



The Role of Arabic Language Teachers in Developing Mahārat Al-Kalām in Class VII Students of MTs. Ira Tembung

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Abstract

The purpose of this study was to analyze the role of Arabic Language teacher and the language skills of MTs Ira Tembung students. This research method uses a qualitative descriptive method with primary data sources in the form of interviews with MTs Ira Tembung's Arabic teacher. The results of this study indicate that the role of the class VII Arabic teacher at MTs Ira Tembung as an educator is able to become a figure, role model, and identification for students and their environment. When the teacher teaches patiently and diligently, his efforts will be seen by the students. They will make their teacher as a role model in the future. The Teacher As Trainer, the education and learning process requires skill training, both intellectual and ability, so that it requires the teacher to act as a trainer. Therefore, the class VII Arabic teacher at MTs Ira Tembung provides training to train students who are not yet able and involve students in many activities and competitions. The development of students' Arabic language skills in Class VII Students of MTs Ira Tembung uses the method of repeating words or sentences (*Taqrîr*). This initial method is very suitable for low grade students, namely class VII because they are an early stage class who do not understand what Arabic is, so they only need to hear the teacher pronounce new vocabulary and then be followed by class VII students of MTs Ira Tembung and not only the ability to hear the ability to speak (*Mahārat Al-Kalām*) is the most important ability in language learning because the ability to speak is a basic skill in learning a foreign language. The ability to speak is part of an active and productive language skill. In seeking to develop Arabic speaking skills by practicing pronouncing and distinguishing certain sounds. To practice pronouncing and distinguishing certain sounds students will learn directly through conversation (*hiwār*). Practice reciting daily conversations using Arabic during lessons in class.

Keyword: Teacher role, *Mahārat Al-Kalām*

Tujuan penelitian ini adalah untuk menganalisis peran guru bahasa Arab dan keterampilan bahasa siswa MTs Ira Tembung. Metode penelitian ini menggunakan metode deskriptif ku *The Role of the Teacher, Mahārat Al-Kalām* alitatif dengan sumber data primer berupa wawancara dengan guru bahasa Arab MTs Ira Tembung. Hasil penelitian ini menunjukkan bahwa bahwa peran guru Bahasa Arab kelas VII MTs Ira Tembung sebagai pendidik, mampu menjadi tokoh, panutan, dan identifikasi bagi para peserta didik, dan lingkungannya. Ketika guru mengajar dengan sabar dan tekun, usahanya akan dilihat oleh siswa-siswi. Mereka akan menjadikan gurunya sebagai teladan dikemudian hari. Guru Sebagai Pelatih, proses pendidikan dan pembelajaran memerlukan latihan keterampilan, baik intelektual maupun pengetahuan, sehingga menuntut guru untuk bertindak sebagai pelatih. Oleh karena itu guru Bahasa Arab kelas VII MTs Ira Tembung memberikan pelatihan terkait dengan kemampuan berbahasa arab kepada siswa-siswi yang belum mampu serta mengikutsertakan siswa-siswi dalam banyak kegiatan dan perlombaan. Perkembangan kemampuan berbahasa Arab siswa pada Siswa Kelas VII MTs Ira Tembung Menggunakan metode pengulangan kata atau kalimat (*Taqrîr*). Metode awal ini sangat cocok digunakan untuk siswa kelas rendah yaitu kelas VII karena mereka merupakan kelas tahap awal yang belum mengerti apa itu Bahasa Arab jadi mereka cukup mendengar guru mengucapkan kosa kata kemudian di ikuti oleh siswa-siswi kelas VII MTs Ira Tembung dan tidak hanya kemampuan mendengar kemampuan berbicara (*Mahārat Al-Kalām*) merupakan kemampuan yang paling penting dalam pembelajaran bahasa karena kemampuan berbicara adalah keterampilan dasar dalam mempelajari bahasa asing. Kemampuan berbicara menjadi bagian dari kemampuan berbahasa yang aktif dan produktif. Dalam mengupayakan pengembangan kemampuan berbicara bahasa Arab dengan melatih melafalkan dan membedakan bunyi-bunyi tertentu. Untuk latihan melafalkan dan membedakan bunyi-bunyi tertentu siswa akan belajar secara langsung melalui percakapan (*hiwār*). Melatih melafalkan percakapan sehari-hari dengan menggunakan bahasa Arab pada saat pelajaran didalam kelas.

