



Analysis of Arabic Language Learning Difficulties of Grade VII Students of Madrasah Miftahul' Ulum Dolok Masihul in Mastering Arabic Vocabulary

Khairul Jamil¹, Khumairani Putri²

^{1,2}Universitas Islam Negeri Sumatera Utara Medan

* Corresponding Author. E-mail: [! khairuljamil237@gmail.com](mailto:khairuljamil237@gmail.com)

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Abstract

The purpose of this research is to find and describe students' difficulties in learning Arabic. This type of research is qualitative research using the pictorial media method. And Arabic language skills, especially mastery of Arabic vocabulary (mufradat) is very important to master, and the results of the study show that first, the lack of student interest and motivation to learn Arabic, second, the difficulty of students reading and understanding the meaning of each Arabic vocabulary, third, the lack of parental concern for student Arabic learning outcomes, fourth, the method of delivering material by monotonous teachers using the lecture method, and finally, the use of less productive learning media.

Keywords: Pictorial media, vocabulary mastery

Abstrak

Tujuan penelitian ini adalah menemukan dan mendeskripsikan kesulitan siswa dalam mempelajari Bahasa Arab. Jenis penelitian ini adalah penelitian kualitatif dengan menggunakan metode media bergambar. Dan kemampuan Bahasa Arab terutama penguasaan kosa kata Bahasa Arab (mufradat) adalah hal yang sangat penting di kuasai, Dan hasil dari penelitian menunjukkan bahwa pertama, kurangnya minat dan motivasi siswa untuk mempelajari Bahasa Arab, kedua, sulitnya siswa membaca dan memahami arti dari setiap kosa kata Bahasa Arab, ketiga, kurangnya rasa peduli orang tua terhadap hasil belajar Bahasa Arab siswa, keempat, metode penyampaian materi oleh guru monoton dengan menggunakan metode ceramah, dan terakhir, penggunaan media belajar yang kurang produktif.

Kata Kunci : Media bergambar, penguasaan kosa kata

INTRODUCTION

Language functions as a tool that a person uses to express their opinions, thoughts and feelings towards others. With language humans can form societies and civilizations. If there was no language, it would not be able to do this. On this basis, it is very reasonable if we say that all the activities we do throughout life always require language.

Arabic is one of the foreign languages whose development from the past to the present began to be studied by learners in this world. In Indonesia, Arabic has also begun to be learned, especially since the majority of the people are Muslim, where they have the book of the Qur'an which was revealed in Arabic.

As we know in an educational institution it should be if Arabic is taught because Arabic is seen as very related to the needs of society. Especially Islamic educational institutions such as Madrasah or Pesantren. Arabic is one of the many languages in the world. Therefore, one of the government policies under the auspices of the Ministry of Religious Affairs, Arabic is a compulsory subject that must be studied in Islamic educational institutions from Madrasah Ibtidaiyah to Islamic High Schools.

Learning Arabic as the language of the Qur'an and Hadith as well as Islamic guidelines is highly recommended for Muslims, many of the verses of the Qur'an that speak of the importance of learning Arabic, one of which is like the words of Allah which reads:

إِنَّا أَنْزَلْنَاهُ قُرْآنًا عَرَبِيًّا لَعَلَّكُمْ تَعْقِلُونَ

Meaning: "Indeed we sent it down in the form of the Qur'an in Arabic so that you may understand it" (Q.S Yusuf: 1).

The above verse explains that the command of Muslims to learn Arabic is mandatory, there is no

reason whatsoever not to learn and understand Arabic, while to understand and master Arabic requires high interest and perseverance in learning so that this is a task for teachers who are required to overcome the problem of learning difficulties in Arabic by developing professionalism and creativity in the learning process.

The Arabic language learning process at Madrasah Miftahul'ulum Dolok Masihul has a goal that students master and can practice four language skills, as for the four language skills include istima' (listening/listening), qira'ah (reading/reading), kitabah (writing/writing), and kalam (speaking/speaking). Most students consider that Arabic is difficult to understand, therefore it is necessary to have a mentoring process to change students' thinking so that they are motivated to learn Arabic, especially class VII students who are students who each have graduates from SDN and MIN, especially for students from SDN who have never studied Arabic at all as well as students from MIN even though they have studied Arabic, but not all of them understand the lesson. The average seventh grade student has a myriad of problems that they face, both the boring learning process, as well as learning that is not very interested by students. This takes up a lot of time and thoughts that can eliminate learning concentration. Based on the above description of the problems found in Madrasah Miftahul'ulum Dolok Masihul, the researcher conducted a study with the title "analysis of Arabic language learning difficulties of seventh grade students of madrasah miftahul'ulum dolok masihul in mastering Arabic vocabulary".

