The Application Make Match Teaching Method in Improving the Speaking Skill of Students at
Arabic Language Center Al-Qodiri 1 Jember
Akhmad Irsyad Asshiddiqi, Moh. Hesbi Suhadak, Miftakhul Huda

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Penerapan Metode Pengajaran Make a Match dalam Meningkatkan Keterampilan Berbicara Santri di Pusat Bahasa Arab Al-Qodiri 1 Jember

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Abstract

This research has urgency as a way to solve the problem of difficulties in developing Arabic speaking skills for students of the Arabic Language Development Institute (LPBA) Al-Qodiri Islamic Boarding School 1 Jember. The aims of this study are as follows: 1) to explain how the Make a Match Method is used to improve the Arabic speaking skills of students at the Arabic Language Development Institute (LPBA) Al-Qodiri Islamic Boarding School 1 Jember, 2) to find out the obstacles that hinder the Use of the Make a Method Match to improve Arabic speaking skills of students of the Arabic Language Development Institute (LPBA) Al – Qodiri Islamic Boarding School 1 Jember. The Method used by researchers is descriptive qualitative. This study uses observation, interviews, and documentation in the data collection stage. This study uses data analysis with data reduction, presentation, and conclusion. Students of the Arabic Language Development Institute (LPBA) Al - Qodiri Islamic Boarding School 1 Jember were used as research subjects. The results showed that the Arabic speaking skills of students at the Al-Qodiri 1 Jember Islamic Boarding School (LPBA) could be improved through the Use of Make a-Match learning materials. While students who like to joke, students who do not understand the material, and students who are sleepy during learning are obstacles for teachers in using this learning method. Meanwhile, the ustadz's solutions include guiding the students who make jokes, class classifications, and yelling in Arabic to revive the spirit of the students.

*Keywords***:** Learning Method, Make a Match, Learning Method, Speaking Skills

Abstrak

Penelitian ini memiliki urgensi sebagai cara untuk memberikan solusi dari masalah kesulitan mengembangkan kemampuan berbicara bahasa Arab siswa Lembaga Pengembangan Bahasa Arab (LPBA) Pondok Pesantren Al-Qodiri 1 Jember. Tujuan penelitian ini adalah sebagai berikut: 1) Untuk menjelaskan bagaimana Metode *Make a Match* digunakan untuk meningkatkan keterampilan berbicara Bahasa Arab siswa Lembaga

Pengembangan Bahasa Arab (LPBA) Pondok Pesantren Al-Qodiri 1 Jember, 2) Untuk mengetahui hambatan yang menghalangi penggunaan Metode *Make a Match* untuk meningkatkan keterampilan berbicara bahasa Arab siswa Lembaga Pengembangan Bahasa Arab (LPBA) Pondok Pesantren Al – Qodiri 1 Jember. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Penelitian ini menggunakan observasi, wawancara, dan dokumentasi dalam tahap pengumpulan data. Penelitian ini menggunakan analisis data dengan reduksi data, penyajian data, dan penarikan kesimpulan. Siswa Lembaga Pengembangan Bahasa Arab (LPBA) Pondok Pesantren Al - Qodiri 1 Jember dijadikan sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa keterampilan berbicara bahasa Arab siswa Lembaga Pengembangan Bahasa Arab (LPBA) Pondok Pesantren Al - Qodiri 1 Jember dapat ditingkatkan melalui penggunaan materi pembelajaran *Make a Match*. Sedangkan siswa yang suka bercanda, siswa yang kurang memahami materi, dan siswa yang mengantuk pada saat pembelajaran menjadi kendala bagi guru dalam menggunakan metode pembelajaran ini. Sementaraitu, solusi ustaz antara lain membimbing santri yang membuat lawakan, klasifikasi kelas, dan yel-yel bahasa Arab untuk membangkitkan kembali semangat santri.

Kata kunci: Metode Pembelajaran, Metode Pembelajaran, *Make a Match*, Keterampilan Berbicara

Introduction

Arabic is a foreign language that must be developed from an early age to remember the importance of language in education. Language is something everyone uses to express their desires. There are many languages in the world, one of which is Arabic. In teaching Arabic, students are required to have language skills.[1] Language skills consist of four components: speaking skills, listening skills, reading skills, and writing skills. Some of the skills mentioned above are essential to teaching the Arabic language because they have an inherent relationship with another skill.[2]

Research is focused on speaking skills. Speaking skill is one of the four language skills. Speaking is an essential language skill. Speaking skills are part of the skills learned by the teacher, so speaking skills are essential to learning a foreign language.[3]Skills can only be acquired and mastered through practice and lots of practice. Speaking skills are trained to make it easier to understand the intentions conveyed by others in communicating.[4]

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[1]Abdul Rajak, *Metodologi Pembelajaran Bahasa Arab Di Madrasah*, 2020.

[2]Nginayatul Khasanah, "Pembelajaran Bahasa Arab Sebagai Bahasa Kedua (Uregensi Bahasa Arab Dan Pembelajarannya Di Indonesia)," *An-Nidzam : Jurnal Manajemen Pendidikan Dan Studi Islam* 3, no. 2 (2016): 39–54, https://doi.org/10.33507/an-nidzam.v3i2.16.

[3]Lady Farah Aziza and Ariadi Muliansyah, "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif," *El-Tsaqafah : Jurnal Jurusan PBA* 19, no. 1 (2020): 56–71, https://doi.org/10.20414/tsaqafah.v19i1.2344.