Kata Kunci: Peran Guru , *Mahārat Al-Kalām*

Introduction

Teachers play a very important role in assisting the development of students to realise their life goals optimally. The presence of teachers in the teaching and learning process or teaching, still plays an important role. The role of the teacher in the teaching process cannot be replaced by machines, radios, tape recorders or computers. A teacher is someone who is able to carry out educational actions in an educational situation to achieve educational goals or become mature, honest, patient, healthy, physically and mentally, moral, open experts, fair and compassionate. According to Law number 20 of 2003 concerning the National Education System Article 1, regarding general provisions point six, educators are educational personnel who qualify as teachers, lecturers, counsellors, learning assistants, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialities, and participate in organising education. In other words, it can be said that teachers are educators. If seen from the statements that have been mentioned, then teachers must fulfil these qualifications. Mulyasa identified at least ten roles of teachers in learning. The ten roles of teachers in learning are teachers as educators, teachers as teachers, teachers as mentors, teachers as trainers, teachers as advisors, teachers as motivators, teachers as models and role models, teachers as individuals, teachers as researchers, teachers as drivers of creativity.

Every teacher must carry out these roles, it's just that there are additional roles based on what subjects each teacher carries. Similarly, Arabic language teachers must master the material that will be presented when in the classroom. Such as mastering mufrodāt and composing sentences in Arabic. Arabic is an important language to learn from ancient times until now. When Islam was in its heyday, the centre of knowledge was in the Middle East. Therefore, many books were written in Arabic. For this reason, it is important

for humans who want knowledge and take references through the thoughts of the figures of that era. Today, Arabic is the main language of more than 280 million people. Arabic is not only a language of worship but also used for business, economic, and political purposes. So students really need to learn Arabic well. Because the times are growing and the importance of mastering Arabic, the method taught so that students master the language optimally is by increasing the capacity of Arabic teachers and methods in delivering Arabic lessons.

Madrasah Tsanawiyah Ira Tembung no longer emphasises teaching knowledge of the language, but emphasises the ability to use the language both orally and in writing. Not only that, to learn the Qur'an we must know and learn the language of the Qur'an first. If you understand, it will be easy for anyone to memorise, study, and practice the Qur'an in everyday life. Based on this background, the author is interested in making research with the title "The Role of Arabic Teachers in Developing Mahārat Al-Kalām in Class VII Students of MTs. Ira Tembung" with the formulation of the first problem, how is the role of Arabic language teachers in Mahārat Al-Kalām Arabic language in seventh grade students of MTs Ira Tembung? And the second obstacle to the development of Mahārat Al-Kalām Class VII Students MTs Ira Tembung? This study aims to analyse the role of Arabic Language Teachers in developing Mahārat Al-Kalām in Class VII Students of MTs Ira Tembung.

Research Methods

The type of research in this article is qualitative research. Qualitative research is research conducted by going directly to the field. The object of this research is Arabic language teachers and students of class VII MTs Ira Tembung. Primary data in this study were taken through interviews conducted by researchers with Arabic language teachers of class VII MTs Ira Tembung

and the final exam scores of students of class VII MTs Ira Tembung. Secondary data sources in this study were obtained from reading, studying, and understanding literature and literature books regarding the competence of Arabic Language Class VII MTs Ira Tembung. The data needed in this study were collected through 3 ways, namely observation, interview (interview). The data analysis used by researchers is the Miles Huberman model data analysis which includes data reduction, data display, conclusion drawing, and verification.

