



Analysis of Difficulties Learning Arabic for Class VII Students of Madrasah Tsanawiyah

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ABSTRACT

The aim of this research is to find and describe students' difficulties in learning Arabic. The method used in this research is a descriptive qualitative method or a qualitative approach. And to obtain data, researchers use data collection procedures by means of observation, interviews, documentation. The results of this research show that the Arabic language skills of class VII MTs Nurul Aziz DDI Barobbo can be said to be still not good, students still have difficulty learning Arabic, the first cause is when students cannot differentiate hijaiyyah letters which are almost the same in pronunciation, they are unable to read the Al-Qur'an, and their lack of motivation in learning Arabic, parents' lack of attention to students' Arabic learning outcomes, and no basic mastery of Arabic. There is a lack of seriousness in taking Arabic lessons and boredom arises when the teaching and learning process takes place. The teacher's method of delivering material is monotonous, using the lecture method, and the use of less varied learning media.

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INTRODUCTION

Learning is a word that is familiar to all levels of society. For pupils or students, the word "study" is a familiar word, in fact it is an inseparable part of all their activities in seeking knowledge in formal and non-formal institutions. They do learning activities wherever and whenever and learning knows no age.

Language is an aspect that cannot be separated from all human life because language is God's gift to humans, so trying to know it is an obligation and at the same time a pious deed. If someone is able to know various languages, then he is definitely someone who has a lot of knowledge. If he has a lot of knowledge, then he is a believer (Hidayat, 2006). Arabic is a language that has a very important role. This is because the Qur'an and al-Hadith, which are the life guidelines for Muslims in worship and behavior, are written in Arabic. Based on this, Arabic can never be separated from Muslims, because to fully understand Islamic teachings requires mastery of Arabic (Hermawan, 2011).

The verse above explains clearly that the command for Muslims to learn Arabic is mandatory, there is no longer an excuse for not learning and understanding Arabic, whereas understanding and mastering Arabic requires high interest and persistence in learning so this is a task for teachers (Fatmawati, 2014). who are required to solve the problem of difficulties in learning Arabic by developing professionalism and creativity in the learning process. Based on this phenomenon, there are several problems in the development of the Arabic language which still tend to stagnate and have not been resolved. Arabic has been faced with various

challenges, including the current of globalization which has caused students to prefer learning English, German and French as foreign languages rather than Arabic. This causes increasingly low interest or motivation among educated people to learn Arabic (Nuha,2011).

The Arabic language learning process at MTs Nurul Azis DDI Barobbo Jeneponto generally has a goal, namely that students master and can practice 4 language skills, the 4 language skills include *istima'* (hear/listening), *qiro'ah* (read/reading), *book* (write/writing) and *kalam* (talking/speaking). Most students think that Arabic is difficult, therefore a mentoring process is needed to change its *mindset* students so that they are motivated to learn Arabic, especially class VII students who are born class students who have a multitude of problems that they face, both the boring learning process, apart from that there are also psychological and biological problems when they are teenagers, this takes up a lot of time. and thoughts that can eliminate concentration from studying. Based on the general description of the problems found at MTs Nurul Azis DDI Barobbo Jeneponto, the author was encouraged to conduct research with the title " *Analysis of the Difficulties of Learning Arabic for Class VII Students of Madrasah Tsanawiyah Nurul Azis DDI Barobbo Jeneponto.*"

The aim of this research is to find out how difficult it is to learn Arabic at MTs Nurul Azis DDI Barobbo Jeneponto, the factors of difficulty learning Arabic and the teacher's efforts to overcome difficulties learning Arabic at MTs Nurul Azis DDI Barobbo Jeneponto.

METHOD

This research uses a descriptive qualitative field research method, the data collected is in the form of words, images and other information. This is due to the application of qualitative methods. In addition, everything that is collected may be the key to what has been researched.

The type of research that the author uses in this research is field research (*field research*), where this research was conducted to obtain data from concrete problems in the field in the form of information in the form of sentences that provide an overview, attitude and enthusiasm when participating in learning. The main data source was obtained by conducting direct observations in the field, namely teachers and students at MTs Nurul Azis DDI Barobbo Jeneponto. Meanwhile, the author uses a qualitative approach, qualitative research developed by the Baden Madzhab which synergizes with the phenomenological school of philosophy requires the implementation of research based on natural situations (*natural setting*) so that people often call it a naturalistic method. In simple terms, it can be stated that qualitative research is examining informants as research subjects in their daily environment. Research informants are subjects who understand information about the research object as actors or other people who understand the research object (Sugiyono,2010).