[4]Chusnul Khatimah Amri, Muhammad Anwar, and Sarah Noviyanti Latuconsina, "Keterampilan Berbicara Bahasa Arab Siswa Sekolah Menengah Pertama Islam Terpadu Di Kabupaten Gowa Arabic Speaking Skills for Integrated Islamic Junior High School Students in Gowa

Speaking skill is the skill to communicate with others and understand what they want. So speaking skill does not come in this way, but it needs periodic training in order to develop to their maximum extent. If developed periodically, it will be more perfect in that the word structure becomes correct, the choice of words is more correct, and the sentences are more varied.[5]

Exploring and teaching speaking skills will not be separated from the problems that often hinder speaking skills learning. These include: 1) The person often feels faltering with what he wants to say because of anxiety about fear of being wrong, criticized, and others. 2.) No material to talk about: When one wants to train speaking skills, one does not need materials; speak softly as in talking to our interlocutor daily. 3.) Non-participation of the interlocutor: Because of the lack of self-interaction with the friend and his tendency to be less brave, he cannot participate with the interlocutor. 4.) Use of the mother tongue: Often, using the mother tongue is sometimes an obstacle in learning the speaking skill.[6]

The Make a Match learning method is very suitable, especially among students. The characteristics of the Make a Match teaching method are: (1) inviting students to play as teaching materials during education, (2) making students active, creative, and innovative, and (3) providing opportunities for students to interact with their friends and increase student learning motivation.[7] The characteristics of the Make-a-Match teaching method are represented in making students more active, creative, and innovative. Besides that, with several characteristics, the Make-a-Match teaching method focuses more on improving students' speaking skills. Where students are careful to interact, communicate, and master vocabulary through learning while playing in order to motivate them to continue learning Arabic, especially in speaking skills.[8]

Kabupaten Regency," *Pinisi Jurnal of Education* 1, no. 1 (2021): 1–1, https://ojs.unm.ac.id/.

[5]Nurmasyithah Syamaun, "Pembelajaran Maharah Al-Kalam Untuk Meningkatan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh," *LISANUNA Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2015): 343–59, https://ejournal.iainkendari.ac.id/al-tadib/article/view/412.

[6]Nurul Daroeini, "Metode Pembelajaran Keterampilan Berbicara Bahasa Arab MAN 1 Metro," *File:///C:/Users/VERA/Downloads/ASKEP_AGREGAT_ANAK_and_REMAJA_PRINT.Docx* 21, no. 1 (2020): 1–9.

[7]S Saimun, "Penerapan Metode Make a Match Berbasis Pancingan Kata Sebagai Upaya Meningkatkan Kemampuan Menulis Bahasa Arab Siswa …," *Jurnal Sosial Humaniora Sigli* 5 (2022): 20–28, http://journal.unigha.ac.id/index.php/JSH/article/view/628%0Ahttps://journal.unigha.ac.id/index.php/JSH/article/download/628/609.

[8]Natasya Ahsan, "Penggunaan Model Pembelajaran Make a Match Untuk Meningkatkan Penguasaan Kosa Kata," *Prodising Semnasbama IV UM Jilid 1* 1 (2020): 130–41.

Based on interviews conducted by researchers with the Head of the Al-Qodiri 1 JemberArabic Language Center, the lack of speaking skills among students who use Arabic is caused by the fact: Some students do not memorize vocabulary, there are some students do not speak Arabic, there are students who still feel embarrassed to practice speaking Arabic, and they are not active in education. The lack of educational techniques or strategies in the classroom causes boredom and a lack of motivation for students, impacting student learning outcomes, especially speaking skills. Seeing this fact, the teacher must be good at choosing techniques when learning so that the material presented is not seen as a complex and complicated lesson but as a fun activity. So from several problems of speaking skills, the teacher can teach the application of the Make a Match learning method in the learning of speaking skills that he does.

The Al-Qodiri 1 Jember Arabic Language Center is at the Al-Qodiri 1 Jember Islamic Institute. Apart from learning Arabic, this center has an interesting aspect; students must speak Arabic every day, anywhere, anytime, and with anyone while within the institute's scope. This distinguishes the association from other centers at the Al-Qodiri Islamic Institute 1 Jember. Meanwhile, students of the Al-Qodiri 1 Jember Arabic Language Center who cannot speak Arabic will be given sanctions; there are even supervisors from teachers to supervise their students' daily activities in Arabic. This makes the students of the Al-Qodiri 1 Jember Arabic Language Center more disciplined and courageous in practicing Arabic. Apart from that, the championship he presents means a first place in the national-level Arabic Public Speaking Competition, national-level Al-Tawsiya, and other tournaments so that the Al-Qodiri 1 Jember Arabic Language Center is increasingly recognized. The thing that makes researchers interested in conducting research is that among the achievements that this institution has achieved, there are problems that must immediately find a way out, namely students' difficulties in developing speaking skills caused by students who do not understand the material conveyed by the teacher, students who are still shy practice speaking in Arabic because they feel left behind from other students, and students who do not have someone to talk to according to their abilities. From the various backgrounds described, the researcher wants to write research on the spot, applying the Make a Match teaching method in improving students' speaking skills at the Arabic Language Center, Al-Qodiri 1 Jember.

In previous research, much has been studied about learning Arabic using various methods, including the Make a Match method. Sobari determined the effectiveness of the

Make-a-Match Cooperative Education Model on reading skills.[9] Also Fatihah (2020) found out the application of the Make a Match educational model for teaching reading skills.[10] Sopiah implemented the Make a Match method in the vocabulary speaking skills.[11] Also Utami applicated Make-a-Match Method in Improving the Memorization of Arabic Vocabulary for Taman Pendidikan Islam Makassar Junior High School Grade VII Students[12] Siregar implemented of the Make a Match Learning Model to improve Arabic learning outcomes.[13] These five research have not implemented the method for improving students speaking skill. So, it can be said that this research is new.