Literature Reviews

1. Teacher's Role

Teachers as educators and teachers of children, teachers are likened to second mothers who teach various kinds of new things and as facilitators of children so that they can learn and develop their basic potential and abilities. Teachers are educators who provide a number of knowledge to students at school in another sense, it is said that teachers are people who give lessons and students are people who receive lessons. According to the Law of the Republic of Indonesia in the declaration of teachers as a profession on 2 December 2004. This is confirmed in Law No. 14 of 2005 concerning Teachers and Lecturers in Chapter II Article 2 which states that teachers have a position as professionals, especially in formal channels for the Madrasah Tsanawiyah education level. According to Husnul Chotimah (2008), a teacher is simply a person who facilitates the process of transferring knowledge from learning sources to students. According to Dari Atmaka, educators are adults who are responsible for providing assistance to students in their physical and spiritual development. In order to reach the level of maturity able to stand alone fulfil their duties as creatures of God, social creatures and independent individual creatures.

According to E. Mulyasa, teachers must have academic qualifications and competencies as learning agents, be physically and mentally healthy, and have the ability to realise national

education goals. According to Ahmadi, the educator is a guiding role in carrying out the teaching and learning process. Providing conditions that allow students to feel safe and believe that their skills and achievements are appreciated and cared for so that they can increase student achievement motivation Teachers play a very important role in assisting the development of students to realise their life goals optimally. This belief arises because humans are weak creatures, who in their development always need other people, from birth, even at death. Teachers are educators, who become figures, role models, and identification for students, and their environment. Therefore, teachers must have certain personal quality standards, which include responsibility, authority, independence, and discipline. Educators are education personnel who qualify as teachers, lecturers, counsellors, learning leaders, widyaiswara, tutors, instructors, facilitators, and other designations that are in accordance with their specialities, and participate in organising education.

Teacher as a teacher is one way to transfer knowledge to students because teaching and learning activities are influenced by the relationship between students and teachers. As a teacher, the teacher must have clear objectives to make rational decisions so that students understand the skills required by learning. Learner learning activities are influenced by various factors, such as motivation, maturity, learner-teacher relationship, verbal ability, level of freedom, sense of security and teacher communication skills. If the above factors are met, then through learning learners can learn well.

Teachers should try to make things clear to learners and be skilful in solving problems. There are several things that a teacher should do in learning, namely: illustrating, defining, analysing, synthesising, asking, responding, listening, creating trust, providing varied views, adjusting learning methods, providing a feeling tone. In order for learning to have maximum power, teachers must always try to maintain and improve

the enthusiasm they have when learning standard material. Teacher as Mentor Guidance is an ongoing process. Guidance is assistance provided to individuals so that individuals can develop optimally according to their environment. Teachers as Trainers education and learning require skill training, both intellectual and motor, so according to the teacher to act as a trainer

a. Mahārat Al-Kalām

Definition of Mahārat

Mahārat is the maṣḍar of fi'il (مهر - يمهّر - مهارة) which can mean skill, dexterity, proficiency, cleverness, expertise, or craft. Its isim fā'il (ماهر) means a clever person. Mahārat in general according to al-ma'ani dictionary is the ability to do work with manual dexterity and skill. مهارة لغوية (Language skills) are the abilities required in using and practising a language viz: understanding, speaking, reading and writing. The definition of Kalām at the origin of language is the sound that gives benefit, and the meaning of kalam for the speaker is a self-based idea expressed in the form of words. Kalam is a spoken language for expressing mental thoughts. Language is basically speech, while writing is an attempt to represent speech, as for the evidence of the difference between speaking and writing is as follows: a). Man already knew speech before he knew writing and how to write, because writing appeared at a late period in human history. b). A young child learns to speak before he starts learning to write, which he begins to learn when he enters school. c). All normal people speak their mother tongue fluently, and there are many people who do not know how to write in their own language. d). There are some languages that are still spoken but never written.

b. Types of Mahārat

Mahārat al-kalām is one of the 4 mahārams that exist in learning a foreign language especially Arabic. The four are: Mahārat Al-Istima' (listening skill), Mahārat Al-Qira'ah (reading skill), Mahārat

