



**Muhadatsah Learning Through Drama Performance Student Class IX  
Muhammadiyah Boarding School**

**Nisa Fahmi Huda**

*Pascasarsaja UIN Sunan Kalijaga Yogyakarta , Indonesia*

Email: [Nisafahmi22@gmail.com](mailto:Nisafahmi22@gmail.com)

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**Abstrak**

Konsep pertunjukan drama yang digunakan untuk pembelajaran *muhadatsah* pada santriwati kelas IX Muhammadiyah Boarding School menggunakan pendekatan cooperative learning dan pendekatan nazhariyatul wahdah yang dikolaborasikan dengan metode drama model individual role-playing (mempresentasikan naskah ).Tujuan penelitian ini adalah untuk mengetahui kemahiran santriwati berbicara bahasa Arab. Karena banyak santeiwati yang masih kesulitan dalam berbicara disebabkan oleh faktor kebahasaan yang dimaksud mencakup kesulitan dalam mempelajari ilmu bahasa seperti sharaf dan nahwu. Untuk mengalihkan perhatian santriwati agar tetap beranggapan bahwa berbicara dengna bahasa Arab tidaklah sesulit yang dibayangkan atau dirasakan sebelumnya, dalam pelaksanaan konsep muhadatsah santriwati diberikan beberapa latihan penunjang (penguatan), yaitu: latihan gerak, vokal, latihan karakter, dan terakhir hasil belajar santriwati harus diapresiasi atau diberi reward berupa pementasan drama yang menggunakan bahasa Arab. Oleh karena itu untuk mengatasi masalah kesulitan mempelajari muhadatsah dalam kehidupan sehari-hari oleh santriwati Muhammadiyah Boarding School, maka peneliti menawarkan sebuah metode untuk mengasah keterampilan berbicara santriwati dengan drama pentas menggunakan bahasa Arab yang di dalam pertunjukan drama terdapat sifat komunikatif, kreatif, dan menyenangkan. Sehingga masalah yang selama ini dihadapi santriwati dapat diatasi.

**Katakunci:** Pembelajaran; Muhadatsah; Pertunjukan Drama

**Abstrac**

Concept of drama performance used for learning Muhadatsah in class IX Muhammadiyah Boarding School Uses cooperative learning approach and Nadzariystul Wahdah unity approach that is collaborated with the method of drama individual role-playing model (presenting manuscript). The purpose of this research is to know the skills of Ahlaqulqarimah speak Arabic. Because

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many students that still difficulty in speaking because of the linguistic factors in question include difficulties in studying language science such as Sharaf and nahwu. To distract Ahlaqulqarimah to still think that talking with the Arabic language is not as difficult as imagined or perceived before, in the implementation of the concept of Muhadatsah students given some training exercises (strengthening), namely: movement exercises, vocals, character exercises, and last student learning results must be appreciated or rewarded in the form of drama staging in Arabic. Therefore, to overcome the problem of difficulty in learning the Muhadatsah in daily life by Ahlaqulqarimah Muhammadiyah Boarding School, then researchers offer a method to hone the skills of speech students with stage play using the Arabic language in the performance of drama there is communicative, creative, and fun nature. So that the problems that have been faced student can be overcome.

**Keywords:** Learning; Muhadatsah; Drama Performance

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### **A. Introduction**

We can not say that language is the most important tool for people to communicate. From its function, it is obvious that language becomes a medium of communication for human beings to interact in a variety of perceived, thought-out, and imagined issues. As a means of communication, language functioned as a means of communication between individuals and individuals, individuals with communities, individuals with certain nations, language turned out to serve as a medium to express self-expression, social adaptation, and tools to conduct social control.

Among the many languages that are used as communication tools for human beings, one of them is the Arabic language. It is believed that the Arabic language becomes an important need to learn. There are two functions to learn Arabic, which is Arabic as the language of religion and Arabic as the language of science.

