Problems of Arabic Speaking Skills at the Darul Muttaqin Nahdlatul Wathan Diniyah Islamiyah Perian Modern Islamic Boarding School

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Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki dan menganalisis masalah-masalah yang terkait dengan pengembangan keterampilan berbicara bahasa Arab di kalangan santri Pondok Pesantren Darul Muttaqin NWDI Perian, yang menggunakan pendekatan kualitatif dalam metodologi penelitian. Dengan pendekatan ini, penelitian berusaha mengeksplorasi masalah-masalah tersebut melalui analisis verbal tanpa memanfaatkan teknik statistik. Data primer dan sekunder dikumpulkan melalui serangkaian observasi, wawancara, dan dokumentasi yang dilakukan secara teliti. Temuan dari penelitian ini menyoroti kompleksitas tantangan dalam mengembangkan keterampilan berbicara bahasa Arab di lingkungan pesantren. Penelitian ini mengidentifikasi dua aspek utama dari problematika keterampilan berbicara, yaitu aspek linguistik dan non-linguistik. Aspek linguistik mencakup kekakuan dan hambatan dalam kelancaran berbicara bahasa Arab di kalangan santri, sementara aspek non-linguistik melibatkan faktor-faktor seperti kurangnya motivasi dari pengajar, kecenderungan penggunaan bahasa Indonesia dalam komunikasi sehari-hari, dan pola pembelajaran yang cenderung monoton. Melalui penelitian ini, diharapkan akan tercapai pemahaman yang lebih mendalam terkait tantangan-tantangan dalam pengembangan keterampilan berbicara bahasa Arab di pesantren. Implikasi praktis dari penelitian ini termasuk pentingnya meningkatkan strategi pembelajaran yang fokus pada peningkatan keterampilan berbicara, serta perlunya motivasi yang lebih tinggi bagi pengajar untuk menghadapi tantangan ini. Penelitian ini diharapkan dapat memberikan kontribusi yang berharga dalam pengembangan kurikulum dan strategi pembelajaran yang lebih efektif di lembaga-lembaga pendidikan Islam.

Kata-kata kunci: Problematika, Keterampilan Berbicara, Bahasa Arab

Abstract

The purpose of this study is to investigate and analyze the problems associated with the development of Arabic speaking skills among the students of Pondok Pesantren Darul Muttaqin NWDI Perian, which uses a qualitative approach in the research methodology. With this approach, the research seeks to explore these issues through verbal analysis without utilizing statistical techniques. Primary and secondary data were collected through a series of careful observations, interviews, and documentation. The findings of this study highlight the complexity of the challenges in developing Arabic speaking skills in a pesantren environment. The study identified two main aspects of problematic speaking skills, namely linguistic and non-linguistic aspects. The linguistic aspect includes rigidity and obstacles in Arabic speaking fluency among students, while the non-linguistic aspect involves factors such as lack of motivation from teachers, the tendency to use Indonesian in daily communication, and learning patterns that tend to be monotonous. Through this research, it is hoped that a deeper understanding of the challenges in developing Arabic speaking skills in pesantren will be

achieved. The practical implications of this study include the importance of improving learning strategies that focus on improving speaking skills, as well as the need for higher motivation for teachers to face this challenge. This research is expected to make a valuable contribution to curriculum development and more effective learning strategies in Islamic educational institutions.

Keywords: Problematics, Speaking Skills, Arabic Language.

Introduction

Speaking skills are one of the four skills that are generally pursued in modern language learning, including in the context of learning Arabic. Language has a vital role as a means of communication in human life, which is basically used as a means to express ideas and convey messages to others. As Roqib explains, in order, language functions include self-expression, communication, interaction, social adaptation, and social control (Mujib, 2010:4). Through language, individuals can communicate, either to convey their thoughts or receive information from others. Socially, language serves as a tool for interacting in groups (Pringawidagda, 2002:4). The main focus in mastering a foreign language is how to master the three stages of language mastery, starting from mastering vocabulary, applying proper grammar, to practicing using the language regularly. Tarigan (2015:3)

emphasized that the main goal of language teaching is so that students can have skilled language skills, both in listening, speaking, reading, and writing. According to Masnun (2007: 63), the purpose of learning Arabic is not only limited to mastering literature or the yellow book as is common in Islamic boarding schools, but also includes two basic skills, namely understanding writing and conversation, as well as communicating both orally and in writing. In general, Hermawan (Ain, 2022) explained that language speaking skills aim to enable students to communicate orally smoothly and appropriately using the language they are

learning, so that the messages conveyed can be socially accepted.