RESULT AND DISCUSSION

Causes of students' learning difficulties in studying Arabic at Madrasah Tsanawiyah Nurul Azis DDI Barobbo Jeneponto

1. Difficulty of language pronunciation

According to the results of research conducted by the author at Madrasah Tsanawiyah Nurul Azis DDI Barobbo Jeneponto, it shows that students are still less capable in pronouncing Arabic words, pronouncing *mufradat* and Arabic sentences, students are still reluctant and embarrassed in pronouncing Arabic words, but teachers Arabic language

always tries to guide students if there is a mistake or inaccurate pronunciation, then the Arabic teacher immediately corrects the mistake by appointing several students who are still not fluent or good in pronunciation to repeat the mufradat or sentence so that in a class the students get the opportunity the same and equality in the ability to pronounce words or sentences. There are several things that become obstacles in speaking Arabic, including:

a. Read

Based on the results of research conducted by researchers at Madrasah Tsanawiyah Nurul Azis DDI Barobbo Jeneponto, both through observation and documentation, students at Madrasah Tsanawiyah Nurul Azis DDI Barobbo Jeneponto are still less able to read fluently, students are still not used to reading Arabic letters, sometimes researchers pay attention students are still unable to differentiate the sounds of Arabic letters, but the teacher's efforts in guiding students in reading Arabic letters are full of patience. There are several techniques that Arabic teachers try to do at Madrasah Tsanawiyah Nurul Azis DDI Barobbo Jeneponto, especially class VII, namely reading method techniques, this is done by the teacher directly providing lesson material and students are told to pay attention or listen to the teacher's readings carefully, after The teacher appoints one of the students to read it, taking turns (taking turns).

b. Communication

According to Acep Hermawan, communication skills are expressing articulatory sounds or words to express thoughts in the form of ideas, opinions, desires or feelings to the person you are talking to (Hermawan,2011). In a broader sense, communication is a system of signs that are heard and seen, which utilizes the number of muscles and muscle tissue of the human body. The goal is to convey thoughts in order to meet their needs. Meanwhile, according to Henri Guntur Taringan, speaking is a combination of physical, psychological and broad linguistic factors. Thus, it can be considered as the most important human tool for human control (Taringan,1994).

c. Sound Management

Based on the results of research by researchers at MTs Nurul Azis DDI Barobbo Jeneponto, the researchers saw that students at MTs Nurul Azis DDI Barobbo Jeneponto were still unable to distinguish the sounds of Arabic letters. This was seen when the teacher tried to give an Arabic text, the students just read without being able to differentiate the letters. - hijaiyah letters, but the Arabic teacher is always patient in guiding students in reading, if they make mistakes, the Arabic teacher reprimands and tries to correct the students' mistakes in reading the sounds of the letters. Based on the results of research conducted by researchers in communicating at MTs Nurul Azis DDI Barobbo Jeneponto class VII, it can be said that student communication is not good enough and is less active in communicating using Arabic, in the classroom and around the school. In this case, Arabic teachers have a big role in creating an Arabic language environment, so that students themselves can be skilled in speaking Arabic, because it is a habit and is a student's daily communication activity in using Arabic.

2. Difficulty in writing

a. Letter shape

Each letter in Arabic has a name and how to write it and how to pronounce it. Naturally, if the form of writing is used as a test of writing skills, then the form that matches the name of the letter is correct, and if it is not appropriate, then that is what is deviant, wrong and incorrect.

Based on data from the research results that the researcher conducted while the researcher was at MTs Nurul Azis DDI Barobbo Jeneponto which focused on class VII students, both based on the results of observations and documentation, most of the class VII students at MTs Nurul Azis DDI Barobbo Jeneponto were still unable to write forms. the corresponding Arabic letter, with the shape and name of the letter. From the explanation above, it is clear that the ability of class VII students at MTs Nurul Azis DDI Barobbo Jeneponto in writing the form of Arabic letters, when viewed from the aspect of assessing the ability to write Arabic in relation to its form, is that most class VII students at MTs Nurul Azis DDI Barobbo Jeneponto are still unable to write Arabic letters (hijaiyah) well and correctly. However, teachers always try to provide students with training students in writing with the aim of familiarizing students with writing and without realizing it students will be able to form Arabic letters.

b. Connecting Letters

Connect comes from the word connect, which means relationship, unite, help. In this case, connecting or uniting foreign letters (hijaiyah letters) correctly plays a very important role in reading comprehension and the meaning of the words being conveyed. Either in word or sentence form. Based on the results of research conducted by researchers at MTs Nurul Azis DDI Barobbo Jeneponto which focused on class VII students at MTs Nurul Azis DDI Barobbo Jeneponto, both based on the results of observations and documentation, as has been explained, most of the class VII students at MTs Nurul Azis DDI Barobbo Jeneponto is still unable to connect Arabic letters according to the shape and name of the letters.

