ARABIC LANGUAGE LEARNING PROBLEMS

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ABSTRACT

Problem of learning the Arabic language is the problem of certain elements of the inhibition process of learning the Arabic language, the problem of learning the Arabic language consists of linguistic problems of governance that includes sounds / Phonetics, vocabulary, writing, morphology, syntax and semantics , the problem
of non-linguistic include: socio cultural, materials, facilities, instructional media, teacher competence, interests of students, and others. The world's attention on learning the Arabic language has been started since the 17th century and in 1947 in the England and is growing rapidly in the world to Indonesia at this time.
Key Words*: Problematics, Learning Arabic, Linguistics, Non Linguistics, Socio-Cultural*

INTRODUCTION

Language is the most important communication tool in interacting with anyone in this world, so many languages have been created, all of them to make it easier to communicate with others. Language is also the main communication tool, creative, and fast for humans to convey ideas, thoughts and his feelings. Language cannot be separated from human life, because humans use it language itself to interact.

Arabic has special features with other languages, because of its high-quality literary value for those who study it and Arabic is also destined to be the language of the Qur'an that communicates the word of Allah. Because in it there is an admirable language uslub for humans and no one can match it.

Arabic and the Qur'an are a unity that cannot be separated from one another. In learning the Koran Arabic is an absolute requirement that must be mastered, as well as learning the language of the Koran means learning Arabic. Arabic is one of the most widely used languages in the world, because many people use it, so Arabic has become an international language and is recognized by the world. So it is not an exaggeration if Arabic language learning needs to get emphasis and attention starting from the elementary school level to higher education institutions both public and private, public and religious to be taught and developed according to the abilities and development of students. However, it is not an easy matter to be able to understand a foreign language (Arabic), because it is not native speaker language commonly used. So this cannot be denied, it can potentially lead to problems Arabic learning.

The problems of learning Arabic can be caused by conditions that exist in the Arabic language itself (linguistic problems), such as phonetic problems/sound, writing, morphology, syntax/grammatical, and semantics, and can also be caused by non-linguistic problems such as: Socio-Cultural, History, and Problems contained in the teacher or the students themselves in the process of learning the Arabic language.

DISCUSSION

Arabic Learning

Learning can not be separated from two events, namely learning and teaching, where both there is a close relationship and there is even a link and interaction that influences and supports each other.

Understanding Learning

In general, learning can be interpreted as a process of behavior change, due to individual interactions with the environment. Behavior has a broad meaning. This includes knowledge, understanding, attitude skills and so on. Meanwhile, another understanding states that learning is a process of effort carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment. In another book, Oemar Hamalik states that "learning is a process, an effort, an activity and not a result or goal that is not only remembering, but broader than that, namely experiencing and the result is not a mastery of the results of training but a change in behavior". Sardiman further said that learning is always a change in behavior or appearance with a series of activities, for example by reading, observing, listening, imitating and so on. Learning will also be better if the subject of learning experiences or does it, so it is not verbalistic. Changes in behavior in the learning process are the result of interactions with the environment. This interaction is usually intentional. This intentionality is reflected in the following factors:

First. Readiness: namely the capacity both physically and mentally to do something, especially teaching and learning activities.

Second. Motivation: the drive from within oneself to do something.

Third. goals to be achieved While learning Arabic is an obligation for a Muslim. The function of Arabic in Islam is seen in worship activities such as prayer lafaz, adhan, iqomah and others. Because of its ritual nature, these words must be spoken in their original language, namely Arabic

Definition of Teaching

Along with the times, the definition of teaching from year to year is always changing. In this case there are several definitions of teaching put forward by education experts, including: In the view of William H. Burton, et al: "teaching is an effort to provide stimulation, guidance, direction, and encouragement to students so that the learning process occurs".

Related to teaching, Sardiman also stated in his book "teaching is an effort to create conditions or environmental systems that support and allow for the learning process to take place". As with learning, teaching according to Nana Sudjana is essentially "teaching is a process, namely the process of regulating, organizing the environment around students so that they can grow and encourage students to carry out the learning process". From the opinions of the two experts above, it can be concluded that teaching is a conscious effort or effort made by the teacher by engineering the environment learn to achieve the goals that have been formulated. While the definition of teaching according to Widjaja Literature, teaching is "an attempt to change a person so that he can behave consistently where the effort to change"

It's done in a controlled way." Meanwhile, Ahmad Rohani explained that teaching is "the totality of teaching and learning activities that begin with planning and end with evaluation, from this evaluation it is continued with follow-up". In short, it can be concluded that the concept of teaching is a teacher's comprehensive and organized effort in the teaching and learning process from planning to evaluation to achieve changes in student behavior.