The approach used for this research is qualitative because the data obtained is qualitative, not quantitative. While the Method used is descriptive because the researchers in this study wanted to describe the application of the Make a Match learning method in improving students' speaking skills at the Al-Qodiri 1 Arabic Language CenterJember. Data collection techniques were carried out using triangulation (composite), data analysis was inductive/qualitative, and the results of qualitative research emphasized meaning rather than a summation. Qualitative words emphasize processes and meanings that have yet to be thoroughly researched or measured in quantity, magnitude, intensity, or frequency.[14]

Qualitative research is a process of research and understanding based on a methodology that covers social phenomena or human problems.[15] The main objective of qualitative research is to understand phenomena or social symptoms through a clear description of social phenomena or symptoms in the form of a series of words that will

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[9]صبري، فائق, ''فعالية نموذج التعليم التعاوني بنوع Make a Match لمهارة قراءة لدى تلاميذ السابع بمدرسة 'نور الهدى' لنهضة العلماء المتوسطة الإسلامية بقدس ٢٠١٨-٢٠١٩ (شبه تجريبي)n.d.'' ,

[10]A Fatihah, ''فعالية تطبيق نموذج التعليم Make a Match بمدرسة محمّدية السّابع الفصل لطلاب القراءة مهارة لتعليم المتوسطة الإسلامية.,'' 2020, ١٥ المتوسطة الإسلامية لامونجان http://digilib.uinsby.ac.id/42899/%0Ahttp://digilib.uinsby.ac.id/42899/2/Ainiyatul Fatihah_D92216058.pdf.

[11]Hani Atus Sopiah, ''Penerapan Metode Make A Match Dalam Penguasaan Kosakata Untuk Kemampuan Berbicara Pada Mata Pelajaran Bahasa Arab Kelas IV MI Darussalam Meranndung Jaya,'' *Skripsi*, 2020.

[12]Sri Mega Utami, ''Penerapan Metode Make a Match Dalam Meningkatkan Hafalan Kosa Kata Bahasa Arab Siswa Kelas VII MTsS Taman Pendidikan Islam Makassar.,'' *Braz Dent J.* 33, no. 1 (2022): 1–12.

[13]Dian Ansari Siregar, ''Penerapan Model Pembelajaran Make a Match Untuk Meningkatkan Hasil Belajar Bahasa Arab Siswa Kelas VII Sekolah Menengah Pertama Swasta Baharuddin,'' n.d.

[14]Wahidmurni, ''Pemaparan Metode Penelitian Kualitatif'' 87, no. 1,2 (2017): 149–200.

[15]Zuchri Abdussamad, *Metode Penelitian Kualitatif*, 2021, https://repository.ung.ac.id/get/karyailmiah/8793/Buku-Metode-Penelitian-Kualitatif.pdf.

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eventually produce a theory. Thus, descriptive research is a search for actual conditions in the field as they are.[16]

There are two kinds of data collected by researchers, primary and secondary. Primary data is collected from interviews or observation. Primary data are not documents or files, but researchers seek data directly through people who are the means of obtaining information.[17] The data used in this study were twelve elementary grade students, Arabic teachers, and heads of the Al-Qodiri 1 Jember Arabic language center. At the same time, secondary data is data that researchers get from a second source. Secondary data is a backup of primary data, including archives, journals, notes, and documents supporting research. The researcher used data from elementary-grade students to discover the process of developing speaking skills by applying the make-a-match Method from the basics so that with the good results obtained, students could improve their abilities even better in the following classes. The researcher understands that if the foundation of speaking skills is good from the start, it is easy to develop these skills in the next class. The data used in this study include graphs, tables, and writings of previous researchers, such as books, library materials, and others.

Result

Applying the Make a Match teaching method to improve students' speaking skills at the Al-Qodiri 1Jember Arabic Language Center.

The results of applying the Make a Match learning method based on observations:

A. Results Observations 1

At this stage, the researcher examines the educational process in the classroom on Sunday at 9 pm after teaching from the institution with vocabulary material about class tools, where before the teacher starts teaching before he is the teacher says hello, and the students answer it. In addition, teaching begins with a joint prayer between the teacher and students; the teacher greets students, asks about the material from the previous meeting, then conveys the purpose of teaching. In

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[16]Eko Murdiyanto, *Metode Penelitian Kualitatif (Sistematika Penelitian Kualitatif)*, *Bandung: Rosda Karya*, 2020, http://www.academia.edu/download/35360663/METODE_PENELITIAN_KUALITAIF.docx.

[17]MA Dr. Umar Sidiq, M.Ag Dr. Moh. Miftachul Choiri, *Metode Penelitian Kualitatif Di Bidang Pendidikan*, *Journal of Chemical Information and Modeling*, vol. 53, 2019, http://repository.iainponorogo.ac.id/484/1/METODE PENELITIAN KUALITATIF DI BIDANG PENDIDIKAN.pdf.

educational activities, the lecturer conveys vocabulary material for class and ends the education with students. The lecturer delivers material for the next meeting, closes the lesson with Alhamdulillah, and ends with greetings. .using the Direct Method, namely, saying some vocabulary material about class instruments and students imitating it directly. In this teaching, the teacher involves students directly in the learning process because the professor asks students to say aloud the hypotheses that have been taught, according to what the teacher teaches for each pronunciation. So that students become active in the learning process, some students are passive during the learning process. Some students feel embarrassed to talk and joke and do not care that it hinders their education. The teacher realizes forced pronunciation so that students understand and memorize it. After class, the teacher moves to the students to review the material studied at home.