Everyone who learns a foreign language including Arabic is often faced with three problems, namely problem linguistic, Socio-cultural, and methodological.<sup>1</sup> Problem Linguistic, both in terms of the grammatical aspect, syntactic, semantic, etymological, lexical, and morphological aspects often cause inference (confusion) in the language, while socio-cultural problems can inflict

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<sup>1</sup> Mulyadi Sumardi, *Pengajaran Bahasa Asing, Sebuah Tinjauan Dari Segi Metodologi*, 2012 ed. (Jakarta: Bulan Bintang, t.t.).

the psychological burden of learners because each language is born and develops in different social cultures.<sup>2</sup>

The Problem above makes learning Arabic in Indonesia goes very slow and not much experience a fundamental change. Although the development efforts in Arabic language study in Indonesia, however, the methods and systems used are still very traditional. Therefore, the role of teaching and expert Arabic is expected especially in solving the problem, namely as soon as possible innovation in creating Arabic language learning to be dynamic.<sup>3</sup>

The Problem in Arabic language learning is not only experienced by educational institutions ranging from SD/MI, SMP/MTsN, SMA/MA, but also in the institution of boarding schools. Ideally, Ahlaqulqarimah level MA already learns the skills of speaking one of them. Have a good ability to speak.

But the ideal thing is not yet realized because of some things, including:

1. facilities and environment of disadvantaged (libraries and media) lacks support
2. The teacher's desire to improve the quality of learning exists, but the opportunities and facilities needed are not yet available.

Besides observing, the authors have also done dialogue with the class IX. From the results of the dialogue, the researcher concluded that one of the problems encountered in learning is the diversity of inputs each learner vary. In addition, the orientation of learning is more at the level of introduction not on ability.

Although found Ahlaqulqarimah that has more ability about the Arabic language, the ability is obtained because of background factors in addition to previous education (private language) and not the results of the learning process performed in the school.

Some of the saturation factors that are experienced in learning are: learners do not have the basic Arabic language. If there is, they feel saturated because there is nothing new from the learning obtained or methods used monotonous (grammar/qawaid, and translation/Tarjamah), so that learning muhadatsah less pleasant.

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<sup>2</sup> Radliyah Zaenuddin, *Metodologi dan Strategi Alternatif Peserta Didik Bahasa Arab*, 2005 ed. (Yogyakarta: Pustaka Rihlah Group, hlm 20, t.t.).

<sup>3</sup> Tayar Yusuf, *Metodologi Pengajaran Agama Islam dan Bahasa Arab*, 1995 ed. (Jakarta: PT Raja Grafindo Persada, hlm188, t.t.).

Efforts to enhance the expected ability of Muhadatsah , the innovation needs to be done, namely by creating an active learning method based on cooperative learning. This problem is very essential in a Muhadatsah education because the purpose of the learning will greatly determine the approach, methods, and techniques adopted in the learning.<sup>4</sup> In addition, Also, objectives and methods also affect the types and scope of learning materials because it can improve learning effectiveness.

Some reasons the authors use drama method as an additional variation in the learning of Muhadatsah, especially in improving the ability of Muhadatsah in the study, namely: The drama method in embracing all the components of proficiency in the Arabic language that Kalam skills are expected to increase the active Muhadatsah and effectiveness in the learning of Ahlaulqarimah class IX at Muhammadiyah Boarding School.

## **B. Discussion**

### **1. Muhadatsah Learning to Improve Speech Skills**

Some of the causes of failure to teach foreign language especially the Arabic language is unproductive learners, learners have dependency properties, no humanistic communication between people in the classroom, attention is not focused, not involved as a whole, and too often told to memorize. Therefore, in teaching Arabic should start with the conversation, although with simple words that are easy to understand and understand learners. Also, teachers should be able to activate the five senses of learners, the tongue should be trained with conversations, eyes, and hearing trained to read and trained hands to write and compose, and to put importance on sentences that contain understanding and meaning.

