



Alibbaa': Jurnal Pendidikan Bahasa Arab
Vol. 3 No. 2, Juli 2022
P-ISSN: 2721-1606 | E-ISSN: 2716-4985
doi: <https://doi.org/10.19105/ajpba.v3i2.5924>

Learning Arabic Language Skills for Adults (Jack C. Richard Thought Review)

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Abstract

Richards' thoughts on language learning are indeed very interesting to study. According to Richard on receptive language skills, there are three methods: Oral Approach and Situational Language Teaching, Audiolingual Method and The Silent Way. The approach of this study is literature from several sources related to the relevant discussion. The author uses the text study method in analyzing the collected data with the aim of describing the content clearly and in detail and aiming to reveal the concept of Jack C. Richard's thinking in learning receptive language skills and knowing the right receptive learning concept in learning receptive Arabic skills in adult education. The results of this study found that Jack C Richard's thoughts can be applied to adult education, especially in learning receptive Arabic skills by adjusting the conditions and situations that exist in the material and adult learners.

Keywords: *Receptive, Jack Richards, Adult*

INTRODUCTION

Humans as social beings cannot be separated from their need to communicate with each other.¹ One time he is the listener and another time he is the speaker. Likewise, at times he reads to obtain information and at other times he writes to convey what is in his heart and mind. Language as a means of human communication is certainly very instrumental in its function as a liaison of information², both messages received and messages conveyed between them, both oral and written information.

As a medium of communication, language can be obtained naturally or deliberately learned to be able to understand and use it. The language that is acquired naturally is usually the mother tongue, or the language acquired since childhood and is used as a means of communication within the family and the surrounding community.³ However, language can also be obtained naturally if it is in the context of a language environment that is intentionally formed or occurs naturally. For example, a foreigner who lives and stays for a long time in an area whose language is different from his mother tongue. Every day and every moment he listens and uses a language that at first was a foreign language to him, eventually became his second language in communicating. In fact, it may not only be in the elements of listening and speaking, it could be that he uses the second language as his communication language in reading and writing. Likewise, the language environment is deliberately formed or conditioned for a community. For example, the Arabic-speaking environment in modern Islamic boarding schools sets Arabic and English as their daily communication languages wherever and whenever. Even Arabic and English are used as the language of instruction in class or on campus.

¹ Ety Nur Inah, "Peranan Komunikasi Dalam Pendidikan," *Al-Ta'dib: Jurnal Kajian Ilmu Kependidikan* 6, no. 1 (2013): 176–88, <http://dx.doi.org/10.31332/atdb.v6i1.299>

² Khairani et al., "Peran, Fungsi, Dan Kedudukan Bahasa Dalam Kehidupan Seharian-Hari" (Jawa Barat, Universitas Jenderal Achmad Yani, 2018), <https://repository.unja.ac.id/6452/>.

³ Noermanzah, "Bahasa Sebagai Alat Komunikasi, Citra Pikiran, Dan Kepribadian" (Seminar Nasional Pendidikan Bahasa dan Sastra, Universitas Bengkulu: Ejournal UNIB, 2019), 306–319, <https://ejournal.unib.ac.id/index.php/semiba/article/view/11151>.

Learning a language, is basically learning a skill. Any language in the world includes four basic skill elements, each of which has its own strategy in learning. Linguists divide them into two main categories, namely receptive skills and productive skills. Receptive skills are listening skills and reading skills. The two receptive skills will lead to the productive skills of language learners, namely speaking skills and writing skills. And in learning, the four basic language skills need to be applied with special strategies and may differ from one another. Although in the end the four basic skills will involve all the senses possessed by humans to achieve their learning goals.⁴

One of the linguistic figures who talk about receptive language skills is Jack C. Richard. He with his thoughts on receptive language skills has colored the world's linguistic treasures with his teaching concepts, namely by building ideas on approaches, methods, techniques or other terms from those that have existed before.⁵