B.   Result from Observation 2

At this stage, the investigator covered the learning process in the same class as the previous meeting. In front of him, the teacher said a greeting and the students answered him. In addition, teaching begins with a joint prayer between the teacher and students; the teacher greets students, asks about the material from the previous meeting, then conveys the purpose of teaching. In educational activities, the lecturer introduces animal vocabulary material and ends the joint education with students. The lecturer delivers material for the next meeting, closes the learning with Alhamdulillah, and ends with greetings. Then apply the Make a Match method as follows:

1.   Prepare 20 cards in advance, 10 question cards, and ten answer cards.

2.   Then proceed by distributing it to students randomly

3.   Students then start looking for the question-and-answer cards they have received before and finish them within the allotted time.

4.   Students who find their partner get points, and students who fail until the time runs out get crack or a penalty

5.   Then he asks the students to discuss and compose paragraphs about the items obtained with their partners. While showing to other students.

6.   Then the teacher repeats the Make a Match learning method for classes without cards with the same rules.

Before applying the Make Match teaching method, students' mastery of speaking skills remained relatively high when the teacher instructed students who

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tended to be unfocused. Sometimes they listen to the teacher quietly, as if they are not interested in going through the learning process.

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Table 1. The Results of Students' Speaking Skills in Base Class
before Applying the Make a Match Method

No	Name	Prophetic Compatibility	Eloquence And Fluency	Vocabulary	Grammar	Accurate Answer	Total
1	MNM	13	14	15	15	15	74
2	SA	13	14	14	15	15	71
3	T	14	15	15	13	13	70
4	AF	14	14	13	13	15	69
5	DSM	15	15	13	13	13	69
6	MFR	14	14	15	15	14	72
7	SAM	14	13	13	15	15	70
8	MR	13	13	14	15	15	70
9	FAW	14	14	14	15	15	72
10	RL	13	14	13	15	15	70
11	MI	14	13	14	14	15	70
12	RE	14	14	13	13	15	69

Table 1 shows that there are still students who need more articulation; both the articulation method and its effectiveness still need to meet the standards desired by the teacher. Because there are students who do not care and joke while teaching, considering that the students' speaking skills test scores were unsatisfactory, the lecturers made innovations in the educational process because, during the educational process, the teachers used interesting educational methods and could increase students' interest in education, namely by using the Make-a-Match learning method.

Table 2. The Results of Students' Speaking Skills in Base Class
after Applying the Make a Match Method

No	Name	Prophetic Compatibility	Eloquence And Fluency	Vocabulary	Grammar	Accurate Answer	Total
1	MNM	18	18	18	16	16	86
2	SA	18	18	17	15	18	86
3	T	18	17	18	16	17	86
4	AF	17	18	18	18	16	87
5	DSM	18	18	18	16	17	87
6	MFR	18	18	18	17	16	87
7	SAM	17	18	18	18	17	88
8	MR	18	18	18	16	18	88

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9	FAW	19	19	20	18	18	94
10	RL	18	18	17	15	17	85
11	MI	18	18	18	16	17	87
12	RE	17	18	18	18	16	87

Table 2 explains the results of students' speaking skills in base class after applying the Make a Match Method. Several points such as pronunciation relevance, effectiveness, fluency, mastery of vocabulary, grammar, and accuracy of answers have been increased. Because in applying the Make-a-Match teaching method, the pupils are asked to work together and understand what has been learned. Discuss with each other and help how to correct pronunciation, grammar, and vocabulary.

The results of applying the Make a Match teaching method based on the interview:

The following is an interview with Mr. Wahyu Maulana:

"This teaching method applies to 3-year-old subjects; it can be applied to all grade levels; we only need to adjust the subjects, for example, the skill of talking about animals, usually for the steps: Prepare at least 20 cards, 10 question cards, 10 question cards Answers the vocabulary items are animals, then proceed with applying the Make a Match learning method Students are asked to discuss and compose paragraphs about the vocabulary obtained with their partner While presenting in front of other students, those who fail until such time receive teaching or punishment Then we repeat the same game to next chapter."[18]

The interview with Mr. Farhan AfifFauzireads is as follows:

"Maybe the first thing we have to prepare is the material. After we find the material, the material has an animal vocabulary. Then make a pair of cards (Make a Match). Then, the vocabulary is written, for example, sheep. Then students match the meaning according to the understanding they saw before, then students who understand and do not understand are distinguished; in short, it is like teaching speaking skills to animal vocabulary then they write it down, and then they listen, and then mention the vocabulary that you have represented Students are asked to discuss and compose paragraphs about the vocabulary obtained with their partners While presenting in front of other students Then proceed with applying the Method of concluding together with the material previously discussed."[19]

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[18]Interview with the Head of the Jember 1 Arabic Language Center, Mr. Wahyu Maulana (April 22, 2022)

[19]Interview with Mr., who teaches at the Arabic Language Center 1 Jumper, Mr. Farhan

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Reza FendikaGlendra added the sentence that he was lifted from the elementary class and said the following:

"First of all he started explaining the material from the teacher, the subject listened to the vocabulary and its meaning, then started with the teaching tools, the teacher gave us cards, animal vocabulary, etc. got vocabulary, and so on. part of the meaning, then we match each other, the professor asks the students to discuss And compose paragraphs about the items obtained with our partners When presenting in front of other students, the correct one gets points, and the one who loses gets a penalty. Then move on to the next chapter, the rules are the same. "[20]

Then Toriq Abi FertamaGlindra, the principal of the elementary school, said the following:

"Initially, we gathered in the middle, all classes, then the material on speaking skills was delivered by the teacher, then we continued to make Make a Match teaching tools. We start dealing cards. The cards contain vocabulary words and their meanings. So we match the randomly assigned vocabulary and meanings. The professor asked who "The students discussed and composed paragraphs about the items obtained with our partners. But it was time for those who were late. The right one gets points; the loser gets a penalty. Then move on to the next chapter; the rules are the same."[21]