Speaking skills can be acquired through habituation. The acquisition of Arabic is similar to the acquisition of other customs. Language is seen as part of the language habits or behaviors that are mastered or learned by young children gradually through listening (istima'), imitating (taqlid), repeating (tikrar) until the language is mastered properly and becomes a habit. A person is considered capable of speaking if he can communicate with his interlocutor. In the context of communication, the speaker plays the role of sender, while the receiver plays the role of the recipient of the message (Ulhaq & Lubis, 2023).

The word "problematika" comes from the United Kingdom which means "problem". However, in Indonesian, this word also means "the one that cannot be treated" and refers to everything that causes the problem to arise. In the context of education, educational problems refer to the lack of educational conditions that are in accordance with the set standards (national education standards). According to the Great Dictionary of the Indonesian Language, a problem is "something that still causes problems or that has not been solved." In the implementation of learning, various problems can arise, both from teachers, students, and from the available facilities (Zakiah, 2021). Peroblematics in Arabic language learning is a factor that can inhibit and slow down the teaching and learning process in these subjects (Zakiah, 2021). These problems come from the Arabic language itself

(linguistic problems) as well as from non-linguistic factors related to teachers and students.

Currently, in the practice of learning Arabic speaking skills, there are still many lack of creativity on the part of educators. In addition, Arabic's distinctive characteristics make it a difficult language to fully master, especially for non-Arabic learners (Arif & Musgamy, 2021). Therefore, one of the key factors to encourage speaking activities is students' courage and attitude of not being afraid to make mistakes. Therefore, it is important for the role of teachers or mentors to encourage students to overcome these fears and provide motivation that making mistakes is a natural part of the learning process of speaking skills (Ain, 2022).

Basically, this kind of research has important significance in the school environment because it aims to identify as well as solve problems that are often faced in the development of Arabic speaking skills. Fitri Setyo in her research revealed that there were several problems in speaking Arabic among the participants of the UNIDA Gontor Ulama Regeneration Program (PKU) in 2021, although the program had run well but faced several obstacles during the learning process. This provides a more practical conclusion related to the effectiveness of the program (Rini & Aldini, 2021). Meanwhile, Hidayat (Sakdiah & Sihombing, 2023) explained that problems in learning Arabic include linguistic obstacles such as sound/phonetics, vocabulary, writing, morphology, syntax, and semantics, as well as non-linguistic aspects such as socio-cultural factors, subject matter, facilities, learning media, teacher competence, student interests, and others. Global attention to learning Arabic has started since the 17th century, especially in 1947 in the United Kingdom, and continues to grow rapidly to this day, including in Indonesia.

Restu Presta Mori, in the results of her research, found that problems in Arabic speaking skills are caused by linguistic and non-linguistic factors. Efforts to overcome these problems include the formation of a language environment (bi'ah), group learning, and vocabulary memorization. Factors that support speaking skills include the quality of lecturers and the curriculum (Mori & et al., 2017)

This research will review the problems that arise in learning Arabic speaking skills at the Darul Muttaqin NWDI Perian Modern Islamic Boarding School. One of the aspects that makes it different from previous research is its emphasis on the process of identifying problems in Arabic speaking skills faced by students at the Darul Muttaqin Perian Modern Islamic Boarding School, as well as efforts to find solutions to these problems

1. THEORETICAL FOUNDATIONS
Problematic

In the Great Dictionary of Indonesian Language (KBBI), the word "problema" or "problematika" comes from the United Kingdom "problematic" which means problem or problem. According to Wijayanti, Problematic is a problem that has not been revealed until a scientific investigation is carried out with the right method (Fadilla et al., 2021). Problems are also referred to as obstacles or problems that must be solved. In other words, a problem is a gap between reality and expectations that must be overcome to achieve maximum results (Mori & et al., 2017). Problematics are influenced by two factors, namely internal factors and external factors. Internal factors come from within students, such as interests. Interest plays an important role in the learning process because it determines the tendency to do something. External factors include the family environment, villages, schools, and educators (teachers) (Fadilla et al., 2021).

Speaking Skills

The word skill in the Al-Munawir dictionary comes from the word "مهر" which has the intention of "الحرفية" Expertise and "الأتقان" Mastery (Munawwir, 1997). Speaking skills are the ability to convey sounds, or words artistically, express thoughts, opinions, desires, and feelings to the interlocutor clearly, as well as dialogue in Arabic according to the rules of the Arabic language itself (Kurniawati et al., 2024). Speaking skills are the most actively used basic skills in language. Spoken language facilitates everyday communication and formal communication, both one-way and two-way, as is used in live conversations, over the phone, radio, television, and movies. Therefore, the ability of speaking skills is very important in learning a foreign language (Lubis et al., 2022)

Arabic

Arabic is one of the languages that requires more allocation of learning time. A person who only masters the structure or pattern of sentences without understanding the context cannot be called a person who is able to speak Arabic well (Rifa'i, 2021).