From the results of research from Aziza and Muliansyah, it is known that in learning language skills there are four main steps in a comprehensive approach, namely the orientation step which is the initial learning activity to invite and encourage students to concentrate and focus on learning. Then the exploration step as a stage to seek and find facts, knowledge, problems and solutions. The next step is stabilization, namely deepening, expanding, strengthening and consolidating mastery of the material and abilities that have been achieved. And finally, the conclusion step is to conclude what has been learned.⁶ From this description, the researcher concludes that learning language skills can be carried out comprehensively with regular and well-planned steps, which in the end the learning objectives that have been designed can be achieved as expected. In this author's research, learning Arabic in adults,

⁴ Supardi, "Model Pembelajaran Bahasa Arab Terpadu Di Perguruan Tinggi Keagamaan Islam Negeri," *Lisania: Journal of Arabic Education and Literature* 2, no. 1 (2018): 13–27, <https://lisania.iainsalatiga.ac.id/index.php/lisania/>.

⁵ Kisno Umbar, "Pembelajaran Keterampilan Berbahasa Arab Reseptif (Telaah Perbandingan Pemikiran Ibrahim Abdul Alim Dan Jack C. Richards)," *Arabia: Jurnal Pendidikan Bahasa Arab* 11, no. 1 (2019): 111–13, <https://journal.iainkudus.ac.id/index.php/Arabia>.

⁶ Lady F. A. dan Ariadi M., "Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif," *El-Tsaqafah: Jurnal Jurusan Pendidikan Bahasa Arab* 19, no. 1 (2020): 56–71, <https://journal.uinmataram.ac.id/index.php/eltsaqafah/article/download/2344/1237>.

namely related to skills, will be discussed based on Jack Richard's thoughts.

And Hendri's research results that one of the language skills approaches that can be applied in learning is a communicative approach. Namely, the steps include: students listen, read, and practice dialogue with their partners; listen and repeat it; listen and observe the dialogue model and change the subject; read question instructions and create questions; read the outline of the dialogue and practice with the partner; and finally listen and read the question model and then ask.⁷ The conclusion from the description is that one approach to learning language skills, especially maharah kalam in Arabic can be used with a communicative approach with clear details of steps. Meanwhile, in this paper, the approach to learning Arabic skills that will be discussed is viewed from the thoughts of Jack C. Richard.

Regarding adult education, they have their own educational goals and directions in living it. Is it aimed at increasing their knowledge or for other purposes, for example the economic and business aspects that are carried out in their work. As the results of research from Nurdianti and Halimah which found the fact that adult education has several motivations with the highest order being related to government policies on fulfilling educational qualifications, because of the institution where they work, because of the work system, because of their family, and the last is because they are consciously aware of willing to improve their knowledge and skills at work.⁸ So adult education has goals and motivations that direct him to increase his qualifications to support his work. In this study, the purpose of adult learning is in learning Arabic skills.

In the research results of Yusuf et. al that the maturity of self-concept in adults is formed and influenced by several things, including: self-awareness, self-esteem, individual roles, and experience. Then form

⁷ Muspika Hendri, "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunikatif," *Potensia: Jurnal Kependidikan Islam* 3, no. 2 (2017): 196–210. <http://dx.doi.org/10.24014/potensia.v3i2.3929>

⁸ Yanti Nurdianti dan Ai Hilyatul Halimah, "Motivasi Pendidikan Orang Dewasa," *JEKPEND: Jurnal Ekonomi Dan Pendidikan* 3, no. 2 (2020): 9–14. <https://ojs.unm.ac.id/index.php/JEKPEND>

a positive self-concept and develop.⁹ The description shows that the concept of adult education has its own direction and purpose has its own concept and direction that is formed and owned by every adult individual. In contrast to the research of Yusuf et. Al, in this study, the concept and purpose of adult learning is aimed at learning Arabic.

Alfurqan and his friends stated that the key to the success of education that the Prophet applied to the ignorant society at that time, which was seen as representative and dominantly developed in educating his friends as adults was the concept of true and appropriate teachings, his sincerity and sincerity in carrying out his duties. His philosophical approach and exemplary, gentle and compassionate methods are what he uses in educating his friends to become educated people.¹⁰ In this study, it can be concluded that the approach and method of education that the Prophet applied to the ignorant society can be successful in becoming an educated society with exemplary and sincere affection. In this research, the writer focuses on adult education in learning Arabic by applying Jack Richard's thinking related to receptive language skills.

