinovasi menciptakan pembelajaran bahasa Arab yang aktif, efektif dan menyenangkan. sehingga adalah Penelitian ini bertujuan untuk menjelaskan bagaimana strategi pembelajaran bahasa Arab aktif dalam meningkatkan keterampilan bahasa. Strategi pembelajaran aktif mempunyai peran yang sangat penting untuk mencapai tujuan dalam pembelajaran. Dengan adanya strategi pembelajaran aktif proses pembelajaran akan menyenangkan dan dapat mengurangi rasa bosan siswa saat belajar. Strategi yang tepat dapat mempengaruhi hasil belajar siswa. Pendekatan penelitian yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Adapun jenis penelitian ialah penelitian Library Research (Riset Pustaka), serta menggunakan analisis kualitatif deskriptif. Hasil dari penelitian ini dapat disimpulkan Ketika seorang guru dapat meramu strategi dalam mengajar, maka siswa akan dapat belajar secara variatif, siswa yang jenis pembelajaran audio, visual dan kinestetiknya akan terakomodasi apabila strategi pembelajarannya tercampur dengan baik. Ketika tipe belajar siswa tersebut telah terpenuhi, mereka akan merasakan nuansa yang berbeda dalam belajar, dan tujuan pembelajaran niscaya akan mudah dicapai.

Kata Kunci: *Bahasa Arab Aktif, Keterampilan Bahasa, Strategi Pembelajaran.*

INTRODUCTION

Arabic is a language that has an essential role in Islam because Arabic is a communication language related to Islam. Arabic is one of the foreign languages studied in Indonesia in boarding schools and public and formal private schools. Especially in madrassas, Arabic is a compulsory subject and is tested at the final test of the national madrasah (Abdul Wahab, 2016). The nature of learning Arabic is a necessity for social communication, while Arabic learning is essentially a development of social communication skills using Arabic (Hermawan, 2018b). However, learning Arabic is considered difficult by most learners.

In the development phase, namely in 1973, Arabic was made an official language in the United Nations (UN) and, at the same time, improved the position of Arabic itself. Therefore it is not excessive if the learning of Arabic now needs to get more attention, ranging from the basic level to higher education institutions, both public and private, public and religious, to be encouraged and taught. Learning, of course, must be adjusted to students' level of ability and development (Ardiansyah & Muhammad, 2020).

In its implementation, the provision of Arabic learning today is not only taught in boarding schools but has been developed informal educational institutions (Masqon dkk., 2017). However, although Arabic has entered its subjects in some schools, it is not easy for students to absorb, understand, and master the Arabic language material taught. Many students find it challenging to absorb and understand Arabic lessons, let alone master their teachers' material. Many of them consider Arabic a scary scourge because it is too burdened with a series of memorization texts that use Arabic. This is a challenge that must soon be pursued to solve. The role of the teacher is very decisive in the learning of Arabic (Khalilullah, 2011b). To facilitate students in the learning process, it is essential to have a professional Arabic teacher who mastered Arabic, both Arabic language rules and Arabic skills (Al-Tamimi dkk., 2021). In addition, more important to be considered by teachers is the creative element in teaching Arabic language materials, namely in planning and using various Arabic learning strategies that follow the material to be taught, of course by paying attention to the situation and conditions of students (Al-Thubaiti, 2020).

One strategy used in learning Arabic is active learning, commonly known as active learning. *Active learning* emphasizes the process of complete student engagement to find the material learned and connect it to real-life situations to encourage students to apply it in their lives. This *active learning* strategy is applied to Arabic as one of the goals for creating conducive and practical learning. With active learning strategies, learners can be expected to follow Arabic language learning well. Therefore, this paper will describe *active learning strategies* in Arabic learning.