The conversation is an exchange of thoughts or opinions of a particular topic between two or more. In the language, Muhadatsah is derived from the *fi'il Mujarrad* , namely *Hadatsa*, meaning conversation, dialogue, or speech. Whereas the word *muhadatsah* of the *fi'il Tsulatsi mazid* means mutual speech or conversation with each other.<sup>5</sup> Whereas the term, Muhadatsah is a way or method

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4 A. Akram Malibary, *Pengajaran bahasa Arab*, 1987 ed. (Jakarta: Bulan Bintang, hlm 1, t.t.).

5 Ahmad warsono Munawir, *Kamus Al-Munawwir Arab Indonesia*, 1984 ed. (Surabaya: Pustaka Progresif, hlm 324, t.t.).

to present language in Arabic lessons through conversations. In conversations, there are interactions between teachers and learners, and learners with learners, while adding and enriching the vocabulary of words as much as possible.<sup>6</sup>

Believed, *Muhadatsa* is one of the methods for teaching the Arabic language that should first be given to learners. Because the first purpose of learning Arabic is to have learners able to dialogue or conversing for now. Furthermore, the skills gained by learners can hone the ability in revealing *Bunyibunyi* articulation to be expressed in mind in the form of ideas, opinions, wishes, or feelings to fellow learners.<sup>7</sup>

Through *Muhadatsah* activity speakers can convey ideas, feelings of effectiveness. Also, learners are also able to understand the meaning that is communicated and able to evaluate the effect of its communication to the listeners.<sup>8</sup> These are the principles of general generalized activities.<sup>9</sup>

- a. requires at least two people.
- b. Use the language understood.
- c. is an exchange of participants.
- d. relate to the incident you want to talk about.
- e. involve equipment related to sound or sound of the listener language.
- f. indiscriminately confronts and treats what is real and what is acceptable as a proposition.

Specifically, the goals of *Muhadatsah* in the learning of Arabic language are as follows:

- a. train learners in dialogue using Arabic language well and correctly.
- b. understand dialogue or literature that uses Arabic in both the book and Intertainmen.
- c. to be skilled speaking in Arabic based on his or her knowledge needs or interactions with people who use Arabic language everyday.

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6 Kaharuddin Kaharuddin, "PEMBELAJARAN BAHASA ARAB MELALUI KEMAMPUAN MUHADATSAH," *AL-ISHLAH: Jurnal Pendidikan Islam* 16, no. 1 (20 Juni 2018): 62–72.

7 Ahmad Munawir, *Keterampilan Berbicara Muhadatsah*, 1984 ed. (Surabaya: Cipta Pustaka, hlm 24, t.t.).

8 Henry Guntur Tarigan, *Bahasa Sebagai Keterampilan Berbahasa*, 1990 ed. (Bandung: Angkasa, hlm 15, t.t.).

9 *Ibid*, hlm 16.

- d. can feel love and enjoy the language of the Quran and Hadis so it appears sense of want to put it.<sup>10</sup>

Save writers, Muhadatsah skills aimed at learners to be able to communicate orally properly and naturally with the language he learns. That is, to convey the message to other people in a socially and acceptable way.<sup>11</sup> Muhadatsah rooting aims to train the tongue to be accustomed and fluent in conversing in Arabic, and skilled speaking in Arabic about events in the lives of local, national and international people, able to translate conversations by telephone, radio, television, and others, and foster a sense of love and taste of Arabic and al-Qurn so arise willingness to learn and to experience it..

benefits of Muhadatsah in real life either now or will come to learners, namely:

- a. Learners dare to practice conversations, by eliminating embarrassment and fear of wrong.
- b. Diligent division to reproduce the Treasury of Mufradat and sentence continuously.
- c. Learners always practice hearing and uncapan to be fluent and smooth, so that spontaneously learners are able to recite the mufradat where and whenever.
- d. Learners can understand books that speak Arabic, dialogue Arabs and can speak eloquently.
- e. learners will be easier to create the Arabic language environment in the area.
- f. Learners will be pleased to speak Arabic as an English language everyday and can enjoy lessons that smell Arabic.
- g. learners will easily transfer their knowledge bankruptcy of others or other learners around.
- h. In addition they will also find it easy when reading al-Quran and also easy to read Arabic book literature.<sup>12</sup>

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10 Ahmad Izzan, *Metodologi Pembelajaran Bahasa Arab*, 2009 ed. (Bandung: Humaniora, hlm 116, t.t.).