Then Muhammad Farhan Ahadana Al-Wafi was a Mawkala from the elementary class; he said the following:

"From the beginning, we were told to add up, then we learned the skills to speak about animal vocabulary as before, we understood and imitated what we heard. Then the teacher distributes the cards; there are vocabulary words and meanings. Match between the vocabulary and the meaning; the right one gets points, and the loser gets a penalty; the teacher asks students to discuss and compose paragraphs about the items obtained with our partners, then proceed to the next chapter.[22]

One of the results from many interviews regarding the steps for implementing the Make a Match learning method is that the Make a Match learning method has been used for three years at the Al-Qodiri Arabic Language Center 1 Jember. Islamic Religious Institutes usually use classical teaching methods in their education, whether textbooks, language, or so

AfifFauzi(April 22, 2022)

[20]Interview with Reza FendikaGlendra, a client from elementary school (April 22, 2022)
[21]Interview with Tariq Abi FertamaGlindra, a primary school principal (April 22, 2022)
[22]Interview with Muhammad Farhan Ahdana Al-Wafi, a client from the elementary class(April 22, 2022)

on. However, at the Al-Qodiri 1 Jember Islamic Institute, and especially the Al-Qodiri 1 Jember Arabic Language Center for students and administrators, many studies at universities abroad and vice versa. Therefore, many developments, including educational methods, were not directly applied at the Islamic Institute of Al-Qodiri 1 Jember. Includes the Make a Match learning tool.

Concerning the steps for implementing the Make a Match learning method at the Qadiri 1 Arabic Language CenterJember, the learning process begins with the teacher preparing the class and Methods related to the Make a Match learning method, then proceeding with opening a speaking skills education program. In front of him, the teacher said a greeting and the students answered him. In addition, teaching begins with a joint prayer between the teacher and students; the teacher greets students, asks about the material from the previous meeting, then conveys the purpose of teaching. In educational activities, the lecturer introduces animal vocabulary material and ends the joint education with students. The lecturer delivers material for the next meeting, closes the learning with Alhamdulillah, and ends with greetings. Then apply the Make a Match method: prepare 20 cards in advance, 10 question cards, and ten answer cards. Then proceed by distributing it to students randomly. Then students start looking for question-and-answer cards received before and match them with a predetermined time. Pupils who find their matches earn points, and those who fail to reach the time limit get a crack or a penalty. Then he asked students to discuss and compose a paragraph about the vocabulary obtained with their partners. While presenting to other students. The teacher then repeats the Make a Match instructions for the class without a card with the same rules.

The results of applying the Make a Match learning method based on the documents:

Professor prepares materials to be submitted to Talameej. After identifying educational materials that revolve around animal vocabulary, develop a lesson plan to achieve the learning objectives correctly. At this planning stage, the teacher prepares everything needed, including compiling lesson plans and making two cards containing questions and answers.

In front of him, the teacher said a greeting and the students answered him. In addition, teaching begins with a joint prayer between the teacher and students; the teacher greets students, asks about the material from the previous meeting, then conveys the purpose of teaching. In educational activities, the lecturer introduces animal vocabulary material and ends the joint education with students. The lecturer delivers material for the

next meeting, closes the learning with Alhamdulillah, and ends with greetings. Then apply the Make a Match method: prepare 20 cards in advance, 10 question cards, and ten answer cards. Then proceed by distributing it to students randomly. Then students start looking for question-and-answer cards received before and match them with a predetermined time. Pupils who find their matches earn points, and those who fail to reach the time limit get a crack or a penalty. Then he asked students to discuss and compose a paragraph about the vocabulary obtained with their partners. While presenting to other students. The teacher then repeats the Make a Match instructions for the class that has yet to be given a card with the same rules.

As the researchers described and supplemented with previous research, learning activities using the Make a Match learning method can increase student learning interest. This can be seen through students' activeness during the learning process using the Make a Match educational method. Learning using this Method can create a fun educational atmosphere because it contains play elements and allows students to study in groups. Social interaction can excite students to learn in class and motivate each other to achieve learning goals.

The Problems of Applying the Make a Match Learning Method in Improving Students' Speaking Skills at the Al-Qodiri 1 Arabic Language Center Jember, How and the Solutions.

In carrying out education, of course, it has a goal to be achieved, namely to improve the results of learning to speak. Whatever we want, we always expect it to succeed smoothly without encountering any obstacles. However, it can be accepted that to achieve a goal; sometimes we face various kinds of problems which become obstacles to achieving that goal.

Likewise, in the teaching process, there are many problems that we often encounter, especially those who work as teachers, which in the process of delivering subjects to students is not optimal and ultimately affects the learning outcomes of all students—implementing education at the Arabic Language Center, Al-Qodiri 1, and the solution. Various problems and obstacles inhibit the educational process, especially in teaching speaking skills.

- For the first problem, according to the researcher's observations, when learning speaking skills using the Make a Match learning method, some students still joke.

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Using it can create a fun learning atmosphere because it contains play elements. This provides an opportunity for students to study in groups. Social interaction can excite students about learning in class and motivate each other to achieve learning goals. From here, the negative side is that some students are busy and make fun of themselves when not under the supervision of a lecturer. The solution usually done by the teacher is to supervise students from behind so that there is a team of supervisors from the teacher to supervise students who are joking. The professor supervising them would judge them when they joked around too much.

- The second problem is the students' different abilities in understanding the material, and it is also one of the obstacles faced by the teacher in implementing Make a Match because students who quickly understand the material will be active in implementing the application. Create Match. Students who are late in understanding the lesson will be passive in doing the Make a Match method because these students need to learn the answers or questions from the cards they have. The solution given by the professor is first to classify classes that will take part in speaking skills learning activities through Make a Match education.