According to Baroroh and Rohmawati, apart from the competence of Arabic teachers in motivating and encouraging students, innovations in learning Arabic are also needed that must be owned and carried out by teachers. Efforts that can be made are to determine and apply appropriate learning methods, especially in learning Arabic receptive skills, *istima'* and *qiraah*.¹¹ The statement shows that if the method used is appropriate to the competence of the teacher in learning, it can motivate students to learn. The choice of the method of learning receptive language skills from Jack C. Richard's perspective in Arabic in adult education is the focus of discussion in the author's research that distinguishes it from previous research.

⁹ Rini Novianti Yusuf et. al, "Implikasi Asumsi Konsep Diri Dalam Pembelajaran Orang Dewasa," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 4 (2021): 1144–51, <https://doi.org/10.31004/edukatif.v3i4.513>.

¹⁰ Alfurqan et. al, "Pendidikan Orang Dewasa Yang Dikembangkan Rasullullah," *Islam Transformatif: Journal of Islamic Studies* 1, no. 1 (2017): 15–29. <http://ejournal.iainbukittinggi.ac.id/index.php/islam/article/view/327>

¹¹ R. Umi Baroroh dan Fauziyah Nur Rahmawati, "Metode-Metode Dalam Pembelajaran Keterampilan Bahasa Arab Reseptif," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (2020): 179–96, <https://doi.org/10.54437/urwatulwutsqo.v9i2.181>.

From several research results related to learning receptive language skills and adult education, the authors are interested in studying them together. What are the implications of both, and what is the right method of learning receptive language skills for adult learning? In this article, the author will also relate the learning of receptive Arabic skills from Richard's perspective to the psychology of adult education, or better known as andragogy. Learning Arabic in adult education is certainly not the same as learning Arabic for children. There are several language skills learning strategies, especially Arabic which has its own uniqueness and andragogy concepts that need to be understood by language teachers so that the maximum learning objectives can be achieved and in accordance with the predetermined design.

METHOD

This article was written using a literature approach from several literature sources relevant to the study of Jack Richard's receptive language skills, Arabic learning, andragogy approach, and educational psychology. The library approach, according to Sutrisno Hadi, is one type of research in terms of where the data is taken, namely the library.¹² Reading sources in the library can be divided into groups of general reference sources which usually contain general theories and concepts such as text books, and special reference sources in the form of journals, theses, papers in national seminars and so on.¹³

In this study, the content analysis method was used, namely by grouping data based on certain categories or themes, in this case related to receptive Arabic skills, the concept of adult learning called andragogy, and Jack C. Richard's thoughts on language learning. Then the data that has been categorized is labeled and put together in a similar category or theme, making it easier for researchers to see the contents of the various data that have been grouped. The steps of data analysis are in accordance with the findings and research of researchers from the Arabic language

¹² Sutrisno Hadi, *Metodologi Research* (Yogyakarta: Fakultas Psikologi UGM, 1990).

¹³ Syahrin Harahap, *Metodologi Studi Dan Penelitian Ilmu-Ilmu Ushuluddin* (Jakarta: Rajawali Pers, 1995).

research methodology book written by Izzuddin Mustafa and Acep Hermawan pada tahun 2018.¹⁴

