



Problems of Arabic Language Learning in Speaking Skills of Grade 1 Students of MA HikmatuSYSsarief NW Salute Strait Narmada West Lombok Academic Year 2023/2024

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Receive: 12/01/2024

Accepted: 12/02/2024

Published: 01/03/2024

Abstrak

Bahasa Arab merupakan salah satu diantara bahasa-bahasa di dunia yang memiliki keistimewaan karena berfungsi sebagai bahasa Al-Qur'an dan Hadist. Tetapi dalam praktiknya tidak sedikit orang yang memiliki kesulitan dalam mempelajari bahasa Arab. Oleh karena itu, tulisan ini bertujuan untuk mengungkap probLematika pembelajaran bahasa Arab dalam keterampilan berbicara siswa kelas 1 MA HikmatuSYSsarief NW Salut Selat Narmada Lombok Barat Tahun Pelajaran 2023/2024 serta bagaimana upaya untuk mengatasinya. Adapun penelitian ini termasuk dalam jenis penelitian lapangan (field research) dengan pendekatan kualitatif. Sumber data dalam penelitian ini ada dua yaitu data primer dan sekunder. Data primer bersumber dari siswa kelas 1 MA HikmatuSYSsarief NW dan data sekunder berasal dari berbagai buku, jurnal yang dapat mendukung data-data penelitian ini. Pengumpulan data dilakukan dengan cara wawancara, observasi dan dokumentasi. Setelah data terkumpul, selanjutnya dilakukan analisis. Hasil dari penelitian ini menunjukkan bahwa problematika yang dihadapi oleh siswa kelas 1 MA dalam keterampilan berbicara diantaranya karena siswa kekurangan kosa kata (mufrodad) sehigga siswa kesulitan untuk merangkai kalimat yang diucapkan Ketika berbicara dengan lawan berbicara. Selain itu, pembelajaran bahasa Arab sering menggunakan metode talaqqi artinya siswa hanya mendengar apa yang disampaikan oleh guru. Adapun upaya yang dilakukan mengatasi problematika ini pihak sekolah membentuk bi'ah Arobiyah atau lingkungan bahasa Arab agar siswa terbiasa dalam bebrbicara bahasa Aarab, kendatipun secara kaidah belum sempurna. Selain itu, pihak sekolah menyediakan berbagai fasilitas untuk menunjang pembelajaran Bahasa Arab. Disamping juga guru menciptakan proses belajar yang *lebih mudah dan prkatis agar siswa senang dan termotivasi dalam belajar bahasa Arab.*

Kata kunci: *Problematika, Pembelajaran, Bahasa Arab, Keterampilan, Berbicara*

Abstract

Arabic is one of the languages in the world that has the privilege of functioning as the language of the Qur'an and Hadith. But in practice not a few people who have difficulty in learning the Arabic language. Therefore, this paper aims to reveal the problems of Arabic learning in the speaking skills of Grade 1 students of Ma HikmatuSYSsarief NW Salut Selat Narmada West Lombok academic year 2023/2024 and how to overcome them. The research is included in the type of field research with a qualitative approach. Data sources in this study there are two primary and secondary data. Primary Data sourced from students in Grade 1 Ma HikmatuSYSsarief NW and secondary data from various books, journals that can support the data of this study. Data collection is done by interview, observation and documentation. After the data is collected, further analysis is performed. The results of this study indicate that the problems faced by students in Grade 1 MA in speaking skills such as students lack vocabulary

(mufrodat) sehigga students difficulty to assemble sentences spoken when talking to the opponent speaking. In addition, Arabic learning often uses the talaqqi method, which means that students only hear what is conveyed by the teacher. As for the efforts made to overcome this problem, the school formed bi'ah Arobiyah or Arabic language environment so that students are accustomed to speaking Aarab language, although the rules are not yet perfect. In addition, the school provides various facilities to support Arabic language learning. Besides, teachers also create a learning process that is easier and practical so that students are happy and motivated in learning Arabic.