Many pieces of research on active learning strategies of Arabic have been carried out, including research conducted by Khalilullah under the title "Strategi Pembelajaran Bahasa Arab Aktif (Kemahiran *Istima'* dan *Takallum*)" the results of the study indicate that the strategy used can improve the quality of learning Arabic so that students play an active role in learning. Students' scores in learning Arabic increased (Khalilullah, 2011a); Then, the research was conducted by Muhammad Kholil Rosyid et al., with the title " Manajemen Perencanaan Pembelajaran Aktif di Lembaga Kursus Bahasa Arab Al-Azhar Pare Kediri," The results obtained in this study are: First, the planning carried out by the Al-Azhar course institution is a type of project planning and top-down planning. Second, the learning design begins with a placement test, then determines the material according to the student's abilities, and finally conducts an evaluation (Rosyid dkk., 2019); Muhammad Jafar Shodiq wrote the following research with the title "Pembelajaran Bahasa Arab Aktif-Inovatif Berbasis Multiple Intelligences" the results of this study are expected to help Arabic teachers in teaching Arabic with various methods based on the theory of multiple intelligences (Shodiq, 2018); Research was written by Muhammad Yusuf and Ismail Suardi Wekke with the title

"Active Learning in Teaching Arabic for Special Interests in Indonesian Islamic Boarding Schools," this study resulted in that they developed programs and activities to improve student's language skills. Next, teachers, instructors, and peer coaches explore opportunities for each individual to receive adequate training during language week. This shows that there is no one-size-fits-all program. Therefore, the teacher council made many programs in pursuit of learning outcomes. Next, they observed learning achievement from morning to evening during prayer time. The program is not only realized in classrooms but also kitchens, dormitories, and other functional spaces. Finally, this religious institution model is a model for creating an educational environment as a medium of interaction to accelerate the learning process (Yusuf & Wekke, 2015).

METHOD

This research is qualitative, while the type of research uses Library Research. The researcher looks for data by reading and browsing many books, journals, and other literature (Musthafa & Hermawan, 2018). In this study, the author uses descriptive qualitative analysis to solve the problem being studied by describing or describing the object of research, which aims to help readers know what is happening around the research, such as the environment, views, circumstances, activities, and background. Observation. Explain active learning strategies for learning Arabic in formal schools.

RESULTS AND DISCUSSION

A. Learning Strategy

The word "strategy" in the dictionary Indonesian has meaning, among other things: A careful plan of activities to achieve the objectives of Science and Art of leading armies to confront the enemy in conditions of war or favorable conditions the Science and Arts develop all the nation's resources to exercise certain wisdom in war and. Hilda Taba in Zaini stated that "Learning Strategies are the ways teachers choose in the learning process that can provide facilities or facilities for students towards achieving learning goals."According to Slameto, strategy is "a plan of the ways of utilization and use of potential and means to increase effectiveness and efficiency (Zaini, 2017).

While learning is a translation of the word "*instruction,*" which in Greek is called instructions or "*intruders,*" which means to convey thoughts; thus, the meaning of instructional is to convey thoughts or ideas that have been processed meaningfully through learning. This understanding refers more to the teacher as a changer. Muhammad Surya gives the sense that learning is a process carried out by individuals to obtain a new behavior change, resulting from the individual's own experience in interaction with his environment (Makrifah, 2020). This understanding emphasizes the student (individual) more as a behavior change. Another understanding formulated by Fuad Effendy is that learning combines human elements, materials, facilities, equipment, and procedures that influence each other to achieve the learning objectives (Effendy, 2005).

Listening to the above understanding, strategy is identical to technique, tactics, but when combined with the word learning (learning strategy) can be understood as a way or a set of ways or paths that are done and taken by a teacher or student in making efforts to make a change in behavior or attitude. By Surya the surface, five principles become the basis of the understanding of learning, namely; *First*, learning as an attempt to obtain behavioral changes; this principle means that the main characteristic of the learning process is the change in behavior in the individual (although not all changes in individual behavior are the result of learning). *Second*,

learning outcomes are characterized by changes in overall behavior. This principle means that changes in behavior due to learning cover all aspects of behavior and not just one or two aspects. These changes include *cognitive*, *affective*, and *psychomotor* aspects (Hermawan, 2018a).