RESULT AND DISCUSSION

Jack C. Richards' Perspective Receptive Language Skills Learning Concept

In 1943 in New Zealand, Jack C. Richards was born and there he also received his MA (Master of Arts) degree in English, namely at Victoria University Wellington with the best ranking in 1966. He continued his education at Laval University and obtained his PhD in 1972 as a modern scientist, Richard is diligent in sharing knowledge in various countries in the world, including in Singapore, in Hong Kong, in Canada, in the United States, and in Indonesia. It turned out that after completing his PhD in Singapore, Prof. Richards has taught in Indonesia. He was appointed as one of the experts in the specialization of applied linguistics at RLC Singapore (Regional Language Centre) under the supervision of the New Zealand government. Richards' high range of academic mobility means that his capacity is recognized not only in New Zealand, Canada, but at nearly several campuses around the world. His phenomenal works as a professional in the field of linguistics include: *Error Analysis* (1974), *Reflective Teaching in Second Language Classrooms* (1996, with C. Lockhart), *Beyond Training* (1998), *The Language Teaching Matrix* (1990), *Curriculum Development in Language Teaching* (2001), *Approaches and Methods in Language Teaching* (3th edition 2014, with T. Rodgers), *Longman Dictionary of Language Teaching and Applied Linguistic* (4th edition 2010, with R. Schmidt), *Professional Development for Language Teachers* (with T. Farrel), *Cambridge Guide to Pedagogy and Practice in Language Teaching* (edited with A. Burns), *Language Learning Beyond the Classroom* (Routledge, 2014, edited with D. Nunan), *Key Issues in Language Teaching* (Cambridge, 2015).¹⁵

¹⁴ Izzuddin Mustafa dan Acep Hermawan, *Metodologi Penelitian Bahasa Arab: Konsep Dasar, Strategi, Metode, Teknik* (Bandung: PT Remaja Rosdakarya, 2018).

¹⁵ Kisno Umbar, "Pembelajaran Keterampilan Berbahasa Arab Reseptif (Telaah Perbandingan Pemikiran Ibrahim Abdul Alim Dan Jack C. Richards)," *Arabia: Jurnal Pendidikan Bahasa Arab*, Vol. 11 No. 1, 2019: 111-133. <http://dx.doi.org/10.21043/arabia.v11i1.4956>.

Richards' thoughts on language learning are better known from his book, which was first published in 1986, entitled *Approaches and Methods in Language Teaching* (third edition 2014, with Theodore Rodgers). By researchers of applied linguistics, especially related to language teaching, Richards' thoughts contained in his book are indeed very interesting to study. Richards lays out some facts about language teaching in the 1980s, before he builds ideas on approaches, methods, techniques or other terms. Among them, namely *the grammar-translation method, language teaching innovation in the nineteenth century, reform movement, direct method, the method era* and *approaches and methods in teacher preparation programs*.¹⁶

The concept of language learning that has been formulated by Edward Anthony was revised by J.C. Richards and T. Rodgers. Anthony's conceptualization of language learning formulates three main terms that must be understood, namely approach, method and technique. Approach is defined as a set of correlative assumptions related to the nature of language teaching and learning. An axiomatic approach. It describes the nature of the subject matter to be taught.¹⁷ That is, what is meant by a language learning approach in this case is an assumption that expresses basic understandings about language, learning and teaching which are then linked into a basic understanding of language teaching and learning.

As for the method, according to Anthony, it is the overall plan for the presentation of language material in an orderly manner, there are no conflicting parts, and everything is based on the chosen approach. An approach is axiomatic, a method is procedural.¹⁸ This means that based on this definition, what is meant by method is a planning system that is systematically arranged from the beginning to the evaluation of the implementation of language teaching and learning in the classroom based on a particular language teaching and learning approach. Meanwhile, in one approach, there can be many methods.

While language learning techniques are implementations that actually occur in the classroom. That is, certain tricks, tactics or inventions used to fulfill and achieve an immediate goal. Techniques must match the method and align with the approach. This means that the technique is an activity that is specifically and manifestly manifested in

¹⁶ Kisno Umbar, "Pembelajaran Keterampilan ...", 122.

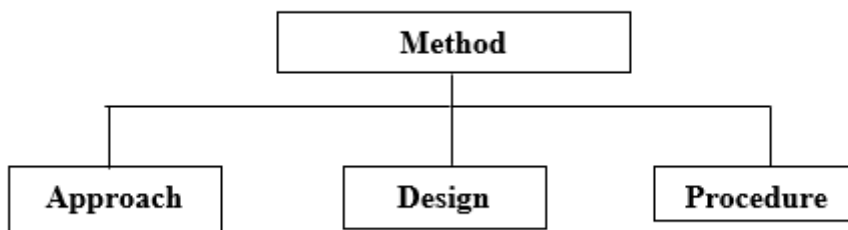
¹⁷ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods in Language Teaching* (New York: Cambridge University Press, 2001).