Keywords: *Problematics, Learning, Arabic, Skills, Speaking*

Introduction

Language is a set of tools that a person uses to think, communicate and relate to others and also as a tool for teaching and memorizing some literature.(Maujud 2015) Arabic is the language of the Quran that was revealed to the prophet Muhammad SAW, the book of all Muslims. In accordance with the words of Allah SWT in Surah Yusuf Verse 2:

إنا أنزلناه قرآنا عربيا لعلكم تعقلون

Meaning: Indeed, we have sent down the Qur'an in Arabic, so that you may understand it.(RI 2010)

In the world of education, Arabic has a very important role. The special position that Arabic has among other languages in the world is because it functions as the language of the Qur'an and hadith and other books.(Arsyad 2003) In learning Arabic, there are four language skills that students must have, namely listening skills, speaking skills, reading skills and writing skills.(Mustofa 2011)

In mastering these four skills, some linguists assume that a person's linguistic ability is only determined by the level of mastery of grammar itself. However, the stigma that has developed in society shows that learning Arabic is still considered difficult and complicated, especially in speaking skills. Speaking skills are complex linguistic skills, because they involve the problem of thinking or thinking about what to say. All of this requires the preparation of certain words and sentences that suit the desired situation. It requires a lot of pronunciation practice and expression practice or expressing thoughts and feelings in simple and understandable sentences.

This speaking skill activity is actually very interesting, but it often happens the opposite, namely the atmosphere becomes rigid and eventually jammed. (Zulhannan 2014) Supposedly, each language has a different level of difficulty and ease depending on the characteristics of the language system itself. And the problem of learning Arabic lies in the seriousness of student learning and the seriousness of teachers in teaching. An Arabic teacher should put a lot of attention and devote his attention to the approaches, methods, media and strategies used so that Arabic learning can achieve goals quickly, effectively and efficiently. And what is even more vital, to revive this speaking skill is the competence of educators in providing stimulus and motivation to students to dare to speak from the language capital they have, even though there is a risk of being wrong.(Zulhannan 2014)

Likewise, learning Arabic at MA Hikmatusyariief NW Salut Narmada West Lombok, which is one of the places to produce cadres of Islamic scientists who are able to speak Arabic well and correctly, is still very far from the ideal condition that should be developed today. Various language learning problems arise in the learning process, including problems related to the lack of students' ability to communicate (*maharah al-Kalam*) using Arabic both with their friends and with teachers.

An unsupportive environment is assumed to be the main cause due to the absence of mandatory Arabic language regulations in daily communication so that students are not motivated and stimulated to master these skills. Based on the description above, this is what is

interesting and important to be researched. Therefore, at least in this paper there are two things to be researched. First, how are the problems of learning Arabic in the speaking skills of 1st grade students of MA Hikmatussyarif NW and second, how are efforts to overcome the problems of learning Arabic in the speaking skills of 1st grade students of MA Hikmatussyarif NW Salut Narmada West Lombok for the 2023/2024 Academic Year.

Research Methods

This research is included in the type of field research with a qualitative approach. Qualitative research is basically research used in researching natural objects.(Fadilah 2022) The qualitative approach is a research whose findings are not obtained through lifting procedures or other forms of calculation.(Hoirul Anam and Suwadi 2022) The instrument in qualitative research is the researcher himself, meaning the researcher who directly descends to obtain the desired data. The source of data in the study is the data subject obtained. Data sources are sources that are needed to collect data needed in research such as communities, agencies, individuals, archives, libraries and so on. The data sources in this study are 1st grade students of MA 1 MA Hikmatussyarif NW Salut, institutional leaders, and 1st grade teachers of MA Hikmatussyarif NW Salut Narmada Lombok.