Third, learning is a process. This third principle means that learning is a continuous activity. In that activity, there are stages of systematic and directed activity. Thus, learning is not a static object or state but a dynamic and interconnected series of activities. *Fourth*, the learning process occurs because something is encouraging, and there is a goal to be achieved. This principle means that learning activities occur because of the needs that must be satisfied and the goals achieved. Based on that principle, learning will occur when individuals feel a need that encourages and there is something to be achieved. Learning will not be effective without encouragement and purpose. *Fifth*, learning is a form of experience. Experience is essentially life through an actual situation with a specific purpose, learning is a form of individual interaction with his environment, so many provide experiences of real situations.

From the above description, it can be concluded that the intended learning strategy is a way that is done by individuals (teachers) against other individuals (students) to change the *cognitive, affective,* and *psychomotor* aspects on an ongoing basis.

B. Concept of Active Learning

Active learning is not a new idea at all. The idea of *"active learning"* has been around since the time of Socrates and is one of the main emphases among progressive educators like John Dewey (Goudjil dkk., 2013). They view that learning is naturally an active process. *Active learning* is an effort in learning activities that try to build the activeness of learners during the learning process where emphasizing the involvement of all five senses. The defense activity is done by giving many tasks, learning ideas, and solving problems to maximize the brain's ability to apply whatever it learns. For that, during the learning process, learners follow the learning with a fun full of enthusiasm. So active learning is a learning process that emphasizes students' activeness during the learning process that is not only emphasized in the lecture and noting process (Asmawati & Malkan, 2020).

The concept *of active learning* or active learning can be interpreted as the rules of learning that lead to optimization involving intellectual and emotional students in the learning process, directed to teach students how to learn to acquire and process learning about knowledge skills, attitudes, and values.

Active learning, or what we know as active learning, according to KBBI, is the process, way, and action that makes people or living beings learn. Muhibbin Shah said that learning is a stage of change in all relatively sedentary individual behavior due to experiences and interactions with the environment involving *cognitive* processes. Understanding learning is a system that aims to help the student learning process, which contains a series of events designed and arranged in such a way as to influence and support the occurrence of an internal student learning process.

While active comes from the English word *active*, which means diligent, busy, enterprising, students are positioned as core in teaching and learning activities in active learning. An Active Learning Strategy is a teaching and learning strategy that aims to improve the quality of education. Moreover, achieving student involvement to be effective and efficient in learning requires a variety of supporters in the teaching and learning process, for example, the nature of students, teachers, learning situations, learning programs, and learning facilities.

Educators as learner drivers must use and master active learning strategies for the active learning process to run well. Active learning strategies are essential because learners have different ways of learning. Some people love to learn by reading and to talk. Some are happy

with the direct way of practice. This is what is often called a learning style or *learning style*. In addition, the use of active learning strategies for educators is beneficial and easy to teach for educators who have many hours of teaching.

Therefore, it can be concluded that *active learning* is a learning process that involves the interaction of learners with teachers, as well as the learning environment, which learners require to be more active and independent in receiving lessons delivered by teachers so that learners can change their behavior more effectively and efficiently.

From the description above, it can be explained that *Active Learning* learning is a learning model that emphasizes the activeness and participation of learners during the learning process. Therefore, in this learning model, the role of educators or teachers is not so dominant in mastering the learning process; it only acts as a (facilitator) to provide convenience for learners by stimulating their activeness in terms of physical, mental, and social, emotional, and so on.

The task of educators is not only to convey the material during the learning process but also able to create the conditions as they should be so that during the learning process, learners can be well-conditioned to get the material they learn so that they can achieve the learning goals that have been set before.