Al-Kalām (speaking skill), and Mahārat Al-Kitābah (writing skill).

a) Mahārat al-istima' listening skill)

Listening skills (Mahārat Al-istima'/listening skills) are a person's skills in digesting or understanding words or sentences spoken by certain speech partners or media. This ability can actually be achieved by continuous practice to listen to the differences in the sound of word elements (phonemes) with other elements according to the correct letter makhraj either directly from the original speaker (an-nāthi' al-aṣḥlī) or through recordings. Linguists distinguish between listening (sima'), listening (al-istima'), and serious listening (inshot). Hearing is simply receiving sounds without attention and intent, such as noise or hustle and bustle on the road. While listening is demanding deliberation and attention in listening to everything, and serious listening is a level above listening that requires more concentration and attention to the speaker.

b) Mahārat al-Qira'ah (reading skill)

Reading skills are the most important among the subjects. Students who excel in reading skills excel in other subjects at all levels of education. Reading skill (Mahārat Al-Qira'ah/reading skill) is the ability to recognise and understand the content of something written by reciting or digesting it in the heart. Reading is essentially a communication process between the reader and the writer through the written text, so there is a direct cognitive relationship between spoken language and written language.

c) Mahārat al-Kalām (speaking skill)

Speaking skill is the most important skill in language. Because speaking is part of the skills learnt by learners, so speaking skills are considered a very basic part of learning a foreign language. Speaking skill is also the ability to express sounds, articulations or words to express

ideas, opinions, desires, or feelings to the speaking partner.

Mahārat Al-Kalām is the proficiency of uttering sounds or words to express thoughts about opinions, ideas, desires, or feelings to the interlocutor. Mahārat Al-kalām in Arabic is the skill of expressing and uttering sounds intentionally in Arabic properly and correctly and can be understood by the interlocutor. Some of the above can be concluded that speaking skills are one of the skills that students must master in speaking because these skills are the most important component of Arabic language skills to learn how to speak properly and correctly. Learning speaking skills requires attention so that students are able to communicate well.

1. Supporting and Hindering Factors of Mahārat al-Kalām

One of the aspects that support in improving speaking skills or Mahārat al-Kalām is the mastery of vocabulary or mufradāt. The more vocabulary that is mastered, the more fluent a person will speak. Therefore, mufradāt has an important role in learning Arabic, especially Mahārat al-Kalām. The first step is to provide vocabulary or mufradāt gradually from the easiest vocabulary to the most difficult vocabulary, such as vocabulary that exists in the daily environment, namely home, school, market.

While the obstacles in improving speaking skills or Mahārat Al-Kalām are as follows:

1. Lack of motivation

Motivation is the process that gives spirit, direction, and persistence to behaviour. That is, motivated behaviour is behaviour that is energetic, purposeful and enduring. It can be said that motivation is an impulse that arises in a person that encourages him to do something. Motivation to learn is the mental strength contained in students that encourages them to want to learn. One of the things that makes students experience learning

difficulties is the lack of motivation from within students and motivation from outside. Both of these influence each other. With motivation, learners can develop activities and initiatives so that they can direct maintain harmony in carrying out learning activities.

2. Educators.

Educators are people who are responsible for the implementation of education with the target of students. In the learning process, the presence of educators still occupies an important position, despite the rapid advances in technology that have penetrated the world of education. In various studies, it is revealed that the actual duties and responsibilities of educators cover broad aspects. When viewed from the scope of the duties of an educator, the educator is required to have a number of skills related to the tasks he carries out. When summarised from several opinions, we can find several factors that cause the higher demand for skills that must be mastered and possessed by educators.

The first factor is due to the rapid development and changes that occur today, especially the development of science and information. The implication for educators is that teachers must have sufficient skills to be able to choose topics, activities and ways of working from various possibilities. Educators must also develop learning strategies that do not only deliver information, but also encourage students to learn freely within the boundaries set as members of a group.