From the explanation above, it is clear that the ability of class VII students at MTs Nurul Azis DDI Barobbo Jeneponto, when viewed from the aspect of assessing the ability to write Arabic in relation to the form and connection of letter by letter, that is, most class VII students at MTs Nurul Azis DDI Barobbo Jeneponto, are still less capable. connect Arabic letters properly and correctly.

c. Vocabulary (mufradat)

Vocabulary means the vocabulary, most of the words used, vocabulary as a measure of writing skills, is a measure of the vocabulary used, the repertoire/insight of the words used, as well as the correctness of their use in the context of the sentences. Based on the results of research conducted by researchers at MTs Nurul Azis DDI Barobbo Jeneponto which focused on class VII students at MTs Nurul Azis DDI Barobbo Jeneponto, both based on the results of observations and documentation, as previously explained, it shows that most of the class VII students at MTs Nurul Azis DDI Barobbo Jeneponto, is still not able to write vocabulary in this aspect of writing because students are still not used to it and always forget the vocabulary given. From the explanation above, it is clear that the ability of class VII students at MTs Nurul Azis DDI Barobbo Jeneponto, when viewed from the aspect of assessing Arabic writing ability related to writing vocabulary letters (mufradat) by letter, namely most class VII students at MTs Nurul Azis DDI Barobbo Jeneponto, is still lacking. able to memorize mufradat in Arabic properly and correctly. However, Arabic teachers always guide students in providing vocabulary, namely by giving every Arabic language lesson the teacher gives or requires them to memorize seven vocabulary items and then asks them to write each vocabulary item given.

d. Sentence structure

Sentence structure is the way something is arranged or constructed. so structure means building or arrangement. As for the Arabic language writing skills of class VII students at MTs Nurul Azis DDI Barobbo Jeneponto in using sentence structures or rules in Arabic, most of them are still less able to compose sentences properly and correctly. Students still make a lot of small mistakes and this often happens, for example, when they write Arabic, the verb (fi'il)

which is actually for men (mudzakar) is used for the verb (fi'il) for women (muannats). Most of the students' abilities in terms of sentence structure above are still weak in their understanding of Arabic language rules. So when they write Arabic, they seem to have difficulty. This is due to a lack of understanding of Arabic rules related to verbs. However, the Arabic language teacher at MTs Nurul Azis DDI Barobbo Jeneponto continues to strive to improve students' understanding of forming sentence structures by guiding them not only at the madrasa but also outside.

Steps in Overcoming Students' Learning Difficulties in Class VII Arabic Language Learning at MTs Nurul Azis DDI Barobbo Jeneponto In order to achieve teaching goals well, the relationship between teacher and student must also be well established, because with a good relationship, it is clear that there is cooperation in supporting the achievement of the teaching goals, such as giving each other attention to solving problems faced by students in learning. learn Arabic. The steps for solving difficulties in learning Arabic in class VII MTs Nurul Azis DDI Barobbo Jeneponto are as follows:

1. Academic
 - a. The time allocation should be increased, so that children get used to learning Arabic
 - b. Getting students used to conversing, if you look closely, young children learning their mother tongue really starts with conversation (talking). At first he said the words his mother taught him even though he didn't immediately understand or understand them. After some fluency, Siawa began to form words. Over time, you become proficient and understand how to speak. So it is not the main grammar that is taught but practicing conversation. It's possible because it's normal.
 - c. Getting students used to reading so that reading lessons actually aim at students being able to read correctly and understand what they read, namely how to present lessons by reading both reading aloud and reading silently. It is hoped that students can pronounce lafadz- lafadz words and sentences in Arabic fluently, fluently and fluently.
 - d. Getting students used to composing in Arabic through composing students can express their hearts, thoughts and experiences so that through composing lessons it is hoped that students will develop their imagination.
 - e. Providing students with an understanding of qawaid and nahwu is easy, if in Indonesian it is called "grammar", provide examples of the material discussed, so that teaching is not boring, then provide examples on the board and explain the meaning and knowledge.
2. Non-Academic
 - a. Teachers should always train their students in pronouncing words or sayings in Arabic. Teachers must provide additional lessons (tutoring).
 - b. Get students used to giving speeches using Arabic, with the aim that students are able to speak well and get used to pronouncing Arabic letters. Daily teaching of the book as an additional Arabic language lesson for class VII students at MTs Nurul Azis DDI Barobbo Jeneponto

CONCLUSION

Based on the results of research, data analysis and discussion regarding the analysis of difficulties in learning Arabic at MTs Nurul Azis DDI Barobbo Jeneponto, it can be concluded that the factors that cause students to have difficulty learning Arabic are firstly a lack of interest and motivation within students to learn Arabic, secondly namely the difficulty of students reading and understanding the meaning of each Arabic vocabulary, third is parents' attention to students regarding awareness and encouragement of learning outside of school, fourth is the teacher's delivery method which is too monotonous, namely only using the lecture method and the use of learning media is only books. only so that students feel uninterested in learning Arabic more deeply.

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