Because learners act as learning subjects during the learning process in the classroom, then those who are active in this learning model are learners. Learners are given the opportunity to find and discover what they will learn and the opportunity to develop their skills. So educators do not always have to determine in advance what learning materials should be learned by learners, but adjusted to the needs and characteristics of learners, so the learning material is determined together with educators and learners. As for some of the characteristics that must be seen in *the process of active learning*, namely:

1. Even during the learning process, the situation remains under control; learners are challenged to carry out learning activities freely. Free to determine the material to be studied by considering the needs and characteristics of learners, which are determined together.
2. Educators give more stimulation to think to learners to solve the problems that have been given. Hence, educators are not so dominant during learning activities, but students themselves are always actively looking so that learning will be more easily absorbed.
3. The excitement of learning takes place in various ways, tailored to the needs and characteristics of students. Because varied learning will not make learners feel bored, especially involving it directly.
4. The courage of learners to submit their opinions through questions or statements that educators deliberately stimulate to exercise learners' confidence.

Educators are always required to have innovations that are sensitive to socio-cultural changes in their respective regions during learning activities in the classroom, using various approaches, methods, and strategies. An educator must also understand it because no matter how good the learning process and any approach, strategy, or method used if it is not by the time, the impact will reduce the substance of learners' understanding of any material delivered later.

C. Active Learning in Language Learning

In Principles of Language Learning and Teaching, Douglas Brown says: *Language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit.* Language learning is not one easy step that can be programmed like an assembled toy. This expression implies that language learning is not an activity with a standard system. This statement can also be concluded that language learning cannot rely on one strategy alone. In other words, there is not a single language learning strategy that is said to be the best, most effective, most appropriate, and so on (Brown, 2001). In another statement, Brown stated: *Learning a second language is a long and complex undertaking. Total commitment, involvement, and a total physical, intellectual, and emotional response are necessary to send and receive messages in a second language successfully.* Learning a second language is a long and complex activity. Total commitment, engagement, and physical, intellectual, and emotional responses are needed to send and receive messages in a second language.

Active learning involves many strategies involving elements involved in the language learning process. Therefore, choosing a learning strategy is not an easy matter. The selection of language learning strategies requires a complete understanding of the material, facilities, and learners and not to miss the language learning goals (Boukthir dkk., 2022).

Related to selecting this strategy, Basleman put forward several criteria for choosing presentation methods that support the strategy and learning interaction process. These criteria are as follows (Musgamy, 2017).

1. The method chosen follows the nature and purpose of learning goals.
2. The method is selected according to the nature and nature of the learning materials presented.
3. The method is selected according to the level of learning development.

Related to selecting this strategy, Brown gave some clues in the form of language learning principles.

These principles include the following.

1. Orientation to objectives (goal-oriented)
2. Based on problems or needs (berdasar pada problem ataukebutuhan)
3. Understanding vs. memorizing (understanding vs. memorization)
4. Continuum process (continuous process)
5. Motivation (motivation)
6. Learning methods (learning methods)
7. Factors influencing learning (factors that affect learning)

Mel Silberman and Hisyam Zaini et al. provide several alternative active learning strategies that can be used for diverse materials. Some of these strategies will be outlined below, accompanied by an explanation of the material (Zaini, 2017).

1. Index Card Match

This strategy can be used for language learning with varying degrees of difficulty, ranging from the very simple to the complex. The steps of its implementation in the classroom are as follows.

a. Make pieces of paper for several participants in the class. The amount of paper should be complete.
b. Divide the paper into two parts.
c. Write one word in the language learned, such as Arabic, on each paper in the first half.
d. In the other half of the paper is written the meaning of each word that has been written in the first half of the paper.

e. With this, every word written on the first half of the paper has a meaning on the other half of the paper.

f. Shuffle all papers, either from the first half or from the second half of the paper.

g. Share the papers with all learners. With this step, all learners receive one paper, some receive a paper with Arabic writing, and some receive a paper with Indonesian writing.

h. Ask each participant to understand the meaning of each Arabic word, and those who receive the word Indonesian are asked to think about the Arabic language.

i. The teacher asked the learner to look for the paper pair he had.

j. After the learner had found a partner, they were asked to sit close together.

k. The teacher clarifies the learner's answer by asking each partner to read out the word they have.

