

Implementation Of Arabic Language Learning Methods And Problem Solving In Teaching At Islamic Educational Institutions

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Abstract

Teaching Arabic is a process of teaching and learning (teaching) that functions to guide students towards more aspects of life that are faced by a person so that in expressing certain feelings and desires with Fusha Arabic both actively and passively. Teaching is a conscious effort from one person to another in the process of presenting language with systematic and directed lessons and the person being taught can change himself towards maturity both physically and spiritually. As socio-cultural, Arabic is certainly different from the socio-cultural of the Indonesian nation. This also raises problems with regard to learning Arabic. Due to these socio-cultural differences, there are differences between Arabic and Indonesian, including expressions, terms or names of objects. The problem that may arise is that Indonesian students who do not know the socio-cultural aspects of Arabic language do not understand the meaning easily and quickly.

Keywords: Learning Methods, Arabic, Problem Solving

INTRODUCTION

Arabic is the language used by Allah to send down the Qur'an. Thus, Arabic and the Qur'an are one unit that cannot be separated, so that Arabic has a special role compared to other languages, namely by being designated as the language of the Qur'an.

"Verily, We have sent it down as an Arabic Quran so that you may understand it. (QS. Yusuf: 2).

The verse above indicates that learning Arabic is a requirement for understanding the contents of the Qur'an and learning the Qur'an means learning Arabic. Thus, the role of Arabic aside from being a means of communication between fellow human beings is also a means of

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communication between servants and their kholiq in the form of prayers, prayers and so on.

Arabic has special attention from experts, namely wanting to socialize and cultivate Arabic as an international standard language, therefore the government makes Arabic teaching programs a subject with the same status as others, both in religious schools and other public schools. In this regard, in choosing an Arabic teaching method, things to consider are the objectives, the material, the ability of the teacher who teaches the method. All of this really supports the success of using the method in the process of teaching Arabic.

Method is a factor supporting success in teaching Arabic. In choosing a method that needs to be considered the goals to be achieved by the material presented, all of this is very supportive in the teaching and learning process. And it should be realized that the method has advantages and disadvantages, whether or not, the success or failure of a method depends on the actions according to the objectives, the material presented and the facilities available.

In teaching Arabic, teachers can use the following methods: translation grammatical methods, direct methods, reading methods, imitating and memorizing methods, and mixed methods. The Arabic language teaching methodology is the way or path taken by the language teacher in the minds of students, the teacher provides a good method for compiling the subject material itself and making all the subject material a continuous chain.

The impression that learning Arabic is difficult, difficult, complicated, so it's a headache, actually doesn't need to happen when traditional Arabic teaching which prioritizes lots of Qawaid memorization, especially at the beginner level, turns out to be less profitable, and even results in teaching Arabic being seen as difficult, difficult . and spectre (Yusuf & Anwar, 1997: 190).

THEORETICAL BASIS

A. Arabic Language Teaching Methodology

Etymologically, the term methodology comes from the Greek, namely from the word *methodos*, which means way or way, and *logos*, which means science. Meanwhile, systematically, methodology means knowledge that studies the ways or paths taken to achieve a goal with effective and efficient results. Methodology is synonymous with the word *methodical*, namely a systematic investigation and formulation of the method to be used in research. In other words, methodology is: the science of methods that examines/discusses various teaching methods, about their advantages, disadvantages, more appropriate/suitable for presenting what lessons, how to apply them and so on (Yusuf & Anwar, 1992 : 1-2)

The scope of the methodology includes the following:

1. Study of language skills (reading, writing, listening) and teaching processes.
2. Review the preparation of teaching plans, materials, and textbooks, for language skills.
3. Evaluation and comparison of various language teaching methods for conveying teaching material should have a delivery method (Tarigan, 1995: 150).

In teaching Arabic, teachers can use the following methods:

1. Translated Grammar Method

This method is a combination of grammatical methods and translation methods. The grammatical method itself is a method whose teaching emphasizes memorization, grammatical rules and a number of certain words. The touchable method is a method that focuses on activities in the form of translating readings. In teaching Arabic the combination of the two methods is then known as " *tarikah al-qawa'id wa al-tarjamah* ".

2. Direct Method

This method in Arabic is called " *tariqah mabasyarah* ". In teaching and learning activities the teacher uses Arabic as the language of instruction, except in forced circumstances. In principle, the direct method is very important in teaching Arabic, because through this method students can practice language skills.