¹⁸ *Ibid*, 19.

a pattern of language learning in the classroom according to the method used and in line with a particular language learning and teaching approach.¹⁹

Richards and Rodgers modified the theory raised by Edward Anthony, namely regarding approaches and methods which are treated like designs related to objectives, syllabus. At this stage teachers, students and instructors are also more specified. Terms such as approach (approach), method (method), and technique (technique) are sequentially changed to approach, design and procedure.²⁰ According to Richards and Rodgers, the method is a specific theoretical umbrella that links theory and practice. Approach is defined as assumptions, beliefs regarding the basic theory of language and language teaching. More specifically, the design is the relationship between the theory of teaching in the classroom related to materials and activities. The procedures are defined as techniques and exercises that support the application of the approach and design.²¹ In Figure 3 below is a table of terms used by Richards:²²

Richard's Term Table



Richards and Rodgers established two principles that contributed to the notion of the concept of a method in their new formula. The Richards method concept is structured around six important design factors: objectives, syllabus, activities, student roles, instructors and teaching materials. Richards presents several language learning methods according to the concepts described above in his book approaches and

¹⁹ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods* ..., 19

²⁰ Ibid, 20.

²¹ Kisno Umbar, "Pembelajaran Keterampilan ...", 124.

²² Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods* ..., 32.

methods in language teaching are: a) oral approach and situational language teaching; b) audiolingual method; c) total physical response; d) the silent way; e) community language learning; f) sugestopedia; g) whole language; h) multiple intelegances; i) neurolinguistic programming; j) the lexical approach; k) competency based language teaching; l) communicative language teaching; m) the natural approach; n) cooperative language learning; o) content-based instruction; p) task based language teaching; q) and the post methods-era.²³

Specifically for receptive language skills, there are three methods, namely: oral approach and situational language teaching, audiolingual method and the silent way. With the following description:

1. Oral Approach and Situational Language Teaching Method²⁴

Approach	Design	Procedure
The language theory that underlies the teaching of situational language can be categorized as a type of English “Structuralism”. That the theory of knowledge about structure must be related to the situations in which it can be used and provides situational language teaching as one of its characteristics. Speech is considered as the basis of language and structure is seen as the core of speaking ability. The learning theory used is Behaviorit habits-learning, namely the learning theory that underlies the teaching	The aim is to practically teach the four language skills. Especially in spelling and grammar. Syllabus, Using Structural Syllabus and vocabulary lists. Namely, the basis of teaching a language in situational language teaching is a structural syllabus and a word list. The syllabus structure is the arrangement of the basic	At any level, situational language teaching has a variety of grade levels with the aim that the practice of language structure is morefree, especially in its use when speaking, writing, or reading. In the early stages of learning, more emphasis is placed on pronunciation and intonation exercises. In more detail, parts of learning can be described, including: 1)

²³ Imroatus Sholikhah, “Paradigma Baru Pembelajaran Bahasa Dan Resistensi Masyarakat Terhadap Perubahan,” *Cendekia* 8, no. 2 (2014): 151–68, <https://doi.org/10.30957/cendekia.v8i2.60>.

²⁴ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods* ..., 34-39.

Approach	Design	Procedure
<p>of situational language which is a type of behaviorist habit learning theory. The theory discusses the primacy of the process of learning conditions.</p> <p>The main characteristics of the approach are as follows:</p> <p>a) Language teaching begins with spoken language. The material is taught orally before being presented in written form.</p> <p>b) The target language is the class language.</p> <p>c) New language points are introduced and practiced situationally.</p> <p>d) Vocabulary selection procedures are followed to ensure that important general service vocabulary is covered.</p> <p>e) Grammar items are graded following the participle that simple forms should be taught before complex ones.</p> <p>f) Reading and writing are introduced after an adequate lexical and grammatical basis is established.</p>	<p>structure and sentence patterns of a language based on the order in which it is presented, which in situational language is always conveyed in its teaching in the form of sentences, and the selection of vocabulary in sentences is adjusted to the pattern being taught. Teaches the basic structure and word patterns of a language.</p> <p>Student Role, Students are asked to listen and repeat what is said by the teacher.</p> <p>The role of the teacher, the teacher must create a learning model, set the required situation according to the target structure and vocabulary, then do the modeling.</p>	<p>Pronunciation, 2) Review (as preparation for giving new teaching materials), 3) Giving vocabulary or new structural patterns, 4) Drill, 5) read teaching materials with new structures or practice writing.</p>