- The third problem is the atmosphere in the class when applying the Make a Match learning method; because the time is very long and learning takes place at 9 pm after learning at the Islamic Institute of Religion, students feel bored and bored. Sleepy while studying, the solution taken by the lecturer is usually to shout in Arabic to make students more enthusiastic. In addition, their solution is for teachers who teach more efficiently and can master the classroom atmosphere by applying teaching methods that contain game elements such as Make a Match.

However, in every application of educational methods, there are problems that hinder the proper implementation of education and the Make a Match educational method. The following are the problems of applying the Make a Match learning method in improving the speaking skills of Al-Qodiri Arabic Language Center 1 Jember students and their solutions.

The following is an interview with Mr. Wahyu Maulana:

"Of course, there are problems, starting from students who joke, because I play Make a Match there, if we do not see their jokes, it will happen. Then the different students understood. An active student means he understands, while a passive student is the

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opposite, and the last problem is that Sometimes they fall asleep quickly. They remember taking their education at the center right after the education at the institute at 9 pm.

"We usually supervise the solution, so there is a professor watching from behind while teaching. And those with different understandings, we classify them first. Starting from grade zero, elementary, then the end. For students who are sleepy while studying, we usually include Arabic chants (yells) in Arabic, with the aim of getting them excited again."[23]

The interview with Mr. Farhan Afif Fauzireads is as follows:
"For the questions, some start with some students joking because the element of this Method is playing, and students must be active and enthusiastic. For the second question, some students still need clarification and need help understanding the material being explained. , because the level of understanding is different; some are active some are passive. The third problem is that students are still asleep because teaching hours are carried out at night, namely at 9 o'clock after teaching from the institute."

Solution For Some of these problems, the first for students who like to joke, we will observe ourselves. If they joke a lot, we will be grateful. As for students whose understanding is different, we classify them first, starting from grade zero, beginners, and finals. As for students who fall asleep at 9 o'clock during teaching time, they include Arabic hymns (yells) in the hope that they will get excited again."[24]

Reza Fendika Glendra added the sentence; she was raised in the elementary class and said the following:
"When it comes to problems, sometimes there are those who joke with fellow students, there are also those who don't understand, and there are friends who are sleepy during class."
"Those who are separated are guided by lecturers, then friends who find it difficult to understand the differences. Previously there were zero, elementary, and final grades. So the material per class level. If you only pay attention to the singular forms of nehai and basis, they become one, and usually taz. When friends are sleepy, they usually shout together."[25]

Then Tariq Abi Fertama Glindra, the principal of the elementary school, said the following:

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[23]Interview with the Head of the Jember 1 Arabic Language Center, Mr. Wahyu Maulana (April 22, 2022)

[24]Interview with Mr., who teaches at the Arabic Language Center 1 Jumper, Mr. Farhan AfifFauzi(April 22, 2022)

[25]Interview with Reza Fendika Glendra, a client from elementary school (April 22, 2022)

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"The problem we feel is that there are still students who like to joke around so that it disturbs other friends. There are still some students who don't understand and even feel sleepy while studying."

"When someone jokes, they are directly guided by a professor, if it is excessive then it is taken, then it is distinguished first between grade zero, primary and final class with the intention of making it easier to understand the speech. some of your friends are sleepy."[26]

Then Muhammad Farhan Ahadan Al-Wafi, a messenger from the elementary class, said the following:

"There are friends who joke around so we feel uncomfortable, there are also those who don't understand, and there are also those who are still sleepy while studying."

"Usually from the lecturers, the teacher instructs if there are too many jokes, they are imMethodtely guided, for those who don't understand beforehand, the class is arranged, and if someone is sleepy, we have fun in Arabic together."[27]

Some of the results of the interviews were problems with applying the Make Match learning method and solving it; there were still some problems that occurred, including some students joking, because the Make Match learning method demanded students to be energetic and enthusiastic, and the teaching method contained elements of a game—supervised, students joking around. Then some students need help understanding because the level of understanding of students is different. Students who understand will be active during the learning process, but students who do not understand, vice versa. The next problem is that when learning is done at night, it causes some students to feel sleepy when teaching vocabulary about animals through the Make Match educational method.The solution to the problems that occur when learning skills to speak vocabulary about animals using the Make Match learning method is that when there are students who joke around, a teacher is watching from behind during the learning process. When there were students who joked too much, they would be judged. Class classification is done first to understand the different students so that some understand and others do not for null, central, and final values. Then the solution for students who feel sleepy, the teacher indirectly leads by including Arabic chants so they are excited.

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[26]Interview with Tariq Abi FertamaGlindra, a primary school principal (April 22, 2022)

[27]Interview with Muhammad Farhan Ahdana Al-Wafi, a client from the elementary class(April 22, 2022)

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Discussion

Applying the Make a Match Teaching Method Improves Students' Speaking Skills at the Arabic Language Center, Al-Qodiri 1 Jember.