11 STAIN Watampone dan Hastang Nur, "PENERAPAN METODE MUHADATSAH DALAM MENINGKATKAN HASIL BELAJAR MAHARAH KALAM PESERTA DIDIK," *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan* 20, no. 2 (20 Desember 2017): 177–87.

12 Ibid, hlm 118-119.

## 2. Drama Performance As Method For Pusher Ability *Muhadatsah*

The term often used in Arabic to show the word method is *Thariqah*, that is, the overall plan of language presentation is systematically based on the approach that has been determined. In Arabic, learning method should be developed, not only with one method. This is done by considering that the method is not born by itself but is born of a particular skeleton and philosophical thought. It is also agreed that the method that determines the content and way of delivery in Arabic language learning. This statement was agreed upon by Muhammad Yunus, that the method is more important than material.<sup>13</sup>

Furthermore, the drama comes from the Greek "*Draomai*" which means to do, apply, act, or inaction. In Arabic drama is interpreted with "*Tamtsil*". In English, the drama has some of the same terms: simulation, game, role play, simulation-game, role-play simulation, and role-play game.<sup>14</sup>

Carefully, the method of drama can be understood as a way of repeating a behavior or deed that has occurred, is happening, or will happen in a real-life, then brought back for learning in a better direction. The drama method can be applied to various forms of activities, can be in the form of entertainment, satire, and learning.

The drama method can be developed in *Muhadatsah* learning. According to Herman J. Waluyo, the drama refers to a combination of satra lessons and a language lesson in which there are four aspects of speech-giving, i.e. writing, reading, listening, and speaking. According to him, if the dialogue was written by himself or learners make a reviewer then contained writing skills and translation (exercise understanding in the use of language).

Through the drama method, learners can communicate orally and in writing using natural language in situations that are free from the pressure of wrong fears, so that the study is motivated to complete a given task. In its activities, the real and relevant elements are incorporated so that making learners driven to interact using contextual language can ultimately improve the skills of the *Muhadatsah*. The drama method consists of two types, namely spontaneous and bound-free (strictly regulated). The free, spontaneous Drama gives the learner

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13 Azhar Arsyad, *Bahasa Arab dan Beberapa Metode Pengajarannya*, Yogyakarta: *pustaka Pelajar*, 2003, 2003 ed. (Yogyakarta: Pustaka Pelajar, hlm 10, t.t.).

14 Patrica, *Role Play Simulation*, 2004 ed. (Berlin: Goethe Institut, hlm 53, t.t.).

more freedom to fantasize. This type of Drama is usually played by learners who are proficient in speaking foreign languages (Arabic).

Meanwhile, the bound plays must follow the rules or conventions of grammar, design, predefined scenarios. This type is more suitable for beginner learners. Because in the learning process, everything will get guidance and direction, including instructions on language skills. The selection of drama as an alternative method in Arabic language learning is done after several things, namely:

- a. objectives to be achieved
- b. teacher
- c. Student
- d. Learners ' circumstances and conditions
- e. facilities available
- f. available Time
- g. The advantages and disadvantages of a method of advantages and disadvantages to a method should be known so that the teacher can complement the deficiencies in the method with other methods. Therefore it is recommended for each teacher to be able to make more than one method.
- h. presentation is an important part of a method. Teaching language to learners depends on the technique of presentation.<sup>15</sup>

The drama method is an alternative method of several methods often used in Muhadatsah learning, such as methods, Gramatika and translations of (قواعد ال (ال مباشرة), the Reading Method ((ال القراءة Audio-lingual method (ال شفوية-السمعية and the selective method. (المختارة)

The above five methods, in their use, have a press or a purpose in the learning of different principles according to their mission. The lack of effective study of language learning in educational institutions is due to the methods used that are not adapted to learners. Therefore, every learner who is learning Muhadatsah has purpose and motivation. As quoted in Tompkins, three learning theories will learn languages when:

- a) They know that the language will be used comprehensively
- b) They are involved in an active

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15 Umar Asasuddin, *Problematika Pengajaran Bahasa Arab Dan Inggris, Suatu Tinjauan Dari Segi Metodologinya*, 1982 ed. (Yogyakarta: Nur Cahaya, hlm 18, t.t.).

c) They have a positive effect (desire, feeling, attitude).<sup>16</sup>

In general, this theory can present the purpose and distraction of foreign language learners (especially Arabic). As difficult as any such language, if it has become a special need then the language will still be studied. The drama method is an alternative method that can be used in the teachings of *Muhadatsah*. The alternative method is a variation of steps in the learning of the *Muhadatsah* that can inspire learners to learn. Through alternative methods expected learners can be actively involved, both physically and mentally so that the teaching of the learning feels more vivid, saturation and boredom can be reduced. To achieve the desired objectives in the learning of *Muhadatsah* then the strategic efforts are made, one of which is with the choice of less precise methods.

The method of drama as an alternative method based on the *Problema* experienced in the learning of *Muhadatsah* is to increase the activity of learners. The steps were taken based on the concept of the *Studen Active Learning (SAL)*, which is an active learning concept that emerged in Indonesia in the year 1976. This concept can be used to facilitate teachers to direct learners to language learning objectives, focused on the importance of active learning. Active learning involves the learner physically, mentally, intellectually, and emotionally to obtain learning outcomes that are collaborative between cognitive, affective, and psychomotor.<sup>17</sup>

### **3. Concept of Drama Performance in *muhadatsah* learning**

Varied learning will lead to active and effective learning. " Therefore, teachers must be able to design interesting and varied learning activities to improve the motivation and curiosity of learners in learning especially in the learning of the *Muhadatsah*.

The use of drama methods in the learning of *Muhadatsah* needed a mature preparation so that the implementation will be completely sultry and not boring. if the method of drama is used in language learning, then the teacher act as a regulator and learners have the freedom to self-promote. In other words, learning is not teacher-centered (centered on a teacher) but the students are centered (learners centered).

The conclusion of rain above that the role of teachers is as follows:

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<sup>16</sup> Patrica, *Role Play*, hlm 3.

<sup>17</sup> Suharno dkk, *Belajar Dan Pembelajaran II*, 1995 ed. (Surakarta: Depdikbud, hlm 10, t.t.).

1. The teacher is only as a director in the learning process, so do not leave the material (topic) being discussed.

2. Teachers facilitate the necessary needs of learners in learning.

Muhadatsah Learning by using drama method as supporting to practice reading text (manuscript text) and listening (Hiwar played). While supporting the exercise of language use means to practice writing and translating (text hear) and speaking (presentation). The explanation above is explained that the role of drama can support understanding and consensus.

#### **4. Exercise Of Drama Performance In Muhadatsah Learning**

Exercise in the method of drama performance is very varied adapted to student conditions. The exercise method of drama is divided into two, namely:

*a. Individual Role Playing Exercise*

is one example of activity on the first training model in which students write or present in the manner and perspective of the character being portrayed. This is part of the challenge of this model.

*b. Interactive Role Playing Exercises*

The second most common Model in drama exercises is a debate or Collaborative problem-solving exercises.

Some of the steps teachers should take in the process of using drama method in Muhadatsah learning as mentioned by Mackey, namely:<sup>18</sup>

a. Selection (material selection). The material selection is tailored to the objectives of learning to practice the skills of the teaching. In general, material selection is adjusted to:

1) Psychological development rate (learner's ability)

2) Objectives outlined through the curriculum.

3) The purpose of education and teaching, in general, should support the basic Arabic language, even cause learners can internalize and master the material in concrete. Selection is also necessary to determine the theme in the drama method that is considered important.

b. gradation (Order of ordination). The order of teaching materials in Arabic should be planned. Usually from an easy-to-find drama script, from complex to tricky.

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<sup>18</sup> Herman J. Waluyo, *Drama Teori dan Pengajarannya, Cet, II*, 2002 ed. (Yogyakarta: Graha Widya, hlm 171, t.t.).