The second factor is the changing views in society that have implications for efforts to develop approaches to learners. For example, many educators who provide motivation such as encouraging learners to work hard at school so that they can get a good job later, are no longer interested in

them. In this context, the idea of teaching skills that only emphasise the transmission of knowledge may become impoverished and unattractive.

The third factor is the development of new technologies that provide faster and more interesting information. These developments test the ability of teachers to modify their teaching style to accommodate at least some of these new developments that have the potential to improve the learning process. Before educators determine the learning strategies, methods and evaluation techniques to be used, teachers are first required to understand the characteristics of students well. This is because the results of a number of studies show that the diversity of factors, such as learners' attitudes, learning abilities and styles, knowledge and abilities, and the context of learning. merupakan komponen yang memberikan dampak sangat penting terhadap apa yang sesungguhnya peserta didik akan pelajari. Pengenalan terhadap peserta didik dalam interaksi belajar mengajar, merupakan faktor yang sangat mendasar dan penting untuk dilakukan oleh setiap pendidik agar proses pembelajaran yang dilakukan dapat menyentuh kepentingan peserta didik, minat-minat peserta didik, kemampuan serta berbagai karakteristik lain yang terdapat pada peserta didik, dan pada akhirnya can achieve the expected learning objectives. Introduction to learners means that educators must be able to understand and appreciate the uniqueness of learners' learning methods and learners' developmental needs.

When educators do not have some of the skills mentioned above, students can receive lessons well and make students difficult to learn due to incompetent

educators in carrying out the learning process. Educators who are proficient in Arabic do not necessarily use Arabic in the learning process, Educators only use Arabic at the beginning of learning, and sometimes educators use Arabic in the learning process, but not completely. This is done because not all students understand what is conveyed by educators when using Arabic, because their abilities are still lacking and the different educational backgrounds of students.

1. Learning Methods.

In improving speaking skills or Mahārat Al-Kalām, what is often bumped is in terms of methods. The success or failure of language learning is often judged in terms of the methods used, because it is the method that determines the content and method of language learning. However, all methods have meaningful contributions depending on the necessary conditions. Foreign language teaching must face objective conditions that vary from one country to another, from one institution to another. These objective conditions include teaching objectives, student conditions, facilities and infrastructure, and so on.

RESULTS AND DISCUSSION

1. The Role of Arabic Language Teachers in Developing Mahārat Al-Kalām in Class VII Students of MTs Ira Tembung

The role of Arabic teachers in Class VII Students of MTs Ira Tembung is very important considering that MTs Ira Tembung is a school in a pondok environment. Arabic is important because the Qur'an was revealed in Arabic besides that Arabic is also a big language after English as an international language. So that those responsible for the content or Arabic language skills of students are Arabic language teachers. Based on the theory of Roestiyah NK in her book entitled

Problems of Teacher Science, there are several indicators of the teacher's role that can be used as a reference for Arabic language teachers in carrying out their role as teachers and to realise planned goals. Among the roles of teachers carried out by Arabic language teachers of Class VII MTs Ira Tembung are teachers as facilitators, teachers as mentors, teachers as motivators, teachers as organisers and teachers as human resources. Teachers as facilitators, Arabic teachers in Class VII students of MTs Ira Tembung try in ways that are fun and continuous because students of Class VII MTs Ira Tembung are transitional students from elementary school. From the beginning of entering school, students will be treated to Pearl words such as manjadda wa jada it aims to familiarize students with writing and reading in Arabic. In addition, the teacher also introduces the most basic mufrodāt that students should know by singing it as has been described by one of the teachers during the interview process even though it is only anā, anta and it is used to sing ana me anta you that if possible the class children already know.

So if you go to the next level, the children have memorised it by heart. Teachers as facilitators, Arabic language teachers of Class VII MTs Ira Tembung have provided the situations and conditions needed by individuals to learn. Teachers are able to position themselves as children who have just left kindergarten so that Arabic learning is delivered in a fun way. And the teacher knows that success will only be achieved if we are istiqomah in doing it. Teachers as mentors, teachers in Class VII MTs Ira Tembung guide students to take notes and memorise what their teachers say. Because to be able to speak Arabic, students must be able to write and pronounce it. As one of the teachers explained when interviewed.