The above strategies can be used for higher levels of learning. If desired, on one part of the paper is written a question, and on another part of the paper is written the answer to each question written on the first part of the paper.

2. *Card Sort*

This strategy requires learners or learners to understand the language categories present on the accepted paper. With this strategy, learners are asked to find friends who have papers with the same category of expressions. Steps:

a. Make pieces of paper for several learners in the class.

b. Divide the pieces of paper into groups according to the desired language category. For example, is a category (in Arabic); ism, fi'il madli, fi'il mudlari', mashdar, fi'l 'amr, etc.

c. On each group of papers are written examples of words with categories that have been mentioned in the nop.2. You can use other categories if you want a more difficult category because of a higher learning level. An example is; the amount of fi'liyah with a single subject, subject two, or subject more than two onwards. It is also possible to select the category of ismiyah with the categories of mubtada' mu'awwal, mubtada' muakhkhar, the number of ismiyah with kaana, and its brothers. Moreover, others as it is.

d. Learners are asked to move around the class to find or gather with friends who have the same language category.

e. After meeting their friends, they are Asked to gather and prepare to explain to friends the category of languages on them.

f. If all have friends/groups, they are asked to stick the papers they carry on the tulips board or elsewhere in the room.

g. Each group was asked to explain the language categories they spoke to.

h. The teacher clarifies by explaining the existing material.

If the language category chosen is high level, learners are welcome to prepare a presentation by looking at the books or notes. To this end, the teacher can tell the week ahead of the topic to be studied at this meeting.

3. *Broken text* (teks acak)

This strategy is well used if learning is to understand the reading text. With this strategy, learners are invited to have a comprehensive understanding of reading, both from vocabulary and sentences. More than that, they are also required to understand the reading tracks (Ali, 2019). Steps:

a. Select the reading to be learned.

b. Rewrite the reading by dividing the reading text into sections.

c. Cut each piece of text so that the text becomes several pieces according to the division above.

d. Divide the class into small groups.

e. Each group was given one whole text that had been cut into pieces.

f. The task of each group is to sort the pieces of reading so that it becomes a complete and sequential reading.

g. Each group learned the reading from various sides, both how to read and it is meaning.

h. Each group was asked to explain the text to the class.

i. The teacher clarified. Clarification can be an explanation or question related to the reading.

4. *Reading aloud*

As the name suggests, this strategy also teaches reading texts. The emphasis on this strategy is a way of reading or pronunciation and understanding meaning (Rahman, 2019). Steps:

a. Choose one text that matches the learning material. Try to be engaging in reading aloud in class.

b. Give a copy of the text to each learner. Also, give a sign of points or issues of interest to be discussed.

c. Divide the text into paragraphs or another.

d. Ask some learners to read parts of the text aloud by pointing to a specific person.

e. While reading is in progress, stop at some places to emphasize the importance of specific points. On this occasion, it can also be used by the teacher to ask questions or give examples. If possible, the teacher can ask them to discuss the designated points at specific points.

f. End the learning session by giving clarification or questions.

As a variation of this strategy, teachers can divide the class into several small groups. Each group member took turns reciting the text in a clear voice.

5. True or False

This strategy is quite well used to review or find out the learners' understanding of the material studied before. Although it may seem simple, this strategy demands a deep discussion understanding. Moreover, this strategy can be used for lesson hours during the day when learners are experiencing a decrease in morale or eliminating drowsiness (Oktaviana, 2016). This happens because this strategy involves physical movements. Steps:

a. Make statement sentences that contain the material to be learned. The sentences are written in two categories: the correct and the wrong sentences. Right and wrong, this can be seen in terms of grammar or from the content if referring to one particular reading.

b. Write these sentences in papers, one paper, one sentence.

c. Share the papers with learners.

d. Each learner is asked to understand the sentences received, both from linguistic and content aspects.

e. The teacher explains the rules of the game in this strategy. First, the teacher divides the classroom into two regions. To the room's right is a gathering place for those who have the correct sentence. At the same time, the left region is used for the wrong sentences.

    f. Teachers ask learners to read the statements they have and then move to occupy the room explained following the explanation of step no.5.

    g. Learners who have gathered on the left and right sides can discuss with their friends to ascertain their choice.

    h. Teachers welcome learners who will; move left or right positions.

    i. The teacher clarified their answer by asking them to read out the sentence in his hand one by one.

    j. The teacher performs this step until the desired time. It is best for all learners to read their sentences.