Make a Match is a learning method where students look for partners while learning about a concept or topic in a friendly atmosphere. Make a Match is a form of teaching that asks students to look for answers and questions or jumbled words about learning material using the double card game method.[28]

So, of course, the learning method contains steps. Steps are organized phases that support goal attainment. Therefore, in this study, the researchers observed the steps for implementing the Make a Match learning method at the Arabic Language Center of the Al-QodiriAl-Islam I Jember Institute, how and what steps had a significant effect on the successful application of the Make a Match learning method. Make a Match teaching method. Concerning the steps for making pairs, Rossman mentions several steps for the Make a Match learning method, namely: (1) The teacher prepares several cards containing several concepts/topics that correspond to the sides of the review (one side of the card is the question card and the other side is a statement about answer cards), (2) each student gets one card and thinks of answers or questions from the cards he holds, (3) students look for partners who have cards that match their cards. Cards (question/answer cards), (4) students who can match their cards before the allotted time, (5) after one round of cards are reshuffled so that each student gets a different card than before, and so on. (6. Conclusion.[29]

Based on the data obtained by the researcher regarding the steps of implementing the Make a Match education method in increasing students' skills in the Arabic Language Center, Al-QodiriAl-Islam I Jember Institute through observation, interview, and documents. Before him, the teacher says greetings, and the students answer him. Moreover, the teaching begins with supplications between the teacher and the students; the teacher greets the students, asks for the materials from the previous meeting, and then conveys the teaching objectives. In the educational activity, the professor introduced the animal vocabulary materials and the professor concluded the education with the students. The

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[28]Hanifa Hasna Shalihah, "Penerapan Metode Make a Match Berbasis Pancingan Kata Untuk Meningkatkan Kemampuan Menulis Bahasa Arab," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 1, no. 2 (2018): 137–45, https://doi.org/10.17509/alsuniyat.v1i2.23553.

[29]Nala Khoiron M. Nur, "Konstruksi Pengembangan Kurikulum Pendidikan Agama Islam Dalam Meningkatkan Spiritualitas Peserta Didik Di SMK Diponegoro Tumpang Kabupaten Malang," *Http://Etheses.Uin-Malang.Ac.Id/* 561, no. 3 (2019): S2–3.

professor delivered the materials for the next meeting, closed the learning jointly with Alhamdulillah, and ended with a greeting. Then apply the Make a Match method as follows:

First, the teacher prepares the class and, simultaneously, the arguments in the form of twenty cards containing ten vocabulary and ten meanings, vocabulary for a question and meaning for an answer. Then the professor continued by opening the class with supplication, reviewing a few materials from the previous meeting, and following up on the following materials, which are the subjects of righteousness about animals (in this case, writing and saying aloud, while the students follow up with the aim of the students understanding and memorizing the meaning. Secondly, after completing the materials and speaking skills for vocabulary, the teacher distributes the cards to the students, and each student gets one question or answer card, previously distributed randomly. Then the pupils are first asked to understand which cards have been dealt. Thirdly, the pupils are asked to find a partner from the card that is nothing but the vocabulary, and the partner is the meaning of the vocabulary. In this instance, the disciples were highly excited, and the class atmosphere imMethodtely became crowded. So the need for the direct supervision of a professor, so they are not joking. Fourth, the teacher will award/reward the students who manage to match the cards before the time limit. In the meantime, the students who did not receive educational sanctions memorized the short letters, read the Qur'an, or memorized the vocabulary according to the desire of the teacher who was teaching at the time. Then the professor asked several pupils to present the cards they would pair in the future. And other pupils for the results of their presentations. Fifthly, the pupils who find their partner get points, and those who fail the time get shortcomings or educational penalties such as memorizing vocabulary, short messages, reading the Holy Quran, etc. And some future students presented the results they discussed with their partners. Sixth, the cards are returned, modified, and replaced with other chapters that have not been played; in this case, the professor had previously graded the chapters starting from Zero, Elementary, and Final. Then the class that has not played before plays by the same game rules.

Therefore, according to a researcher, the learning steps make the Make a Match teaching method in increasing the exceptional skill of the Al-Qodiri 1 Jember Arabic Language Center students appropriate and correct. But in the last stage, the teacher added a step, which is to ask the students to present the results of their understanding with their partners to play and train them in terms of courage, activity, and problem-solving skills. And for other pupils to respond to the results of their presentations.

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Problems in Applying the Make A Match Teaching Method in Improving the Speaking Skill of Students in the Arabic Language Centeral-Qodiri 1 Jember, and Their Solutions.

An appropriate education method is an education method that certainly has advantages and disadvantages. The following are the defects in the Make a Match education method according to Miftah al-Huda:

1. If this medium is prepared well, much time will be well-spent.
2. At the beginning of applying the Method, many students will feel embarrassed about associating with the opposite sex.
3. If the teacher does not direct the pupils well, many pupils will pay less attention to the even presentation.
4. The teacher must be careful and judicious when punishing pupils who do not have a partner because they can be embarrassing.
5. Using this Method continuously causes boredom.[30]

When a weakness in Make-a-Match education does not receive direct attention and supervision, it will, of course, cause a hurdle that hinders the goals of education. Obstacles in Education According to Ahmad Rouhani: He explains that the problems in education are several factors that hinder learning from the factors including teachers, students, families, and facilities. So with problems during the learning process, the goals of education will be and even will be less desired. But in all problems, the professor will think of appropriate and responsive solutions to overcome these problems.

Based on the results of the research through the observation, interview, and documents conducted by the researcher, the researcher found many obstacles in the application of the Make a Match teaching method in promoting the skill of straightforwardness among students at the Arabic Language CenterAl-Qodiri 1Jember, which means:

First: There are still some pupils joking because using this teaching method can create a fun learning atmosphere because it contains an element of play and provides opportunities for pupils to study in groups. Social interaction can excite pupils about learning in class and motivate each other to achieve learning goals. Of this, the downside is that some students are busy and make fun of themselves when outside the supervision of

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[30]Heri Kurnia and Gilang Septera, "Penerapan Model Pembelajaran Kooperatif Tipe Make A Match Untuk Meningkatkan Hasil Belajar," *Academy of Education Journal* 10, no. 02 (2019): 109–21, https://doi.org/10.47200/aoej.v10i02.277.

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the professor. So the pupils need sound guidance and supervision during the learning process occurs.

So the professor's solution during teaching was the presence of a supervisory team from the professor to supervise the students who were joking. When they joked too much, the professor supervising them would judge them.