"If you can memorise it, you can write it down. If you can pronounce it but can't write it is also difficult".

Teachers as mentors, teachers in Class VII MTs Ira Tembung have provided guidance to

students in learning interactions, so that they are able to learn smoothly and successfully. Even when interviewed, the teacher emphasized and wanted students not only to be able to speak Arabic but also to love it. Teachers as motivators, teachers in Class VII MTs Ira Tembung provide encouragement so that students are able, willing and eager to learn is with songs. Because the age of students and students of class VII MTs Ira Tembung because of the transition period from children to adolescents, the lessons must also be delivered with light material. Because they know that all children cannot be generalised in their abilities. So students are made and applied methods that are in accordance with the abilities of students. Teachers as human sources, Arabic language teachers in class VII MTs Ira Tembung have tried to provide information needed by students both knowledge, skills and attitudes. They also strive to be good servants, who are able to present information to students according to their needs.

Meanwhile, the role of teachers based on the theory put forward by E. Mulyasa in his book *Becoming a Professional Teacher* is that teachers become educators and teachers. In carrying out his role as a teacher, the seventh grade Arabic teacher MTs Ira Tembung educates so that how students when at school get the most knowledge possible. To educate students, material preparation is needed so that what the teacher wants to aspire to can be achieved. A good school is a school that produces a generation that is both smart and moral. Because we find many smart people who graduated from the best universities but still commit deviant behaviour. This is because the cultivation of character during childhood has not taken root.

Arabic language teacher of class VII MTs Ira Tembung as an educator, is able to become a figure, role model, and identification for students, and their environment. When teachers teach patiently and diligently, their efforts will be seen by students. They will make their teachers as role models in the future. Teacher as Trainer, the

education and learning process requires skill training, both intellectual and motor, thus requiring the teacher to act as a trainer. Therefore, the Arabic language teacher of class VII MTs Ira Tembung provides Kalistung training to train students who are not yet able and involves students in many activities and competitions. And before participating in the competition, students are trained first.

However, in carrying out all these roles. Of course there are obstacles that cause the teaching and learning process to be less than optimal. These obstacles include because not all students can be equalised in their abilities, especially grade 1 students, many of whom cannot read and are still wrong in pronouncing. In this day and age, mobile phones (HP) become the main enemy if parents are unable to supervise the use of mobile phones by children. Children lack interest in reading because they want everything to be instant and mobile phones can facilitate them and spoil them. In addition, the obstacles encountered by Arabic language teachers in class VII MTs Ira Tembung are because they are in puberty, romance stories interfere with their activities in learning.

2. The Development of Students' Arabic Language Skills in Class VII Students of MTs Ira Tembung

The development of Arabic language skills of seventh grade students of MTs Ira Tembung includes four abilities, namely listening skills (Mahārat al-istima'), speaking skills (Mahārat al-kalām), reading skills (Mahārat al-qirā'at), writing skills (Mahārat al-kitābah). These four aspects of ability are very important in learning Arabic, because these four aspects cannot be separated. Because the position of these four abilities is very supportive in achieving Arabic language development. Listening ability (Mahārat al-istima') is the first ability done by someone in learning a language. Listening can be a measuring tool for the level of difficulty experienced by someone learning a language,

because from this skill we can know the understanding of dialects, pronunciation patterns, language structures and so on.

According to one of the teachers who has been interviewed, the development of listening skills is carried out as follows:

1. Using the method of repetition of words or sentences (Taqrīr). This initial method is very suitable for low-grade students, namely class 1 because they are an early stage class that does not yet understand what Arabic is so they only need to hear the teacher say new vocabulary then imitated by students of class VII MTs Ira Tembung and not only listening skills speaking ability (Mahārat al-kalām) is the most important ability in language learning because speaking ability is a basic skill in learning a foreign language. Speaking ability is part of active and productive language skills. In seeking to develop Arabic speaking skills by practising pronouncing and distinguishing certain sounds. To practice pronouncing and distinguishing certain sounds, students will learn directly through conversation (hiwār).