The data collection techniques are carried out by observing, interviewing, and documenting. Observation is a technique of systematically observing and recording the phenomena being investigated. [9] Then the interview is a process of collecting data by means of direct dialogue (face-to-face) or through certain media channels between the person conducting the interview and the interviewee as a source of data.(Hoirul Anam and Suwadi 2022) While documentation is the collection of data that is not directly aimed at the research subject. Documents can be in the form

of diaries, personal letters, meeting minutes, case records in work and other documents.(Anam and Achadi 2023) After the data is collected through the above method, then an analysis of the data that has been collected is carried out.

Results and Discussion

A. Arabic Language Problems

Problematics comes from the word "problem" which means a problem, a problem, that is, something that still causes a problem, so a problem is "a problem that still cannot be solved" so a problem is a problem that must be solved.(Rahmatullah 2023) The problem referred to by the researcher here is the difficulties of learning Arabic (*maharah al-Kalam*) then first the researcher presented the meaning of the variable contained in the research title, namely the problem, learning Arabic (*maharahal-Kalam*) both in the theoretical discussion of the theories raised and the facts found in the field. Problems can also be aligned with a problem that has not been solved. In problematics, it is impossible to eliminate what is called causal (cause) of the occurrence of the problem and each problem will be different in handling.

Theoretically, there are two problems that are and will continue to be faced in learning Arabic, namely: linguistic problems which are often called linguistic problems, and non-linguistic or non-linguistic problems. The teacher's knowledge of the two problems is very important so that he can minimize the problem and find the right solution so that learning Arabic within the minimum limit can be achieved properly.

Language problems are problems faced by students or teachers that are directly related to language. Meanwhile, non-linguistic problems are problems that affect, even dominant, the success of the learning

program implemented. The following is a detailed explanation of the two problems.

1. Linguistic Factors (language factors)

The language factor is indeed very important, because language can determine the success or failure of an education. The language factor in question is the difficulties faced by students due to the differences between Arabic and Indonesian, especially in the sound system and also the way of writing letters, word forms and others. [13] The following will be described by the researcher on some matters related to linguistic factors.

a. Sound scheme

In the sound system, many students have learned, but often students have difficulty in prociting sentence forms. The teaching of Arabic, especially in Indonesia, has been going on for centuries, but the aspect of sound arrangement as the basis for achieving speaking and listening proficiency has received less attention.

In daily life, for example, we cannot deny that in learning the Qur'an, we often learn about the Arabic pronunciation called maharijul letters, which is in the science of tajweed, but this knowledge emphasizes that the Qur'an is only for the purpose of reading skills, not for the ability to speak Arabic (maharah al-Kalam).

b. Vocabulary

A factor that is also beneficial for Arabic language learners and Arabic teachers in Indonesia is vocabulary or vocabulary. Until now, many Arabic words and terms have been absorbed and included in the vocabulary of Indonesian or regional languages. Actually, the more words that come from Arabic words that later become the vocabulary of Indonesian (mother tongue), the easier it is to build vocabulary and understanding, and attach it to a person's memory. (Nandang Sarip Hidayat 2012)

These word absorption can become a special treasury for Indonesian students. For example, we don't need to memorize the word " الكرسي " Because the word has the

same meaning as Indonesian, namely chair.(Busro 2016) Although it has a lot of positive impacts, the absorption vocabulary also has many negative impacts, including the following:

1). Shift in meaning.

Many Arabic words that have entered the Indonesian language have changed from the meaning of the original language. For example, " قصيدة ", which previously meant a collection of verses with the same wazan and qafiyah. While " القصيدة " in Indonesian is used for Arabic songs. The pronunciation changed from the original sound, but the arithra remained. For example, the word " البركة " is expressed with the word blessing in Indonesian. The pronunciation is fixed, but the meaning changes. For example, the word الكلمات "means "word". Meanwhile, in Indonesian, sentences are used to express the order of words.(Rahmatullah 2023)

2). Sentence Arrangement

Although learners can master Indonesian grammar, it is not necessarily possible for learners to compose Arabic sentences such as their mastery of the Indonesian language. The science of nahwu as a science that corrects the rules of sentences so that it is true that there is a proportion of terms contained in Arabic such as changes in the end of words (I'rob), no changes in the end of words (bina), the appropriateness of sounds (al-Mutabaqah), and the order of words that form sentences.(Rahmatullah 2023)

3). Writing

The writing factor is also one of the obstacles to Indonesian learning in learning Arabic. Because, Arabic writing is certainly very different from Latin writing. The most noticeable difference is that if Arabic writing starts from right to left, then Latin writing starts from left to right. Not only that, Arabic writing also does not recognize capital letters. In addition, Arabic writing also pays great attention to the suitability of the i'rab aspect, while in Latin, this aspect is just that.