When viewed in passing, the implementation of active strategies, as described above, seems like a game or even a mess. This is understandable because such methods may not be known at previous levels of education, or such methods are not known at all. Indeed, the principle *of active learning* is joy. With this method, learners are invited to learn without feeling pressured. They will even happily enjoy the existing process and simultaneously learn in it (Nurdiniawati, 2018).

The above principles follow the results of research conducted by experts. Their research stated that learning would be effective if learners were in joy. The excitement in learning turned out to have a tangible impact on their learning outcomes. Suppose the learner obtains a variety of pleasant stimuli from the environment. In that case, the learner will have a variety of high-level touches that make them more active and creative, both mentally and physically. Through research, it was also found that when learners smile or laugh, their blood flow will become smoother so that it is distributed throughout the limbs, making them more active. When they smile, their brains receive an adequate blood supply. Conditions like this will make it easier for them to think and process information. The study results concluded that the happier a person is with a subject, the higher the motivation to follow the lesson as a consequence is, and the better their learning outcomes (Mofid, 2019).

D. Arabic Learning Strategy

1. Listening Skills Learning Strategies

Listening is a significant learning experience for students. Therefore it should get serious attention from teachers. In general, listening skills are intended as students' ability to understand sounds or speeches in Arabic correctly and adequately. Fathi Ali Yunus et al. divided *istima'* abilities into four, namely; (1) understand meaning globally, (2) interpret the sentence heard, (3) provide analysis of the sentence heard, and (4) understand wholeheartedly what is heard (Ritonga, 2021).

In general, *istima's learning is* delivered using audio media. This is because bringing *natiq Ashli* is not easy; meanwhile, if done by a teacher who is not a native Arab, there is usually a difference in accent from the original language. Audio media commonly used in *istima's* learning are tape recorders, CDs, and language laboratories. It is just that, when viewed from efficiency considerations, tape recorders and CDs are relatively cheap and effective media options.

The steps that can be used are as follows:

    a. Listen to nash that has been recorded on cassette or CD;

    b. Assign each student to record his words (keywords) while listening;

    c. Upon completion, the students are asked to re-disclose the reading contents in oral or written form;

d. Ask each student to convey (present) the results in turn;

e. Provide clarification on the results of student work to reinforce the student's understanding.

2. Speaking Skills Learning Strategy

Speaking skills are concerned with the ability to communicate two-way between the speaker and his audience. The ability to speak cannot be separated from the ability to listen. Then the development of reading ability will be related to the development of students' ability to hear well and associate sounds with sentences. Thus the ability to speak must be based on the ability to listen (receptive), the ability to pronounce (productive), and knowledge (relative) of vocabulary and sentence patterns that allow students to communicate their intentions or thoughts (Wargadinata dkk., 2020).

Usually, there are some speaking difficulties, so learning it needs attention. In order to convey the intention well in speaking, at least need to go through three stages, namely; (1) think first about what will be conveyed in the speech, (2) discuss the material to be developed in the speech, and (3) determine the way used in speaking in order to convey the desired meaning (Hamid dkk., 2021).