The principles of situational language teaching, with a strong emphasis on oral practice, grammar, and sentence patterns, conformed to the intuitions of many practical-oriented classroom teachers; they continued to be widely used in the 1980s.²⁵

2. *Audiolingual Method*²⁶ (الطريقة السمعية الشفوية)

Approach	Design	Procedure
<p>Theory Structural linguistics. This approach sees the structure of language as the focus of attention. The structure of language in this case is considered the same as sentence patterns. According to this theory, good and correct language is used by native speakers (in linguistic terms it is called descriptive) (Hermawan, 2018).</p> <p>Learning Theory Behavioral Psychology (stimulus, response and reinforcement). According to behaviorists, habits are formed when an answer (response) to a stimulus (stimulus) is consistently given a</p>	<p>Short-term goals: practice, listening competence, spelling accuracy, controlling the structure of listening to sounds, introducing vocabulary used in a sentence structure, and being able to distinguish whether speaking is a native language or not.</p> <p>Long-term goal: to be able to speak like a native speaker.</p> <p>Syllabus Phonology, morphology and syntax. If it is used in another language, it can conduct a contrastive study on the target language.</p> <p>Teaching Activities Dialogue and practice. Exercises in the situational approach to language teaching present new</p>	<p>Since audiolingualism is essentially an oral approach to language teaching, it is not surprising that the teaching process involves extensive oral teaching. The focus of instruction is direct and accurate lectures; there is little provision for grammatical explanation or speaking of language. As much as possible, the target language is used as the language of instruction, and translation or</p>

²⁵ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods* ..., 42.

²⁶ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods* ..., 48-

Approach	Design	Procedure
<p>reward as reinforcement. Human language behavior is shaped by reinforcement commonly used in society. According to a well-known figure in this case, namely Skinner, the sequence is Stimulus – Response – Reinforcement or Stimulus – Response – Reinforcement. In psychology this concept is called operant-conditioning/al-isyrat al-ijro'i, namely strengthening of student responses to get a new response according to the given stimulus, and given in the context of good habituation (Hermawan, 2018). Because reward is more effective than punishment in habit teaching situations.</p>	<p>sentence structures in practice.</p> <p>Student role Students act as objects directly in order to provide the right response.</p> <p>Teacher Has a central role, and dominates There are three functions of the teacher here. In the lesson presentation stage, the teacher acts as a model, setting up a situation where the need for a target structure is created and then modeling a new structure for students to repeat.</p> <p>Material instruction model Materials accompany teachers to build language mastery in students, usually using text books. Situational language teaching relies on textbooks and visual aids. The structure of the different languages and has been arranged in an orderly manner in the textbook as a lesson plan. Likewise, learning media that can be made by</p>	<p>use of the mother tongue is not recommended. Classes of ten people or less are often considered optimal, although larger classes often become commonplace.</p>

Approach	Design	Procedure
	teachers or buy them, including flash cards, pictures, stickers, and others. Textbooks and learning media are important elements in situational language teaching.	

The audiolingual method is a method based on a structural approach in language teaching. As an implication, this method emphasizes the study and description of a language to be studied by starting from the sound system (phonology), then the word formation system (morphology), and the sentence formation system (syntax).²⁷

According to al-Naqah (2010) and Badri (1996) in Hermawan, that language is speech, not writing; language is formed from habits; what must be learned is language, not language; language is not to be spoken of, but to be used; all languages in the world have differences.²⁸

3. *The Silent Way Method*²⁹ (الطريقة الصامتة)

Approach	Design	Procedure
<p>Theory Structural approach Lessons are presented in stages from easy to difficult elements. Vocabulary material and sentence structure are presented little by little so that they become small units. The learner must be able to get a feel for the</p>	<p>It teaches learners how to learn a language, and the skills developed through the process of learning a foreign or second language can be used to learn everything else that is not yet known. One material is usually given once, not repeated. Once the</p>	<p>Using a standard format with pronunciation as the main focus.</p>

²⁷ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab* (Bandung: PT Remaja Rosdakarya, 2018). 217-218.