3. Reading Method

This reading method is a method that presents subject matter by prioritizing reading, in which the teacher first reads the reading topics then followed by students. This method aims to teach Arabic reading skills and feel happy about what is being read, and can show good and correct sentences when writing, and can order to beautify speech in speaking. This reading method can be done by the teacher directly reading the subject matter and students are told to pay attention to the teacher's reading properly after that the teacher appoints one of the students to read it by taking turns or taking turns.

4. Methods of Imitation and Memorization

Arabic teaching and learning activities, according to this method are in the form of demonstrations and word exercises, sentence structures, by imitating the teacher's words by following the teacher with native speaker informants. The steps for teaching this method according to those explained above are that teaching Arabic is as follows, namely: First the teacher reads or says the words being taught and the sentence structure one by one which is preferred and students imitate the teacher's words, and one by one up to three times, and the teacher can switch to other words or sentence structures, if deemed to have mastered or the location of the intonation and so on until the teaching program is finished" (Yusuf & Anwar,



1995: 174). In this regard, Yusuf and Anwar added that in delivering the material in this method, it is delivered in stages. In teaching Arabic, it can be done through five steps as follows:

a. Preparatory Steps

In the preparatory step or first step, the teacher prepares an interesting step that will be presented according to the level of development and mastery of the students' abilities.

b. Material Presentation Steps

At this step the teacher presents the material, presents the topics that have been prepared in such a way to the students.

c. Association Steps

At this step students have gained experience and knowledge such as verbs, nouns, but at this time students' knowledge is still scattered.

d. Generalization Step

In this step, students' language skills and experience can read and compile and associate this knowledge with their own expertise. But at this time students are not yet capable and not skilled and do not dare to practice what they have obtained

e. Application Steps

At this stage students can apply the knowledge obtained and demonstrate what is done by students by assembling sentences by reading, translating, free composing and certain exercises.

5. Mixed Method

The mixed method, namely, the way of presenting Arabic lessons in the classroom through various combinations of several methods. In practice mixed methods can be applied by a teacher in a teaching situation in front of the class, with good preparation and seriousness in practicing this method. There are several steps of teaching with this method as mentioned by Asadullah are as follows:

- a. In this method the teacher through his activities in the form of oral activities through pronunciation exercises, and the method of teaching is always in the form of conversation.
- b. The teacher wrote down the new teaching material in front of the blackboard and then asked the students to write it back in the notebooks that had been prepared by the students themselves.
- c. Then the teacher started reading aloud followed by the students reading aloud.
- d. Furthermore, the teacher assigns students to read one by one according to the order of attendance or the order in which students sit in class.





- e. After that the teacher explains the meaning of the vocabulary directly in the target language (Arabic). If students have difficulty, the explanation can be with pictures or aids (media).
- f. To find out their ability to understand the intended Arabic text, ask questions in the form of " *asillah isti' abiyah* ". Here the teacher institutes questions and answers about the material just discussed.
- g. Only then does the teacher appoint the smartest student to translate in the student's language, once in a while the teacher helps the students in translating.
- h. Finally the teacher reveals the rules of "nahwu" or language in the text read, continues and applies these rules by writing on the blackboard and explaining with information according to the student's language (Tarigan, 1995: 82-83)\

B. Problems of Teaching Arabic

Learning Arabic, mother tongue or national language in childhood is an inseparable process. When children cannot speak, they will accept and listen to the language little by little, even word by word, and sentence by sentence. What is meant by learning a language here is not in a curricular sense but rather learning from those around them, first from those close to mothers, fathers, children, then from friends, until the child enters formal education. However, learning a foreign language (Arabic) is a special skill every year thousands and even millions learn a foreign language (Arabic) but it is possible that only a few people achieve this learning.

There is a principle in learning a foreign language in general and Arabic in particular, that the similarities between the mother/national language and the Arabic language one learns will make it easier, whereas the differences will create difficulties. Furthermore, the process of progress in learning Arabic is very dependent on, 1). To what extent are the similarities and differences between the mother/national language and the language being studied and 2). The extent to which the mother/national language interferes with the language being studied. The problems of teaching Arabic as a foreign language are not a few from linguistic problems (linguistics) to non-linguistic problems (social and psychological and methodological factors).

1. Linguistics (Science of Language)

The term linguistics was used in the mid-nineteenth century and many linguists argue that the age of linguistics is much longer than the use of the term itself. Linguistics is a science that studies language as part of culture based on the structure of the language (Parera, 2989: 20). Various problems that have been faced by Indonesian students are differences. It is this



difference that has difficulties in learning languages.