2. Practising daily conversations using Arabic during class. Reading skills (Mahārat al-qirā'at) have advantages over listening skills, because reading skills are more accurate than listening skills. The lack of interest in reading of students is currently a serious problem that must be faced. To train interest in reading, students need encouragement and motivation as well as teacher assistance.

3. Interpreting each sentence during the learning process in the classroom. The ability to write (Mahārat al-kitābah) is a skill to compose, record and communicate the meaning that exists in ideas and thoughts. To practice writing, students need consistent practice. In working on students' writing skills, Arabic teachers make it a habit to write Arabic letters during the learning process in the classroom.

In the implementation of learning, the abilities that are applied first are listening skills and

writing skills, because class VII is an early stage class that does not yet understand what Arabic is so they only need to hear the teacher sing or say new vocabulary then imitated by students. The vocabulary taught in class VII is vocabulary about nouns, after the listening skills of students in grades 1 and 2 are achieved, the teacher continues with writing skills by drawing and writing the nouns on the board and asking students to write the nouns on the board. Furthermore, for class VIII, it is almost the same as class VIII, except that the material already uses verbs and is continued with nouns that were previously taught in class VII and before learning there is a conversation between the teacher and students, namely a conversation about asking for news. In learning the skills taught are writing, reading and speaking skills have begun to be taught to arrange words into one sentence and translate each sentence taught by the teacher and students are taught to read the conversation (hiwār) in the textbook and then practice it in front of the class. In Arabic language learning, the skills used are listening, reading, writing and speaking skills at this level in learning the teacher reads the story in the textbook material and asks students to listen (listen) after the teacher finishes reading the students are asked to retell the story after that the teacher translates per one sentence and is listened to again by the students. The teacher teaches students using the imlak (dictation) method, in which the teacher says one sentence and then the students write what the teacher says. For the last level of learning, which uses writing, reading and speaking skills, the teacher asks students to write stories about their daily activities and then tell them in front of the class.

- 1) Inhibiting Factors of Students' Arabic Language Ability in Class VII Students of MTs Ira Tembung
2. Based on the Arabic language learning process carried out at VII MTs Ira Tembung. The author sees problems or weaknesses experienced by students in

understanding Arabic as for the inhibiting factors there are several factors are as follows:

1. Difficulty reading Arabic
- In this regard, the author interviewed Arabic language educators at MTs Ira Tembung:
- "In the process of learning Arabic, most students experience problems or problems among which students have difficulty in reading Arabic texts, writing and memorising Arabic vocabulary."
- Difficulty with pronouncing Arabic sounds The aspect of sound system as a basis for achieving proficiency in listening and speaking Arabic is still less attention. This is due to the goal of learning Arabic which is only directed at mastering Arabic written language. Before further studying Arabic, it should learn to read the Qur'an properly and correctly in accordance with the laws of tajweed so as not to make mistakes in reading and pronouncing, because reading errors will change the meaning or meaning of the reading. But the reality that occurs in class VII MTs Ira Tembung. Based on the author's observations in the learning process when the educator reads Arabic material, after that students are directed to say back what the educator has said, but it cannot be denied that there are many mistakes made, in fact, almost all students in class VII MTs Ira Tembung have not read fluently and have difficulty pronouncing Arabic words or sentences, let alone translating. Kurangnya Penguasaan Kosa Kata Bahasa Arab

Vocabulary is an important asset in foreign language learning. A good language depends on a good command of vocabulary. Meaning cannot be revealed through language without vocabulary mastery. The stage of mastering a foreign language lies in mastering vocabulary. Learners experience obstacles in vocabulary problems, vocabulary difficulties that are often encountered due to very limited knowledge of the language

and lack of seriousness in memorising vocabulary. This vocabulary weakness factor will cause learners to be unable to understand the text or article read even from the aspect of communication skills as well, the weakness of vocabulary mastery causes learners to be unable to speak well. This is the same as what was expressed by the learner, Nabil Furqon stated that:

"The lack of vocabulary given at each meeting. The memorisation that is sometimes given in Arabic language learning is very minimal in memorising Arabic vocabulary and most of the learners stated that they were very difficult to translate and speak Arabic because of the lack of memorised vocabulary".