²⁸ Ibid, 218-219.

²⁹ Jack C. Richards & Theodore S. Rodgers, *Approaches and Methods ...*, 101.

Approach	Design	Procedure
<p>target language being studied. Gattegno views that the role of linguistic theory in language teaching methodology is uncertain (skeptical). He felt that language studies "may be a specialization, (which) brings with it a narrow slit of one's sensibilities and may very little serve a broad purpose in mind". According to him, vocabulary is a core and important element in language learning.</p>	<p>material is given, concentration is strengthened because students realize what the teacher said will not be repeated. Gestures are sometimes given in the form of gestures or assistance from students without verbal explanation.</p> <p>Purpose:</p> <ul style="list-style-type: none"> a). Train students' skills in using a foreign language that is learned orally. b). Train students' skills in listening to the conversation of the interlocutor. c). Train students to be able to master practical grammar. 	

Silent way is a foreign language learning method that is dominated by student activities while the teacher does not talk much orally. This not much talk is actually considered a stimulus that forces students to try their best to understand and express the message they understand. Silent way was coined by Caleb Gattegno (1972), a language teaching expert who applies the principles of cognitivism and philosophy in his teaching.³⁰

In his book, Richards has succeeded in making a very rigid system of language teaching methods. Starting from the methods, approaches, designs and implementation procedures described technically. For language teachers, Richards' idea can certainly be a shortcut in designing foreign language learning plans. So don't be

³⁰ Acep Hermawan, *Metodologi Pembelajaran ...*, 239.

surprised if the book is still needed by the public and has a wide influence.

The method that Richards published in his book is not a new method, some of which have been applied to foreign language learning in Europe or in the United States. The breakthrough effort that was made was to put the method on the concept it built in language learning.

Richards' explanation of the method, which is so detailed, makes the method inflexible. This has a negative impact on teachers who are too fixated on Richards' ideas, which makes it difficult for him to carry out new innovations. Because after all, in language learning there is no single method. Each teaching method has advantages and disadvantages. These methods can be used in certain purposes and in certain situations.³¹

The language learning method developed by Richards, if observed in depth, is structurally oriented. It is as if language skills only focus on mastering linguistic rules (competence) and how to use them (performance). This view has implications for language learning which emphasizes mastery of grammar which includes word structure, sentence structure, vocabulary, meaning of words/sentences, spelling and pronunciation before students master communication skills. This can be seen if you pay attention to the approach of the method developed by Richards in his book.

Before discussing Jack Richard's method of learning the language of thought skills, let's first discuss how adults' views, goals, and motivations learn. From several studies found, among others: a) adult learning or what is known as andragogy, according to Yusri in his research that andragogy has four well-known main assumptions, namely self-direction, experience is a source of learning, willingness to learn based on needs, and learning orientation is problem solving³², b) in line with Malik who said that there are four main assumptions in Malcolm Knowles' andragogy concept, namely 1) the independence of the individual's self-concept grows and matures from full dependence to independence. Independent adult self-concept requires respect from others who can direct it; 2) the many experiences he gained as he grew and matured made him a rich source of learning which gave him a broad foundation for future learning; 3) adult learning tends to develop and increase in the face of its role in life and life. Their willingness to learn

³¹ Zainal Rafli dan Ninuk Lustyantie, *Teori Pembelajaran Bahasa, Editor, Cet. II* (Yogyakarta: Penerbit Garudhawaca, 2016). 237.

³² Yusminar Yusri, "Strategi Pembelajaran Andragogi," *Al-Fikra: Jurnal Ilmiah Keislaman* 12, no. 1 (2013): 25–52, <http://dx.doi.org/10.24014/af.v12i1.3861>.

is not only due to academic compulsion, but also because of the need for their social role in life in society; and 4) adult learning orientation tends to focus on their needs in solving life problems³³ From the assumptions in adult learning, it can be concluded that adults learn not in the context of the process of transferring knowledge from teachers to learners, but people who learn to have independence in their self-concept, have rich learning resources from the experiences they have gone through, have readiness to learn. that he has considered, and also has a learning orientation that focuses on solving problems in his life. Likewise, when adults learn Arabic, of course with the orientation that the language they learn can be used in their lives in order to enrich their experiences..