According to Dahlan (1992: 34), these differences include:

- a. Sound system (Ponlogue).
- b. Grammar (Nahu Shorof).
- c. Vocabulary (Mufradat).
- d. Uslub (Words).
- e. Writing (Imla')

In the sound system of the Arabic language, it is called the science of tajwid Al-Qur'an, namely by studying the makhrijal of letters. At this level the Arabic teacher should be patient to train students to pronounce Arabic letters many times, there are several Arabic letters whose loud sound can be found in other letters/in the mother/national language, for example Tsā', Hā', Kha', and others -other (Dahlan, 1992: 34). In the writing system, there are differences in the shape of the letters according to their position: at the initial, middle and final positions. There is a connecting system in letters, there are mad and tasydid signs.

In terms of sentence structure, Arabic has several specifications, including :

- a. There is I'rab
- b. The number of uses of the number of fi'liah
- c. There is a principle of mutabaqa (congruence) between sentences such as " *mubtada* " and *khobar* between *fi'il* and *fa'il* , *na'at* and *ma'nut* and so on.

The differences listed above turned out to be problematic. If it is not matched by the teacher's proficiency in doing the work, it will create the impression that Arabic is difficult to learn, there are even some who consider Arabic as a "spectre". With the various problems faced above, it can be concluded that Arabic is not the same as other languages, namely: Arabic students / students will understand the language (writing) first before the writing is read, this is why because Arabic writing is usually not given vowels.

2. Non Linguistics (Psychology and Sociology)

As a tool for expressing wills, opinions and feelings, language is a social phenomenon that has the most important role. Therefore the success or failure of teaching Arabic depends more or less on the guidance provided by the community such as family, study partners, teachers, school environment, information media such as radio, TV, magazines and other newspapers. A group of people will get used to using a language because they need continuous communication to convey the intentions and goals that are in their hearts, and with whom they use language continuously have an influence on habits and skills, in improving language.



C. Alternatives to Solving Arabic Language Teaching Problems

Based on the factors that cause problems in teaching Arabic that have been described previously, Arabic is automatically one of the languages that is difficult to learn and understand. Besides that, language also has a richness in meaning or richness of pronunciation, sometimes one word has many meanings. Things like this create difficulties in learning language. This kind of thing creates difficulties in learning Arabic. So that teaching Arabic has not yet obtained optimal results.

The alternative solutions to overcome these problems are as follows:

1. Linguistic Factors

To overcome the difficulties that arise due to differences between Arabic and everyday language in sound systems, changes in word forms that are sima'i (irregular) sentence structure (l'rab) and vocabulary described above, then:

- a. It needs a method that pays great attention to intensive sentence/word pattern exercises.
- b. To overcome difficulties related to l'rab (sentence structure), the teacher should practice turning off the letters of the end of the sentence.
- c. Simplification is needed, especially in terms of nahwiyah which so far seems too complicated.
- d. The teacher gives nahwu/qawaid gradually or incidentally.
- e. It is necessary to have an assessment of the high frequency vocabulary found in religious books.
- f. Choose the Arabic sentence factor that is widely used (al-musta'malah sentence) (Sudiputra, 1987: 114).

2. Non Linguistic Factors

To overcome this factor the teacher should do the following things:

- a. Guiding our students towards introduction, practice where learning activities can take place
- b. Give the student strength and activity and give him adequate vigilance.
- c. When directing their understanding of the goal (Sudiputra, 1989: 114).

These are some of the alternative steps for solving the problems of teaching Arabic where these steps can help and benefit the implementation of teaching Arabic in Islamic educational institutions.





CLOSING

The method is an organized and orderly way to achieve a goal, especially in terms of science. Teaching and learning are two concepts that cannot be separated from one another in the teaching process. Learning shows what is done by a subject who receives teaching, while teaching shows what is done by the teacher who teaches. The two teaching concepts become integrated in one activity when there is interaction between the teacher and students while the teaching is taking place, this is what is meant by learning by teaching and learning as a process.

To overcome this problem, it is necessary to work on the preparation of Arabic language learning materials that contain things that can provide an overview of the socio-cultural aspects of the Arab nation. Of course, the material must relate to the practice of using the Arabic language. This issue is considered very important, because after all the insights and knowledge about the socio-cultural of the Arab peninsula will be able to accelerate the understanding of Arabic students about the meaning and meaning of various expressions, terms and names of objects that are common to Arabic, in general, these terms have no equivalent in Arabic. Indonesia, but if you already know him, you will be able to put him in the right situation.

Various kinds of methods can be used in learning Arabic in Islamic education institutions, this adjusts to the concept of the material, situations and conditions as well as the learning objectives themselves. So, an Arabic teacher at an Islamic educational institution must be able to understand well the circumstances and objectives of the material to be taught.

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