And Arabic also has an extraordinary balagah aspect.

From these phenomena, it is not surprising that even though Indonesian learners have reached the university level, they still often make mistakes in writing Arabic. In essence, proficiency in writing Arabic in accordance with the rules of imla' must be mastered by Arabic learners since they are still in the secondary level (Mts, MA, and equivalent). However, the fact that is still circulating in the field today is that they are still making mistakes in writing Arabic, even though they are already at the university level. (Rahmatullah 2023)

2. Nonlinguistic Problems

In addition to linguistic factors faced by students in learning Arabic, they also face other obstacles in the form of nonlinguistic factors. Among these factors are the following:

a. Motivation and Interest in Learning

Learning motivation and interest are non-linguistic problems that are widely encountered in Arabic language learning classes, and the achievement of learning outcomes is often influenced by motivation and interest in learning. Learning without motivation cannot achieve maximum results, especially if the person who learns is embedded with feelings of dislike for the subject matter and the teacher who teaches it. Successful learning is one that involves students in a holistic way, both physically and psychologically. Therefore, teachers must encourage students to like Arabic which will be useful for their lives in the future.

b. Learning Facilities

Learning facilities can be a problem if they are not conducive, such as noisy, hot, and uncomfortable conditions. Unconducive facilities will worsen the achievement of Arabic learning outcomes. On the contrary, a pleasant atmosphere that makes students feel at home in the classroom will support the achievement of maximum learning outcomes.

c. Teacher Competence

Incompetent teachers will be a problem in learning Arabic. Teacher competence is assessed in terms of professional, pedagogic, personality, and social. The problem is that many language teachers do not have a background in language teacher education, but simply know Arabic.

d. Learning methods

The learning method used (chosen appropriately according to the objectives, according to the material, according to the available facilities and the level of learners' ability). The inaccuracy of choosing a method, especially not knowing what method to choose, certainly greatly affects the success of teaching and learning.

e. Time Limits

Available time (enough time to get services, both in the classroom and outside the classroom).

f. Language Environment

Language environment (which can encourage students to dare to speak without any shame and fear of being wrong). The higher the sense of shame and fear of being wrong, the more there will never be a language atmosphere. From the two problems above, it appears that the most dominant ones that affect the success of learning Arabic are non-linguistic problems, one of which is the method. Another thing that is no less important than non-linguistic problems is student learning motivation. This is because learning a language by relying only on the time available in class can be sure that it will not be successful except only to meet the minimum completeness criteria of the report card. (Rahmatullah 2023)

B. Arabic Speaking Skills

1. Definition of Arabic Speaking Skills

Speaking is a tool to convey one's wishes to others by expressing feelings, ideas, ideas, or problems faced in the form of an orderly sound system so that it can be understood by the interlocutor. Along with this. Taringan explained that "speaking is the ability to pronounce articulated sounds or words to express, express and convey thoughts, ideas and

feelings. (Zulharby, Rafli, and Setiadi 2022)

Fuad Effendy revealed that "speaking is the main suggestion to foster mutual understanding, mutual communication, by using language as the medium.(Nalole 2018) So, speaking is one of the most important skills that must be mastered by foreign language learners, in this case especially Arabic, because the core of the language teaching and learning process is the mastery of speaking skills.

