



Teaching Arabic Language and Its Problems

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Abstract: Arabic Language Indonesian society is a foreign language, so the process of learning always meets difficulties and problems. Problems and difficulties can stem from the existence of differences between the language of Arabic and Indonesian, both in the phoneme aspect, morpheme, and syntax, and also the meaning aspect. The factors influencing the instruction of the Arabic language are linguistic factors, psychological factors, learning factors, and methods of individual factors and instructions and lesson items.

Keywords: Arabic language, methods, language problems

I. Introduction

There are at least two problems faced in teaching Arabic in Indonesia;

First, students are established in their mother tongue, both regional languages and Indonesian, so that the habit of thinking in that language prevents them from understanding foreign languages. This will create difficulties for those learning Arabic, because of the fundamental differences between the language system they have and the new language they are learning, both in the system of sounds (phonemes), words (morphemes), and sentences (syntax).

Second, problems related to teaching, which include objectives, methods, selection and sequence of subject matter, teaching staff, techniques, and teaching media in an evaluation manner. This problem is related to the lack of availability of relevant primary books, the unsupportive condition of educational institutions, the absence of supporting materials, the lack of teachers who are trained and specialized in teaching Arabic, and inadequate facilities. Apart from that, there are still difficulties that are influenced by other factors, such as psychological and methodical factors. In summary, it can be said that in learning Arabic, several difficulties are encountered which are influenced by several factors.

II. Review of Literature

2.1 Factors that Influence Arabic Language Learning

a. Linguistic Factors

The difficulty of learning Arabic from a linguistic perspective stems from the many differences between Arabic and Indonesian, starting from the sound system (phonemes), how to write letters, word forms, sentence structure, and vocabulary. In the sound system, for example, 14 Arabic phonemes have no equivalent in Indonesian, namely letter sounds; sa, ha, kha, zal, zai, syin, sad, dad, ta', za, 'ain, ghain, fa, and qaf. Because of this, even though many have studied ilm at-tajwid, pronunciation errors are still often found. This is caused by a lack of intensive practice in pronouncing Arabic letters.

Another thing that can cause difficulties is in terms of writing because writing has a

different form from Indonesian writing. There are shapes at the beginning, middle, and end, there is a connecting system between letters, and there are signs for mad (long sound) and tasta (double sound). Additionally, Arabic writing moves from right to left and is often given vowels, giving it shape example, it is possible to read kataba, kutiba, and pole if it does not exist in a certain sentence form.

In the form of words, Arabic recognizes changes in form that occur in the word itself through *isytiaq* (derivation), in addition to the *ibdal* and *i'lal* methods, as well as the diversity of *masdar* forms into *qiyasiy* and *sama'iy* (irregular). For example, the word *masdar* علم, turned into words علم, علم, علم, علم, and so on, as well as changing the word from the meaning of *mufrad* (singular) to *Susanna JAMA*.

In terms of sentence structure (syntax), Arabic also has quite a lot of differences from Indonesian. In Arabic it is known *asi'rab* which can differentiate the position of each word in a sentence, the number of *aliyah* is widely used, while in Indonesian it only concerns inversion sentences, Likewise, the need for *tathabuy* (coherence) between parts of a sentence such as between the main *multiday* and the description (*khabar*), between the verb (*fi'il*) and the subject (*fa'il*), between the nature (*na'at*) and the other. character (*can't*) which has an important position in Arabic, there are also sentence structures that are not found in Indonesian, for example:

هذا كتاب جديد this book is new

سيأخذها يا أستاذ هذه قى صدي this magazine will take it, my friend

Another element that often creates obstacles in the sound system is the similarities and differences in sound between one letter and another. In consonant form, for example, some letters are pronounced, but it's not written, there are also things written but not spoken, and there are even letters that occupy both positions (that is, written and spoken in one type of word, but written unpronounced in another), such as the letters *alif* and *lam*.

There are quite a few Arabic loan words that have become part of the Indonesian language, many of their structures and pronunciations have been adapted to the Indonesian language structures and pronunciations, and even the writing and meaning have experienced shifts, such as the words *mosque*, *council*, *papers*, *magazines*, *lectures*, etc., etc.