Arabic is a very important international language, the use of Arabic is ranked second in the world after English. Because Indonesia is one of the countries in the world, if it wants to become a developed and developing country, the people of Indonesia must be able to interact in the fields of economy, politics, security, defense, social, culture, and education with other countries, must use international languages such as United Kingdom and Arabic (Rachmawati et al., 2022). Arabic is the language with the highest number of speakers in the Semitic language family. Although in modern language theory, it is found that no one language is superior to another, although it differs in structure. There is no difference between languages in terms

of their use in communicating. It's just that a language can surpass other languages with its competence in use, as well as because of the historical, thought, and cultural factors that bring it (Salida & Zulpina, 2023).

2. RESEARCH METHODS

This research is a field research. Judging from the nature of the problem, this research is descriptive and qualitative, which means that the data collected is in the form of words, images, and behaviors (Arikunto, 1997). The data is not converted into numbers or statistics, but remains in a qualitative form that gives a deeper meaning than just numbers or frequencies. All of the data collected has the potential to be key in understanding what has been researched, which uses descriptive research procedures to produce data in the form of written, oral, and behavioral descriptions of the research subjects (J, 2019:4) To ensure the validity of the data, researchers utilize several techniques such as interviews, observations, and documentation, which are often referred to as data triangulation. Data triangulation is an approach that combines various techniques and different data sources, and is used as a tool to compare or check the validity of the data obtained (Sugiyono, 2017:225).

This research was conducted at the Darul Muttaqin NWDI Perian Modern Islamic Boarding School, which took place from September 20 to November 15, 2023. The subjects of the study are students who study at the Islamic boarding school. The selection of resource persons is carried out purposively, that is, the resource persons are selected because they have a lot of relevant information about the case being researched (Miftahurrohmah et al., 2023). In this study, 48 resource persons were selected consisting of (1) dormitory heads, (3) Mudabbir or caregivers, and (20) students studying at the Darul Muttaqin NWDI Perian Modern

Islamic Boarding School. The research instrument consists of two elements: informants (people who are the source of data) and recording media (including photo, audio, and visual documents). The data collection techniques used in this case study include observation, interviews, and documentation. The observation carried out is a participatory observation, where the researcher collects information by directly diving into the environment (Nuriman, 202: 80). The type of interview conducted is an unstructured interview, where the researcher does not use interview guidelines (Sugiyono, 2017: 233). The documentation collected is in the form of photos and data from previous research. The study of this document complements the observation and interview methods used (Sugiyono, 2017: 240).

In the process of data analysis, the researcher uses a qualitative approach prepared by Miles and Hubberman, whose steps are as follows: (a) Data Reduction: Data reduction is an activity in which the researcher eliminates irrelevant information, focuses on essential aspects, compiles summaries, and identifies themes and patterns that can provide a clearer picture of the data (Sugiyono, 2017: 247). The researcher selects data obtained from the collection through observation, interviews, and documentation. Examples are data from observations about the process of applying speaking skills at the modern Islamic boarding school Darul Muttaqien NWDI Perian, as well as the results of interviews with the mudir of the Islamic boarding school, the board of caregivers, and students at the Islamic boarding school. (b) The next step after reducing the data is to present the data (Data Display). Data presentation in the context of qualitative research is often in the form of brief descriptions, diagrams, correlations between categories, flowcharts, and other formats that aim to make it easier to understand the data (Sugiyono, 2017:249). After the data reduction process is completed, the next stage is the presentation of data in accordance with the focus of the research, such as problems related to the Arabic speaking skills of students at the modern Islamic boarding school Darul Muttaqien NWDI Perian. (c) Conclusion/Verification Conclusion in qualitative research is expected to be able to answer existing questions and discover new things that have never been known before (Sugiyono, 2017:253). The information found in the field can be a picture or explanation of problems that were previously not so clear, so that after research is carried out, it will become clearer. The researcher made conclusions based on the data collected through observation, interviews, and documentation related to the problem of Arabic speaking skills in the Modern Islamic Boarding School Darul Muttaqien NWDI Perian after the data was reduced and presented.

3. DISCUSSION

In the results of this study, several problems in Arabic speaking skills at the Darul Muttaqin NWDI Perian Modern Islamic Boarding School are explained. Some of them are: Vocabulary mastery is very lacking. 15 students stated that they lacked vocabulary. This is because most of the students have never learned Arabic before.