Meanwhile, what is meant by Arabic speaking skills is the skill and ability to express the symbols of Arabic sounds or Arabic words. In other words, students are skilled in Arabic for real life goals. Being skilled in speaking Arabic is one aspect of teaching Arabic in addition to listening skills, reading skills, and writing skills.(Abdillah and Nugraha 2019)

2. Teaching Arabic Speaking Skills

Speaking is one way to express feelings, thoughts that are in the heart with good and correct words or sentences so that they are easy to understand and understood by the interlocutor. According to Puad Effendy, speaking activities in the classroom have a two-way aspect, namely between the speaker and the listener reciprocatingly. Thus, speaking practice must first be based on the following things, namely:

b. Listening/Listening Skills

The ability to listen or listen is the ability to be able to understand the symbols of sounds heard from the interlocutor and be able to give feedback or response to what he hears. In this case, Taringan provides the following definition of listening or listening: "Listening is one of the processes of listening to oral symbols with full attention, understanding, appreciation, and interpretation to obtain information, capture the content or message and understand the meaning of communication that has been conveyed by the speaker through speech or

oral language. (Claudiawan, Asbari, and Santoso 2023)

c. Speech Ability

The ability to pronounce is to be able to pronounce words, in this case words in Arabic which are very different from the original language. The huge difference between Arabic and native languages will result in difficulties for Arabic learners to pronounce Arabic words. Therefore, the ability to speak is a basis for being able to master the ability to speak well and correctly.

d. Vocabulary Mastery

Vocabulary is one of the elements of language that must be mastered by learners to be able to acquire proficiency in speaking in the language. In speaking Arabic, use the most common vocabulary and easy to understand by the listener who is the interlocutor/target. Listeners will be easier to understand and understand, if the vocabulary used by the speaker is a vocabulary that is already familiar to the listener. The use of vocabulary in speaking Arabic should be in accordance with the topic of conversation and see who the interlocutor is. Because the listener will be more interested and will pay more attention to the topic of conversation if the speaker speaks clearly, in other words, the speaker really masters the vocabulary used.

3. Objectives of Teaching Speaking Skills

The purpose of teaching speaking skills is so that students are able to express Arabic words, and can use Arabic as a tool to express and express the thoughts in their hearts orally.

4. Speaking Skills Teaching Methods

A good teaching method is a method that can arouse students' enthusiasm for learning, so that a good teaching and learning process will be created. Therefore, teaching methods have an important role in achieving the teaching goals that have been determined in schools or madrasas. Thus, a teacher must have and have knowledge of several teaching

methods, and be able to choose the right method and in accordance with the conditions and needs of students. (Fakhrurrazi 2018)

In teaching Arabic speaking skills, the method used must be in accordance with the conditions of the learners and the state of the facilities and facilities. The selection of the right teaching method will make it easier for students to transform the knowledge they have learned, as well as in the process of teaching and learning Arabic. The methods that can be used in teaching Arabic speaking skills include:

a. Direct Method/ الطريقة المباشرة

This method assumes that the process of learning a second language is the same as learning a mother tongue, namely by using language directly and intensively in communication and by listening and speaking, while composing and reading are developed later. The main goal of this method is verbal mastery of the target language (BT) so that students can communicate in BT.

b. Audiolingual Method/ السمعية الشفهية الطريقة

One of the basic principles of this method is to teach language and not teach about language. Therefore, language learners must be filled with language activities, not activities to learn language rules. The goal of teaching with this method is the mastery of the four language skills in a balanced manner. The order is to listen and speak and then read and write.

c. Communicative Method

The basic assumption of this method is that every human being has an innate ability called "language acquisition tools. Therefore, language skills are creative and are more determined by internal factors. The purpose of teaching with this method is to develop the competence to learn to communicate with the target

language in a real communicative context or in a real life situation.

d. Speaking Skills Teaching Media

Media comes from the Latin word "medius" which literally means middle, intermediary, or introduction. In Arabic the medium is نل الوساء or the introduction of a message from the sender to the recipient of the message. According to Arsyad, media is a tool that conveys or conveys learning messages. The relationship with teaching Arabic speaking is all the tools used in teaching Arabic speaking to train and improve students' mastery of Arabic speaking skills.