III. Results and Discussion

3.1 Social and Psychological Factors

Language as an essential social phenomenon is very much shaped by socio-cultural developments in a society. If social ecology is seen as an important factor in developing the mother tongue (Indonesian), then it should also be responsible for developing Arabic language teaching for the Indonesian people who are predominantly Muslim. As a means of expressing desires, opinions, and feelings, Arabic should be socialized through intensive coaching within the family, daily interactions, the *madrassa* environment, and communication media. However, this ideal seems to be far from reality, because most Muslims in this country can only use Arabic in certain things with very limited mastery (knowing how to pronounce it, but not understanding the meaning), such as in performing prayers and saying prayers. This fact contradicts Islamic guidance which motivates mastery of the Arabic language, as the

Prophet once emphasized: "It is not valid for someone to pray without reading Surah al-Fatihah."

People's limitations in mastering Arabic cannot be separated from various factors that influence each other, such as individual factors, the environment, and subject matter factors. In general, the household environment does not help in developing Arabic language teaching, and in the school environment (madrasah) people rarely get used to using Arabic in daily communication. Even teachers. Even Arabic teachers don't speak Arabic, let alone encourage students to communicate in this language. The same thing also happens in popular communication media in society such as radio, television, and magazines, there are almost no news or Arabic language teaching programs that can be reached by the abilities of students in madrasas, as a result, motivation learning Arabic at school does not receive support from developing media.

From a psychological point of view, Developing social trends does not seem to be of much help to the success of teaching Arabic in Indonesia. As far as can be observed, the system of social interaction that is growing and developing pays little attention to the urgency of this language in social and religious life. The attitude of most Indonesian people, including students who are not enthusiastic or even feel inferior in speaking Arabic, has made the language of the Koran increasingly marginalized from social interactions. Even though they all realize that it is important to master Arabic well, of its position as the language of the Koran, the Prophet's Hadith, and religious books such as Tafsir, Fiqh, and Tauhid, even as a language for communicating with Allah during prayer.

All the factors mentioned above clearly seriously hinder the development of Arabic language skills in Indonesia. Therefore, even though Arabic is still taught at all levels of Islamic education, the reality shows that it is only limited to religious terminology.

3.2 Teacher Factors and Teaching Methods

Teachers a central figure who determines the achievement of teaching goals in schools, they play a very big role in the teaching and learning process. Teachers who master the subject matter will certainly be able to choose and determine the methods and tools to be used, whereas teachers who do not understand various methods and do not know their weaknesses and strengths, will certainly not be able to choose and determine which methods to use. Therefore, other factors that influence the success of teaching Arabic are the quality of the teachers who train students at school, methods, and special teacher skills (specialization).

In line with the proposition above, there is an impression that there are still very few Arabic language teachers in Indonesia who have fulfilled the special requirements of an Arabic teacher. As a result, Arabic grammar teaching techniques, especially in the teaching and learning process in the field of Arabic studies, mostly use Indonesian as the medium of instruction. This tendency occurs because these teachers are not people who are specifically prepared to cover this aspect, except on a whim or simply to fill a gap in teaching Arabic, thus having fatal consequences for the selection and use of teaching methods. Based on this consideration, training for religious teachers still needs to be increased both in frequency and quality, as carried out by the Ministry of Religion of the Republic of Indonesia and carried out in collaboration with UNICEF through Ma'had al-'Ulum al-Islamiyah wa al-'Arabiyyah as-Su'udiyah (LIPIA) Jakarta, to produce competent Arabic language teachers, in the sense of having language skills.

The most serious obstacle, apart from lack of language mastery, is the problem of

using teaching methods. Generally, Arabic teachers only use conventional methods, namely grammatical and translation methods (grammatical and translation methods). This method has many weaknesses because it tends to: the grammar taught is formal, vocabulary depends on the reading that has been chosen, teaching and learning activities consist of memorizing grammatical rules, translation of vocabulary, short readings, interpretation, and lack of attention. speech exercises. Therefore, this method only expects students to be able to read texts (discourses) and memorize existing grammatical rules so that they never receive exercises to apply the rules they have memorized. To accelerate the success of teaching Arabic, practice, and repetition are indispensable.