- c. presentation (delivery technique). Submission in the drama method, can be done in several forms:
  - 1) discussing the drama (manuscript surgery). Starting from the structure of the language (Mufradat and rules). Next leads to pronunciation (drama structure).
  - 2) performing a drama scene, the learner was given the task of preparing a short drama script to show approximately 5 minutes in turns, then evaluated.
- d. (repetition). The material that has been given must be repeated in the form of a question and answer, can also be in the form of reviews of the dramas that have been seen and written.
- e. Evaluation of the drama method with written tests, rewrite the drama text to see his memorization and his principles and oral tests for the skills of speech that plays the manuscript according to their role.

### **Results of studies and discussion**

The research method is a common strategy adopted in data collection and data analysis and analysis necessary to answer the problems faced. Simply put methods of research are used as a plan for solving the issues being investigated.<sup>19</sup>

The moderate type of research used is the kind of qualitative descriptive field research that prioritizes data collection through the observation of the surrounding. The approach to which the research is used is an approach with a qualitative paradigm, as a research procedure that generates descriptive data of written or spoken words from people related to the research of this title thoroughly (holistic).<sup>20</sup> This study aims to explain and analyze the state of learning using drama in grade IX students of Muhammadiyah Boarding School. Data sources of this research, namely:

1. Arabic teacher
2. Teaching Teachers Muhadatsah
3. Student IX Muhammadiyah Boarding School is a complementary learning activities *Muhadatsah* through the method of drama.

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<sup>19</sup> Arief Furhan, *Pengantar Penelitian dalam Pendidikan*, 1982 ed. (Surabaya: Usaha Nasional, hlm 50, t.t.).

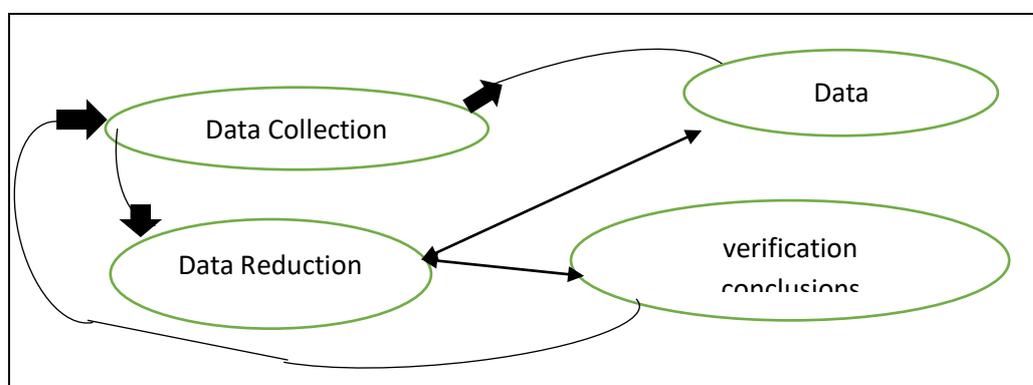
<sup>20</sup> Bogdan dan Taylor Lexy J. Moeloeng, *Metode Penelitian Kualitatif*, 2000 ed. (Bandung: Rosdakarya, hlm 5, t.t.).

Procedures used in collecting data using observations, interviews, and documentation. The observation method, researchers observe the overview of Muhammadiyah Boarding School, location, vision and mission, the state of the students, and facilities and infrastructure. The concept of learning is Muhadatsah at Ahlaqulqarimah class IX Muhammadiyah Boarding School. Learning of Muhadatsah in students of grade IX of Muhammadiyah Boarding School.

The interview method, the object of the interview as an informant includes the Arabic language teacher, Ahlaqulqarimah class IX Muhammadiyah Boarding School, and another informant that is considered related to the learning of Muhadatsah through drama method. Documentation, researchers get information through some data, including The number of learners.

The method of documentation, researchers get information from the background of the teaching program, muhadatsah teachers, the number of students who participated in the learning program, and others related to the study.