Here are some strategies that can be applied to speaking skills:

a. *Strategy 1* aims to train students to tell what is seen in Arabic, both oral and written. The media used can be images both projected and unprojected.

b. *Strategy 2* this strategy is often called the *jigsaw strategy* (café-café). This strategy is usually used to understand the contents of a reading by dividing it into small parts. Each student has the task of understanding some of the contents of the reading, then combined into one. In this way, it is expected that the content of an extended reading can be understood quickly; in addition, the understanding process will be more profound because it is repeated many times.

c. *Strategy 3* this strategy is often called *Small Group Presentation*. In this strategy, the classes are divided into several small groups. Each group will perform the task given by the teacher; then, the results are presented in the class. This strategy is usually used to activate all students further so that each student will feel the same learning experience. In this way, it is expected that students' knowledge and skills can be evenly distributed. For example, learning Arabic with ta'aruf material will take much time if the practice is carried out in front of the classroom, but using this strategy will be efficient.

d. *Strategy 4* is commonly called *the Gallery Session / Poster Session strategy*. This strategy is intended to train students' ability to understand the contents of reading and then visualize it in the form of images. From the picture, it is expected that all students can memorize the reading content more easily and students' memories of the reading content more easily and students' memories of the reading content can last longer.

3. Reading Skills Learning Strategies

Reading skills contain two aspects: converting the written symbol into sound and capturing the meaning of the whole situation symbolized by the written symbols and sounds. The ability to read can also be realized by reading aloud or reading in the heart. It is just that reading aloud shows an understanding of what is read and shows the truth of how to read it. In addition, the ability to read aloud is more accessible to measure than reading in the heart (Albantani & Madkur, 2017).

Reading skills can also be grouped into two, namely reading aloud skills and reading skills without sound. Reading aloud is the initial stage that must be mastered first by someone before practicing reading without a voice—reading with a voice can train how to pronounce the correct Arabic. In addition, reading aloud usually has a more practical purpose, while voiceless reading is usually used in practicing reading skills quickly.

Qira'ah (reading) learning is often called *muthala'ah* (study) lessons. Both are learning based on reading. However, the two terms have differences. *Qira'ah* can be interpreted as a reading lesson, while *muthala'ah* emphasizes more analysis and understanding of what is read. Because the two have different emphases, there will undoubtedly be differences in selecting methods or learning strategies. Both terms can also be understood as a process, meaning that reading skills include reading practice correctly to the extent of the ability to understand and analyze the content of the reading (Makrifah, 2020).

Some of the following active learning strategies can be considered by teachers in teaching *qira'ah* and *muthala'ah* materials, including the following:

a. *Strategy 1,* this first strategy is called *empty outline.* This strategy is usually used to train the student's ability to pour the reader's contents into the form of a table. The table's contents can be adjusted to the needs or purpose of learning. For example, in *qira'ah* learning, the goal is for students to find several nouns (*isim*) and *verbs (fi'il)* in the reading. For these needs, the table created must consist of at least two columns containing rows of *isim* and *fi'il.* The number of lines depends on the maximum number of words found or the minimum number found from the reading. This strategy can be combined with *The Power of Two technique.*

b. *Strategy 2* this strategy can be referred to as *an analysis strategy.* The purpose of using this strategy is to train students to understand the content of the reading by finding the main ideas and supporting ideas. The discovery process can be started individually and then discussed in groups before finally being presented. In addition to practicing the sharpness of analysis of the reading content, this strategy can also train to find the flow of thought from the author.

c. *Strategy 3* is very commonly used in both language learning and others. The name of this strategy is commonly called *snow bolling.* In practice, this strategy is almost the same as *the power of two* or *small group presentations*; the only difference is the process, where *snow bolling* runs through several stages depending on the number of students available. This strategy is quite effective if the number of classes is not too large and is intended so that each student gets as much input from their other friends.

d. *Strategy 4,* this strategy is commonly called *broken Square/text.* This strategy is to re-guess readings that have previously been dismembered. This strategy can be applied to train students in compiling a systematic manuscript. Students are also trained to understand the content of the reading globally and up to the minor parts until they can finally rearrange the readings in a row. Technically, this strategy can be practiced to sort sentences in one paragraph or sort several paragraphs in one complete reading. Usually, this strategy is applied to a script that contains a story/story.

e. *Strategy 5,* this strategy is named *Index Card Match.* This strategy is usually used to teach words or sentences with their partner—for example, a word with meaning or a problem with the answer and some of it. In *qira'ah,* learning can also be applied to evaluate the student's understanding of the contents of the reading by making problem cards and answers.