The use of media in learning is very effective to foster students' motivation to learn in learning, in line with this, Hamalik in Arsyad stated that: "the use of learning media in the teaching and learning process can awaken and stimulate learning activities, and even bring psychological influences on students. [24] This means that the use and selection of the right media will make it easier for students to absorb and respond to the Arabic material being studied. In general, the media used by teaching Arabic can be:

1. Audible media (audio)

Audio media is a medium whose message can only be received by the sense of hearing. [25] The message or information conveyed and poured in the emblems of the auditive in the form of words, music and sound effects. So, audio media is a medium that is only limited to the sense of hearing. Examples of visual media are radios and tape recorders.

2. Visible media (visual)

In general, visual media in the concept of visual teaching is everything that can be seen by the senses of the eye. Such as pictures, objects or other tools that will provide a real experience to students. According to Sudjana, the

concept of visual teaching is based on the assumption that abstract meanings can be presented more concretely.

3. Audible and visible media (audiovisual)

Audiovisual media combines audio and visual media. So the audiovisual method is a medium that combines the senses of sight and hearing. In other words, audiovisual media is a medium whose way of conveying can be received by the listener's senses and sight. Examples of audiolingual media are film and television. With these media, it can help students in mastering the sounds of the language properly and correctly so as to facilitate students to communicate using Arabic.

D. Efforts to overcome the problems of learning Arabic in speaking skills

Actually, the first thing that must be grown in a person who wants to learn a foreign language is attitude and motivation. To solidify something that is already known or being studied, it should be tried to be transferred to another person. This is intended so that people who learn a foreign language become active.

Fuller writes that there are two things that are really worth knowing if one wants to learn a foreign language. First, vocabulary; Second, how the vocabulary is concocted. What happens in language classes is usually a grammatical rule explained with only one or two examples, then the teacher moves on to the next material and gives the same model for repetition and assignment. Maybe it can be more tested, if necessary, hundreds of noun vocabulary is given to students.

Next, the teacher should introduce a model structure that allows the vocabulary with its pronunciation or pronunciation to be easily practiced by students at home in oral and written language. Give weapons and teach them how to use them with tens or hundreds of pelor (vocabulary) which are many more simple and used daily thematically.

In short, the "image" of obstacles or difficulties must first be driven away and dismissed, in order to create an enthusiastic attitude and motivation. Motivation must be developed continuously by instilling a feeling of "can" in someone who is learning a foreign language. How?. Avoid emphasis on "names" such as *present perfect* tense, participle, infinitive, mabni, mu'rob and so on. On the contrary, give them signs or patterns of a structure and its punishment in Indonesian (contrastive analysis) by preparing adequate vocabulary that is used daily. Because naming itself is a difficulty or "barrir", if interest has arisen, then half of the teacher's work can be considered completed.

Conclusion

Arabic is one of the foreign languages that has the privilege of being used as the language of the Qur'an and Hadith. In learning Arabic, there are basic skills that must be mastered by a student, namely listening skills, speaking skills, reading skills and writing skills. In mastering these four skills, some linguists assume that a person's linguistic ability is only determined by the level of mastery of grammar itself. However, the stigma that has developed in society shows that learning Arabic is still considered difficult and complicated, especially in speaking skills.

Speaking skills are complex linguistic skills, because they involve the problem of thinking or thinking about what to say. Facts show that the problems faced by MA grade 1 students in speaking skills include because students lack vocabulary (mufrodat) so that students find it difficult to string together the sentences spoken when talking to the other person. In addition, learning Arabic often uses the talaqqi method, which means that students only hear what is conveyed by the teacher. As for the efforts made to overcome this problem, the school formed an Arabic bi'ah or Arabic language environment so that students are used to speaking Arabic, even though the rules are not perfect. In addition, the school

provides various facilities to support Arabic language learning. Besides, teachers also create an easier and more practical learning process so that students are happy and motivated in learning Arabic.

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