3.3 Individual Factors and Subject Matter

There are several aspects concerning individuals that are often stated as determining factors for the success of learning Arabic.

First, intellectual abilities. Each individual has different innate abilities and potential, which have quite a big influence on the learning process. Those who have high intellectual abilities will usually be younger and understand lessons more quickly than students who have low intellectual abilities. However, this factor is not the most important and dominant in learning, because there are still other ways that can be done to overcome deficiencies in ability, namely by increasing practice.

Second, interest and desire. Interest and desire also have an important role in learning. Interest or desire is very closely related to the goals of each individual. Each individual has different desires and goals. This difference results in differences in the way the learning material is delivered to the individual. If teaching Arabic can find and use these methods, and can make the learning material provided in such a way, then students will feel that learning Arabic is very meaningful for them and also feel that they can achieve it, so they will have the will to learn.

Third, attitude. This factor also influences a person's success in learning. There are two issues related to this factor, namely attitudes towards learning materials and attitudes towards teachers. Even subjects you like will usually be studied more seriously, while learning materials you don't like or don't like usually receive less attention. Likewise, attitudes towards teachers determine a lot of the quality of attention to the lessons they deliver.

Fourth, is intelligence. Research conducted by Hoogstraten (1977) concluded that students who had high IQ had high learning test results, and students who had low IQ had low learning results. The same research was also carried out by Kelly. This research found that there was a correlation between intelligence test results and learning progress test results of 95%, there was a correlation between intelligence test results and reading tests of 92%, and there was a correlation between intelligence test results and exact science test results of 95%. Based on the results of this research, it is clear that a person's level of intelligence influences his learning outcomes. Thus, a person's success in learning Arabic is also largely determined by the level of a person's IQ.

Fifth, educational background. In learning, educational background can function as an apperception. or a preparation to research or observe based on an individual's experience. A person's educational background can be an indicator of mastery of the language or subject matter provided at that level of education. An individual will have different perceptions from an individual if they have different educational backgrounds. In other words, if someone learns something according to their educational background, then their learning results will be

better compared to someone who learns something that does not match their educational background or learning experience. Things like the latter are often found in students studying Arabic, at both Tsanawiyah and Aliyah madrasah levels, even IAIN/UIN students come from public schools as a consequence of the joint Decree of three Ministers: the Minister of Religion, the Minister of Education, and the Minister Domestic, so he is considered less capable of following Arabic language teaching at the level of education he is currently attending.

On that basis, about teaching Arabic, ideally, a student's educational background must remain relevant to the education system he is currently following. This means that students who study at Tsanawiyah madrasahs should come from Ibtidaiyah madrasahs, and so on, so that these students have basic capital in the form of Arabic language learning experience. The more basic requirements students have to learn something, the greater the possibility of success in learning the material or material being taught.

Sixth, subject matter. The essence of the teaching and learning process is reflected in the material or materials that students study, therefore it is necessary to adjust the materials or materials to the abilities of the students who will study them. So that the material to be taught reflects clear objectives for improving students' abilities, the lesson material should be arranged according to a clear scope and objectives, so that the previous lesson material can be a precursor for the material or lesson materials that follow.

Arabic language teaching materials in Indonesia, have been increasing from year to year, but these efforts appear to have not achieved the desired targets, meaning that there are still a lot of Arabic language teaching materials for one level, especially beginner level. felt too high. For example, at the Tsanawiyah level, where almost 80% of students come from elementary schools, in the first semester, at the first meeting, students can be taught the number of aliyah and/or the number of ismiyah with the Khabar-file.

Another problem that often hampers learning material is the limited number of textbooks, especially in private madrasahs in the regions. Generally, a lot of learning activities involve recording learning material in class, so the time that should be used for exercises with the teacher is very limited.

IV. Conclusion

For Indonesian people, Arabic remains a foreign language, so the process of learning it always encounters difficulties and problems. These difficulties and problems can originate from the differences between Arabic and Indonesian, both in the phoneme, morphine, and syntax aspects, as well as the meaning aspect. Among the factors that influence Arabic language teaching are linguistic factors, social and psychological factors, teacher factors and teaching methods, and individual factors and subject matter.

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