The purpose of this study is to find out how the difficulty of learning Arabic at Madrasah Miftahul'ulum Dolok Masihul, especially on the factors of learning difficulties in Arabic and the teacher's efforts to overcome learning difficulties in Arabic require adaptation from the side of the learner and the teacher. To connect the two in order to lead to learning objectives that are carried out requires intermediary teaching materials that are in accordance with the situation and conditions of learning. Researchers use teaching materials with pictorial

media so that students more easily understand the lessons taught by the teacher.

METHOD

This research uses a skin research method, the data collected is in the form of words, pictures and other information, this is due to the application of qualitative methods. In addition, everything collected is likely to be the key to what has been researched.

The type of research that researchers use in this research is field research, where this research is conducted to obtain data from existing problems in the field in the form of sentence form information that gives a description, attitude, and enthusiasm when participating in learning. The main source of data is obtained by making direct observations in the field, namely the teachers and students of Madrasah Miftahul'ulum Dolok Masihul. In simple terms, it can be stated that qualitative research is researching information as a research subject in its daily environment. This research information is the subject matter that understands the object of research as a perpetrator or other person.

In this qualitative research, the sampling technique used is purposive sampling, namely the technique of taking part of the population which is a certain consideration. This certain consideration, for example, someone who is considered to know best what we expect, or may be the ruler so that it will make it easier for researchers to explore the object / social situation under study. Data collection techniques in this qualitative research are carried out in natural settings (natural conditions), so data collection is carried out by means of:

1. Interview

An interview is a meeting of two people to exchange information and ideas through questions and answers so that it can be asked and answered so that meaning can be constructed in a certain topic of discussion using interview guidelines that can be done in depth and developed according to the situation and conditions in the field. Interviews will be conducted by related parties, namely Arabic language teachers and seventh grade students to obtain data sources about the

problems experienced by seventh grade students in Arabic language learning at Madrasah Miftahul'ulum Dolok Masihul.

2. Observation

Observation is a data collection technique used to collect data through observation, accompanied by notes on the state or behavior of the target object. This observation method is used to see and observe the situation in the field clearly, the researcher comes to the location and follows all the ongoing activities, and observes everything that happens during the Arabic language teaching and learning process at Madrasah Miftahul'ulum Dolok Masihul.

RESULTS AND DISCUSSION

Cognitive (creative domain)

According to the results of interviews with several students regarding cognitive aspects (creative domain) in learning Arabic vocabulary there are several problems found that most of the students have an educational background graduated from elementary school which means they are still unfamiliar with Arabic lessons. This shows that students' interest and talent are also very low, there are even some who have no interest at all in learning Arabic more deeply. As stated by informants from the school or as Arabic language teachers.

Affective (Feeling Domain)

According to the results of interviews with several students regarding the affective aspects (sense domain) in learning Arabic there are several problems found that some of them have an interest in learning Arabic because some of them have a fairly high motivation to learn Arabic, but on the other hand they rarely have time to study on their own, most of them only study when the next day if there is an assignment or daily test or when they are at home told to study with their respective parents.

Psychomotor (Ksa Domain)

From the results of interviews with several respondents related to the psychomotor aspect (the realm of the spirit) it was found that most of them did not have health problems or other disorders, it shows that this psychomotor aspect is not a factor in students' Arabic learning difficulties.

Family or Home Environment

According to the results of interviews with several students, it was found that family factors, in this case, the attention of parents to children's learning at home is quite diverse, there are parents who tend to be ignorant and do not pay attention to each of their children's learning processes, there are also those who often remind their children to always study and often repeat their lessons at home. Then some students when doing assignments at home, especially Arabic and some also ask for help from their parents, especially their mothers, and some even independently search for themselves with dictionaries or with the help of smartphones. It is clear from the explanation above that most students rarely repeat the vocabulary and Arabic material that has been taught at school because they never study at home.