Second: The different abilities of pupils in understanding lessons is also one of the problems he faces in applying the Make a Match teaching method because the pupils who understand the lesson quickly will be active in implementing cooperative learning from the Make a Match learning method. Pupils who are slow to understand the lessons will be passive in applying the Make-a-Match method because these pupils need to learn the answers or questions from the cards they have.

So the professor, in this case, has to prepare well, starting from the classrooms, Methods, strategies, etc., so that the pupils understand and feel satisfied with the material and medium of education provided by the professor. To overcome these hurdles, the teacher first categorizes the class participating in the Speaking activity with the Make a Match teaching method.

Third: Dismissal when applying the Make a Match education method with the very long time and education that is held at nine o'clock at night after the students feel bored and sleepy when teaching, and in this case, the reason for the sleeping students is that they feel bored because they are tired. After all, education in an intensive institute follows it. Teaching in the center When teaching occurs at night, the teacher needs more attention and guidance towards the students.

In this case, the solution for a teacher is that they usually include Arabic chants *(yel-yel)* to get the students more excited. In addition, their solution is that the teaching teacher is more efficient and able to master the classroom atmosphere by applying the teaching method with game elements, such as the Make Match teaching method.
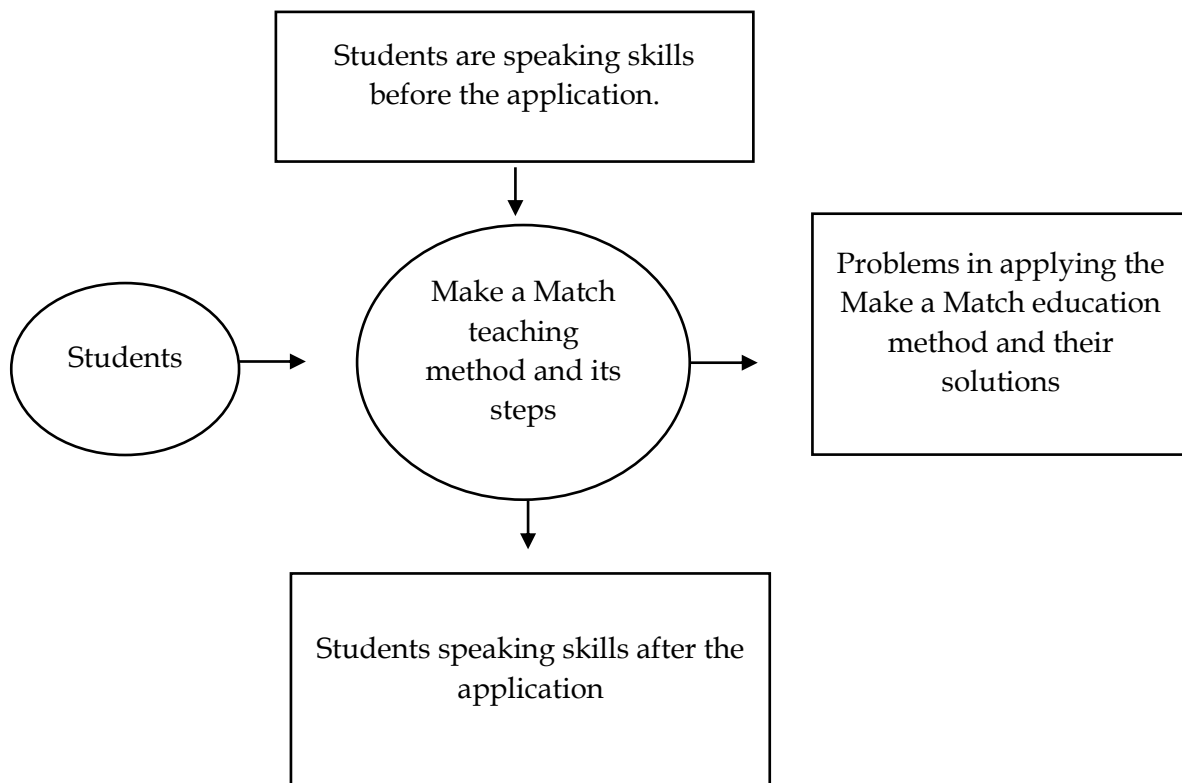
Picture 1. The Application of the Make Match Teaching Method
in Improving the Speaking Skill of the Students Mind Map

Conclusion

The Make a Match teaching tool has been used for three years at the Al-Qodiri Arabic Language Center 1 Jember. Generally, the Islamic Institute uses the classical teaching method in its education. Be it teaching books, language, and so on. Before him, the teacher says greetings, and the students answer him. Moreover, the teaching begins with supplications between the teacher and the students; the teacher greets the students, asks for the material from the previous meeting, and then conveys the teaching objectives. In the educational activity, the professor introduced the animal vocabulary materials, concluded the education with the students, delivered the materials for the next meeting, closed the learning jointly with Alhamdulillah, and ended with a greeting. Then apply the Make a Match method as follows:Prepare 20 sheets of cards in advance, 10 question cards and ten answer cards, then proceed to distribute them to the students randomly; the pupils then start to find the question and answer cards, pupils who find their partner get points, and vice versa, then the students are asked to discuss and compile a paragraph on vocabulary, and then the teacher repeats the Make a Match teaching method for the classes.[31]Some of the obstacles often encountered when learning occurs are that some students joke, the solution is a team of supervisors from lecturers and students' different abilities in understanding

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[31]Hunainah, "Penerapan Model Make a Match Untuk Meningkatkan Pembelajaran Bahasa Arab Pada SDIT Al-Qonita Palangka Raya" 15 (2016).

lessons. The solution is that the teacher classifies the first class, and the students feel bored and sleepy; the solution is that the teacher usually inserts Arabic chants.

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