4. Writing Skills Learning Strategies

Writing skills are generally meant to communicate in writing. *We are* an expression of what we think of others in the form of writing. This skill, in general, also has two aspects, namely the skill of forming alphabets and spelling and the skill of giving birth to thoughts and feelings with writing (Ardiansyah, 2020). This writing skill will be significantly influenced by reading skills; at that time, he will see and remember the form of his writing. Thus, if a person learns to write first before reading, they will undoubtedly experience many difficulties. Conversely, learning to write after skillful reading will facilitate and speed up the learning process.

Writing skills: There are several types of writing, including the form stories, correspondence, news, articles, reports, speeches, etc. Because of the many types of writing skills, language learning, wherever possible, develops students' skills in various forms of writing. Nonetheless, the essential thing is the skill of bringing out thoughts, desires, or other things in written form.

Included in the writing skills here is the skill of writing Arabic letters with the correct *khat* rules. In Arabic, several types of *khat* are commonly used in the written language. For this reason, writing skills come down to the ability to write and connect Arabic letters solely and the skill of writing with various forms of khat.

We are often called *insya'*. Both terms are used to indicate language skills in written form. *Our learning,* as with other skills, also has a level. The most basic writing skill is the skill of writing Arabic letters both separately and connectedly. Once this ability is mastered, it can be improved on the ability to compose sentences and a paragraph until finally able to create an article or write as a whole. In this paper, our learning strategy is more directed at students who have mastered the rules of writing Arabic letters and know a lot of Arabic vocabulary.

Some strategies that can be used include (Masqon dkk., 2017):

a. *Strategy 1* seeks to train students in writing a sentence or composing by basing it on an image.

b. *Strategy 2* this strategy is called *guided composition* (الإنشاء الموجه). This strategy aims to practice students making sentences starting from the most straightforward (shortest) sentences. The process of preparing the sentence is based on determining the keywords and developing them in the form of sentences.

c. *Strategy 3* is almost the same as the first, but the expected results are more. The name of this strategy is *paragraph building*. This strategy is usually used for learning to train students' skills to develop ideas. The process starts with a topic, then is spelled out in a few sentences that eventually become some of the players. This strategy is beneficial in training students to write scientific papers.

CONCLUSION

Active learning is a learning method that invites learners to work on or carry out every actively existing process. This method is included in *the student-centered learning* approach or student-centered learning/ learners. In language learning, methods should be chosen more carefully because language learning has characteristics that only this material may have. As said by Brown that language learning cannot be equated with installing ready-to-install toys that the next step has explained. This condition is inseparable from the character of the language itself. Language learning cannot be done by involving cognitive aspects without touching other aspects. The involvement of all senses is indispensable in language learning. This is due to the function of language as a means of communication active learning requires students to become involved in their respective learning

processes, simply learning by applying what is learned. Active learning is process-oriented rather than results-oriented. What is learned in the process of liveliness is as essential as the fact that it is the result of that activity. Through an active individual process, it will be able to internalize the information that allows them to assume responsibility for their respective decisions. Active learning is any form of learning that allows students to play an active role in the learning process itself, both in the form of interaction between students and students with teachers in the learning process. Learning strategy is a way that is done by individuals (teachers) to other individuals (students) to change the *cognitive*, *affective,* and *psychomotor* aspects on an ongoing basis. When a teacher can concoct strategies in teaching, then students will be able to learn variedly, students whose types of learning audio, visual and kinesthetic will be accommodated when the learning strategy is well mixed. When that type of student learning has been fulfilled, they will feel a different nuance in learning, and the learning goal will undoubtedly be easily achieved. Nonetheless, the selection of language learning methods must be tailored to the purpose of the learning itself. Suppose the purpose of language learning is to be able to communicate with the language. For example, the method chosen will be different from the learning method to understand the text. However, it is necessary to pursue strategies that make learners happy in language learning.

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