Arabic as a difficult lesson: 13 students stated that the skill of speaking in Arabic is a difficult lesson. Nervousness when assigned to speak spontaneously: 15 students felt nervous when they were assigned to speak Arabic spontaneously, which led to fear. Not interested in using Arabic in everyday life: 10 students are not interested in using Arabic in their daily lives due to difficulties and lack of mastery of language rules.

Lack of attention to grammar: 8 students did not pay attention to Arabic grammar when speaking, due to their lack of understanding of Arabic language rules. Not practicing speaking outside of lessons: 10 students did not practice speaking Arabic outside of lessons due to lack of interest and lack of encouragement from teachers. The use of media that is not varied by teachers: 15 students feel that the media used by teachers is less varied, causing boredom.

Lack of activities related to Arabic speaking skills: 9 students stated that the school has few activities that focus on Arabic speaking skills. Lack of evaluation of speaking skills by mudabbir: 11 students said that teachers rarely give evaluations on Arabic speaking skills.

Teachers do not encourage the full use of Arabic: 10 students stated that teachers do not encourage the full use of Arabic during the learning process. Lack of Arabic books: 13 students admitted that there were few Arabic books in the boarding school. Vocabulary improvement after learning: 9 students stated that their vocabulary increased after learning, although it was inconsistent due to lack of evaluation.

Mudabbir lacks motivation when practicing speaking: 13 students felt that Mudabbir rarely provides motivation when they practice speaking Arabic. Interest in learning Arabic: 13 students expressed interest in learning Arabic, while 7 students were less interested. Never learned Arabic before: 12 students stated that they had never learned Arabic before. The number of known vocabulary is limited: 12 students only know 50-200 vocabulary. Differences in Arabic and Indonesian vowel sounds as an obstacle: 6 students felt that the difference in vowel sounds was an obstacle in learning Arabic.

Based on the results of data analysis from this study, there are several factors that cause problems with Arabic speaking skills at the Darul Muttaqin NWDI Perian Modern Islamic Boarding School: (1) Lack of Interest and Motivation of Students. The interest and motivation of students in learning Arabic is very low. Many students consider Arabic to be a very difficult lesson.

The results of the study showed that 30 students stated that speaking Arabic was a difficult lesson. (2) Mental and Readiness of students. The mentality and readiness of students in responding to learning are uneven. Not all students are ready to respond when appointed spontaneously by their ustadz. The results of the study showed that 30 students still felt nervous when they were appointed to speak Arabic spontaneously. (3) Limited Vocabulary. The vocabulary possessed by students is very minimal, which has a significant impact on their ability to speak Arabic.

The results of the study showed that 25 students felt that their vocabulary was very lacking. (4) The role of an Ustadz/Mudabbir. The skills of an ustadz/mudabbir in teaching greatly affect students' interest in learning to speak Arabic. The use of the right media is also important to increase the enthusiasm of students in learning. (5) The Role of Schools/Islamic Boarding Schools. Islamic boarding schools hold a few activities related to Arabic such as Qur'an reading and writing competitions, memorizing vocabulary, or Arabic camp, even though this kind of activity can increase students' interest in learning Arabic, and be able to practice their speaking skills.

The results of the study showed that 21 students stated that schools/Islamic boarding schools rarely held activities related to Arabic. (6) Difficulties in Learning Speaking Skills. Many students felt that learning Arabic speaking skills was difficult, with 30 students stating this. (7) Teacher's Teaching Method Is

Less Attractive. The teaching method of ustadz/mudabbir was considered less attractive by 35 students which became an external factor causing difficulties in learning to speak Arabic. (8) Lack of Evaluation from ustadz/mudabbir. The youth rarely evaluated the students' Arabic speaking skills. The results of the study showed that 23 students felt that ustadz/mudabbir rarely conducts evaluations.

4. Conclusion

Based on the findings of the researcher when conducting research on Arabic Speaking Skills Problems at the modern Islamic boarding school Darul Muttaqin NWDI Perian, several problems have been identified, both linguistic and non-linguistic. In terms of linguistics, the findings include: 1) Limitations in the Arabic vocabulary. 2) Difficulty in following Arabic grammar rules. 3) The level of mastery of pronunciation of sounds in Arabic still needs to be improved. In its non-linguistic aspect, the researcher identified several problems, such as: 1) Variation in educational background among students. 2) Fear and shame when criticized for making mistakes. 3) Concern about possible mistakes. 4) Low motivation from the managers (mudabbir). 5) The dependence of students on the choice of single words (mufradat) given by the manager. 6) The use of non-Arabic languages by managers when communicating.

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