School Environment

From the results of interviews with several respondents regarding the school environment, it can be described that the teacher's method used is mostly the lecture method which is too monotonous. This is in line with the statement of the informant as the Arabic language teacher at Madrasah Miftahul'ulum Dolok Masihul who stated that the lecture method is a method that is often used in the Arabic language learning process in class. The media that teachers usually use are some package books provided by Madrasah.

Based on the data from the results of observations and interviews that the researchers described above, the researchers divided the factors of learning difficulties of Arabic class VII students at Madrasah Miftahul'ulum Dolok Masihul into several parts, namely:

1. Internal factors which include three important aspects, namely:

- a. Cognitive aspects (creative domain)
- b. Affective aspects (the realm of the spirit)
- c. Psychomotor aspects (the realm of the spirit)

2. External factors which include three important parts as well, namely:

- a. Family environment factors
- b. School environment factors
- c. Factors causing learning difficulties in Arabic especially in mastering vocabulary, here researchers will also explain how students overcome their learning difficulties.

Based on the results of the previous discussion, the Internal factors causing student learning difficulties can be found in the Cognitive aspect and the Affective aspect. In the cognitive aspect, there is a history of previous education which mostly comes from elementary school, which automatically has a very little level of knowledge about Arabic, then the difficulty of reading and understanding the meaning of reading Arabic vocabulary. While in the Affective aspect is the low interest and motivation of students to explore Arabic lessons, how can it be easy to learn if interest with motivation to learn is not grown, besides that student concentration is also low, this makes it difficult for students to learn and understand Arabic vocabulary.

Based on the results of the previous discussion, external factors causing student learning difficulties can be found in the family environment which consists of a lack of attitude and encouragement to learn. Then aspects in the school environment consisting of teacher attitudes, methods, and media used by researchers to find that the monotony of the methods used by teachers is one of the factors of student learning difficulties, on the other hand the media that are often used are books and lack of direct practice, a crowded and non-conducive classroom atmosphere can also be one of the factors causing student learning difficulties in understanding Arabic vocabulary, besides that in terms of facilities at school students feel less supportive.

The teacher's efforts in overcoming learning difficulties in Arabic vocabulary in class VII students of Madrasah Miftahul'ulum Dolok Masihul, to achieve Arabic learning objectives well, the relationship between students and teachers must be well established as well, because with a good relationship it will clearly produce solid cooperation for the achievement of learning objectives, such as giving each other input to overcome problems in the ability to understand Arabic vocabulary. Every obstacle faced in learning Arabic must be resolved immediately in order to achieve the expected learning objectives, namely being able to speak Arabic properly and correctly. But every problem has a solution to solve it.

In the learning process there are several conditions that must be possessed by students in order to get maximum learning results, so that students can succeed in certain requirements, among others:

- a. The ability to think and try for students
- b. Growing a high interest in the subject
- c. Interests and talents that must be developed
- d. Mastering the basic materials provided by the subject teacher
- e. Quiet enough environment
- f. Mastering learning techniques at school and outside school

Every problem in learning Arabic is not only faced by students, but often also an obstacle for teachers, so to overcome problems in learning Arabic, teachers are expected to be able to take steps that become solutions including:

- a. Teachers emphasize to students to be more in understanding the mastery of Arabic vocabulary.

In language vocabulary plays an important role where without the vocabulary that is memorized it will never be able to interact with other people because many Arabic mufrodat have been filtered into Indonesian, as said that the vocabulary that is taken from Indonesian is an added value for Indonesians to learn Arabic easily.

- b. Regarding students' learning environment that is less supportive

The school advises students to always understand Arabic during lessons.

c. Teachers provide encouragement or motivation for students to be happy and even more enthusiastic in understanding Arabic vocabulary

d. Learning does not use books alone, but can use an interesting picture or media so that it steals the attention of students to learn it.

CONCLUSION

From the results of this study, data analysis and discussion of the difficulties of students learning Arabic in class VII Madrasah Miftahul'ulum Dolok Masil in mastering Arabic vocabulary can be concluded that the factors that become the difficulty of students learning Arabic in mastering vocabulary are first lack of interest and motivation in students to learn Arabic, The second is the difficulty of students reading and understanding the meaning of each Arabic vocabulary, the third is the parents' attention to students about awareness and encouragement to study outside of school and the fourth is the teacher's presentation which is too monotonous, namely only using the lecture method and the use of learning media using only books so that students feel uninterested and bored to learn Arabic.

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