Data analysis using the activity flow in the qualitative analysis of Miles Huberman, namely:



Some of the data validity checks are: First, researchers analyze the data by comparing the observation result and the interview results of the mentor teacher Muhadatsah through the method of drama on the Ausat level learner. Secondly, comparing the results of interviews with documentation relating to the process of learning is legal.

Departing from the theory that has been shown on theoretical frameworks, learning Arabic drama clubs uses role-playing concepts. This concept directs students to present problems by the viewpoint of the character portrayed. Furthermore, the type of drama used is a guided drama that requires first need analysis such as: Firstly, researchers cooperate with a drama instructor about a drama script suitable for the mastery of Arabic language skills. Secondly, learners are required to be able to engage by reality or fact, researchers and drama instructors conduct discussions with learners to explain an overview of Arabic language performances through drama methods. Third, sharing the text of an Arabic-language drama to each group.

The next step is to act *Muhadatsah* by using the method of drama performance in the sequence of learning as follows:

a. Read the text of the manuscript drama

After the Indonesian manuscripts were distributed to all students in each group and asked to take turns to read. This aims to make learners understand the content of the stories already written in the manuscript. The second is reading scanning, reading fast carefully, understanding important words, or punctuation.

b. translation through drama method

Students asked to translate the manuscript under the guidance of language instructors or Arabic teachers by translating into Arabic. Then recorrected by a *Muhadatsah* mentor or an Arabic teacher.

c. *Maharah Kalam* through a drama method

Language obtained because accustomed to speaking, for that level learners are given drill in talking with the development of skill speaking in role-playing. The students tell the intent of the dialogue in the manuscript they have learned, then they try to pronounce it in Arabic with a clear, loud voice and the intonation already learned. This activity aims to prevent students from feeling awkward when they are dialogues with others.

d. Acting in *Muhadatsah* learning

When all learned by *Ausat* level learners are already mastered, they are obliged to express in the form of gestures and face. The drama is not only dialogues but also motion and should be aligned with what is spoken. Dialogue in the dialogue in Arabic *Dialog* or *Hiwar* is a dialogue that is: audible (good

volume), clearly (attributable good), understandable (correct pronunciation), internalize (according to the demands/soul of the role specified in the manuscript). the students are trained to have a dialogue using the drama method because the entire dialogue will be performed to others as storage (audience).

e. character exercises, vocals, and gestures

Learners display the characters or characters of the portrayed person. The characters in the drama are those with character. So as a good drama actor, students can display the characters from the character that they are appropriately equipped. Thus, his appearance would be perfect because he was not only the figure of a figure but also the character of the character.

To practice the characteristics can be used as follows: students train vocal vocals and simulate basic movements that can be done by fathers, mothers, children, and youth. To help provide the atmosphere, you can use the accompaniment music. Here are the tasks that the learners must do to deepen the characteristics, so it is necessary that we also learn observation, illusion, imagination, and emotion so that the application of drama method in learning Muhadatsah gives good results in the learning of Muhadatsah Santriwati. This information is obtained from language instructors and teachers who do not know how to write and verbal test to AUSAT level learners and get good and maximal value in mastering vocabulary that has been memorized in learning the Muhadatsah through drama method.

### **C. Conclusion**

The concept method of drama performance used to know the improvement in the learning of Muhammadiyah boarding Scholl, using a cooperative learning approach and the approach of Nadzariyaul wahdah unity that is collaborated with the method of drama model individual role-playing exercise (directing Ahlaqulqarimah to learn the drama method is directed from writing the script, translating, and practicing it).

Santriwati is obliged to understand in advance the Indonesian language that will be said to dialogue during the drama stage. Then after understanding the Indonesian script Ahlaqulqarimah asked to translate into the Arabic language assisted by Muhadatsah teachers and language instructors.

To distract students to still think that the learning of Muhadatsah is not difficult as they pay, then students given some exercises as supporting dialogue such as exercise vocal characters and movements of the body and last student learning outcomes must be appreciated or rewarded in the form of staging.

### **Daftar Pustaka**

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