Learning Arabic Language Skills Jack C. Richards Perspective in Adult Educational Psychology

Some of the concepts of learning language skills in Richard's perspective that have been described previously, namely there are three methods that can be applied in learning receptive Arabic skills in adult learning by involving them more actively in the learning process. In addition, teachers in adult learning are more learning partners who must be open, honest and respectful of each other. Because the experience that the learner has will be able to help him in the process of learning these Arabic skills. So, the teacher here acts as a learning instructor who helps adult learners get what their learning goals are.

1. With the Oral Approach and Situational Language Teaching Method

This method uses the language theory that underlies the teaching of situational language which can be categorized as a type of English "structuralism". Namely that the theory of knowledge about structure must be related to the situations in which it can be used and provides situational language teaching as one of its characteristics. Speaking ability is considered as the basis of language and structure is seen as the core of speaking ability.

The learning theory used is Behaviorit habits-learning, namely the learning theory that underlies the teaching of situational language which

³³ Halim K. Malik, "Teori Belajar Andragogi Dan Aplikasinya Dalam Pembelajaran," *Inovasi* 5, no. 2 (2008): 1-16, <https://ejurnal.ung.ac.id/index.php/JIN/article/view/803>.

is a type of behaviorist habit learning theory. The theory discusses the primacy of the process of learning conditions.

These things can be applied in learning Arabic language skills in adults, although in the element of receptive skills. Before being able to speak in Arabic, of course, Arabic learners go through the stages of learning to listen and read first to understand an Arabic context and text. In this condition, active speaking can be done by a teacher who is really fluent in Arabic or an audio recording from a native speaker related to the material being taught can be played. Learners should try to practice their listening skills significantly. The context and language texts that are listened to and read by students are situational and according to the conditions that occur and commonly occur in their lives. So that the assumptions of adult learners in their learning orientation can be fulfilled.

2. With Audiolingual Method

It has previously been described that this method in language learning is based on a structural approach that emphasizes the study and description of language starting from phonology, morphology to syntax. And the languages in the world have differences from each other, including Arabic both from the aspect of phonology, morphology and syntax, especially in the semantic aspect of the Arabic language. Language is an utterance that should be used in speaking, not just in writing. With the audiolingual method, learning Arabic in adult education is very appropriate to be applied. Based on independence, experience, readiness to learn and orientation to adult learning, this method will make the learning of receptive language skills work well with the support of the teacher in this case as a learning instructor. The technique that can be used is the oral approach and situational language teaching method, where the instructor acts as a speaker or provides learning material with Arabic audio and text to be listened to and listened to by adult learners in understanding the context and text of the teaching material. At the same time, adult learners will respond to what they hear and read by activating speaking and writing activities as their productive language skills. Because the oral approach in language teaching is the basis of this method, so in the learning process this method involves extensive oral activities.

3. With the Silent Way Method

Because this method uses a standard format with pronunciation as the main focus, and teachers are more silent and learners are more active as a form of stimulus given, then if this method is applied in learning

receptive language skills which include listening and reading in adult education, strategies are needed. and creativity of the teacher or instructor so that learning remains fun. The condition of adult learners who have independence, experience, readiness and their own learning orientation will certainly facilitate the learning process and achieve learning objectives well. The techniques that can be used in this method are more or less the same as the two previous methods, just need to be adjusted to the existing situations and conditions during the learning process of Arabic receptive skills.

CONCLUSION

Jack C. Richard's thoughts on learning receptive language skills by applying the oral approach and situational language teaching method, the audiolingual method, and the silent way method, with systematic and detailed procedures, can be applied in learning Arabic receptive skills for adults with adjustments to the material. teaching, situations, and conditions of adult students who have experience as a source of learning for themselves, learning goals and orientations that will support them in improving their qualifications, self-competence and work.

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