This causes students to have difficulty in translating because they still don't know Arabic vocabulary. Therefore, educators should emphasise more and repeat until fluent and well memorised, so that with a lot of mastery of memorised vocabulary it will make it easier for learners to translate and be able to speak using Arabic.

9. Lack of Understanding Grammar

In reading Arabic texts, learners must understand the meaning first, so they will be able to read correctly. This cannot be separated from the knowledge of nahwu science in Arabic, which is to provide an understanding of how to read correctly and according to the applicable Arabic rules. Actually, the science of nahwu is not only related to i'rab, but also the construction of sentences. So, Arabic grammar must also be studied and understood properly. Learners experience difficulties in grammatical problems, grammatical difficulties experienced by learners due to lack of understanding and knowledge in language.

10. Methods Used

Teaching method is a way or path that must be travelled in teaching. Teaching itself is presenting

teaching materials by people to other people so that other people receive, master and develop them. Teaching methods of educators who are not good will affect the learning of students who are not good either. In order for students to learn well, learning methods must be sought that are as appropriate, efficient, and effective as possible because progressive educators dare to try new methods, which can improve learning activities and increase students' motivation to learn. Based on the results of interviews with Arabic language educators, that the method often used is the lecture method in delivering material. Methods are also very important to pay attention to. The educator's ignorance of the method taught, the inaccuracy of the method and the method that is less interesting for students greatly affects Arabic language learning. So it is necessary to prepare the method before teaching. But also do not just determine the method because students will easily get bored if the method is not in accordance with the circumstances of the students themselves.

Conclusion

Based on the interviews that have been conducted by researchers, it can be concluded that the role of Arabic language teachers in class VII MTs Ira Tembung as educators, is able to become figures, role models, and identification for students, and their environment. When teachers teach patiently and diligently, their efforts will be seen by students. They will make their teachers as role models in the future. Teacher as a Trainer, the education and learning process requires skill training, both intellectual and motor, so according to the teacher to act as a coach. Therefore, the Arabic language teacher of class VII MTs Ira Tembung provides Kalistung training to train students who are not yet able and involves students in many activities and competitions. And before participating in the competition, students are trained first.

The development of students' Arabic language skills in Class VII Students of MTs Ira

Tembung Using the method of repetition of words or sentences (Taqrîr). This initial method is very suitable for low grade students, namely grade VII because they are an early stage class that does not yet understand what Arabic is so they only need to hear the teacher say new vocabulary and then imitated by students of class VII MTs Ira Tembung and not only listening skills speaking ability (Maharāt al-kalām) is the most important ability in language learning because speaking ability is a basic skill in learning a foreign language. Speaking ability is part of active and productive language skills. In seeking to develop Arabic speaking skills by practising pronouncing and distinguishing certain sounds. To practice pronouncing and distinguishing certain sounds, students will learn directly through conversation (hiwār). Train to pronounce daily conversations using Arabic during lessons in the classroom. Reading skills (Mahārat al-qirā'at) have advantages over listening skills, because reading skills are more accurate than listening skills. The lack of interest in reading of students is currently a serious problem that must be faced. To train interest in reading, students need encouragement and motivation as well as teacher assistance. Interpreting each sentence during the learning process in the classroom. The ability to write (Mahārat al-kitābah) is a skill to compose, record and communicate the meaning that exists in ideas and thoughts. To practice writing, students need consistent practice. In working on students' writing skills, Arabic teachers make it a habit to write Arabic letters during the learning process in the classroom.

Factors inhibiting students' Arabic language skills in Class VII MTs Ira Tembung are difficulty reading Arabic, lack of mastery of Arabic vocabulary, lack of understanding of grammar and methods used.

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