Meanwhile, the Ministry of Religion formulated that "Arabic language teaching is an educational process directed at encouraging, guiding and developing and fostering students' Arabic language skills both actively and passively and fostering a positive attitude towards Arabic in this case Fusha Arabic".

Factors that affect the learning process

The problem of teaching and learning interaction is a complex problem because it involves various factors that are interrelated with each other. Of the many factors that influence the process and results of teaching and learning interactions, there are two very decisive factors, namely the teacher's factor as the subject of learning and the student's factor as the object of learning. Without the teacher and student factors with the various cognitive, affective, and psychomotor potentials possessed are impossible for the teaching and learning interaction process

However, the influence of various other factors should not be ignored, such as media factors and learning instruments, learning facilities, school infrastructure, laboratory facilities, school management, learning and evaluation systems, curriculum, methods, and strategies.

learning. All of these factors with an approach contribute significantly in improving the quality and outcomes of teaching and learning interactions in the classroom and other learning places.

The following will explain the influence of each factor as follows:

First, media and learning instruments have an influence in helping teachers demonstrate material or subject matter to students so as to create an effective teaching and learning process in other words the media is used with the aim of helping teachers to make student learning processesmore effective and efficient. Learning facilities that are available in adequate numbers in a school have an impact on to the continuity of the teaching-learning process. Without learning facilities available in adequate numbers in schools, the teaching-learning interaction process cannot run optimally and optimally. mall. Second, teaching methods have an important role in facilitating teaching and learning activities

This means that a good teaching and learning process should use various types of varied teaching methods. In this case the task of the teacher is to choose various appropriate methods to create an effective teaching and learning process that is tailored to the learning objectives.

Third, evaluation or assessment serves to determine whether or not the teaching objectives have been achieved and to determine the effectiveness of the teaching and learning process that has been carried out by the teacher. Without evaluation, teachers will not know the learning outcomes achieved by students and cannot assess their teaching actions and there will be no action to improve them. Sheikh Mustafa al-Gulayani in his book "Jamiuddurus Al-Arobiyah" defines Arabic as follows: Arabic is a sentence used by Arabs to express their intentions and goals. So learning Arabic is one of the active and core subjects that interacts between various interrelated components in order to achieve learning objectives in the process of teaching students.

Arabic Learning Problems

Arabic learning for non-Arabs started from the first time in the 17th century, when Arabic began to be taught at Cambridge University, England, while in the United States, attention to Arabic and its learning only began in 1947 in American military schools. In Egypt,

there are many centers for learning Arabic, starting with an Arabic language development project that is complemented by the planning and development of the materials.

Learning Arabic for non-Arabs is something that cannot be avoided, because the urgency of Arabic for the world community is currently quite high for both Muslims and non-Muslims. This is marked by the number of Arabic language learning institutions in various countries, including: Egyptian Radio Institute, American University in Egypt, Institute of Islamic Studies in Madrid, Spain, Markaz Khurtum in Sudan, LIPIA in Jakarta, Al-Khoir Foundation belonging to the Arab Emirates which is spread over in Indonesia, respectively in Surabaya, Bandung, Makassar, Malang, Solo, and in Islamic boarding schools spread across Indonesia.

There are many reasons why non-Arabs learn Arabic, as stated by Rusydi Ahmad Thu'aimah include:

1. Religious motivation, especially Islam, because the holy book of Islam is in Arabic, of course, to explore scientific studies contained in the Koran or books in Arabic, you must first understand Arabic, therefore it is necessary to learn.

2. Non-Muslims will feel foreign when visiting the Arabian peninsula which usually communicates in Arabic, either Fusha or 'Amiyah.

3. There are many works of Classical Scholars in Arabic in various disciplines, which have a very high scientific quality.

Problematics are units and patterns that show structural differences between one language and another. Problems in learning Arabic is a factor that can hinder and slow down the implementation of the teaching and learning process in the field of Arabic studies. The problem appears from within Arabic itself (linguistic problems) and non-linguistics or among teachers (teachers) and the students themselves.

Linguistic Problems

Linguistic problems are the difficulties faced by students in the learning process caused by the characteristics of Arabic itself as a foreign language. The problem that comes from the teacher is the lack of professionalism in teaching and the limitations of the components that will be implemented in the Arabic language learning process both in terms of objectives, lesson materials (materials), teaching and learning activities, methods, tools, learning resources, and evaluation tools.6

While the problems that arise from students in learning Arabic are the basic experiences of school background, mastery of mufradhat (vocabulary), and due to family environmental factors as a result they have difficulty understanding the readings and are not able to master Arabic as a whole both in grammar and the communication.

These linguistic problems include:

Sound system/Phonetics

The sound/phonetic system in Arabic has different characteristics and varies in the way of pronunciation, each of which has its own characteristics such as the sound system of the Halqiyah/Throat ( ) letters, the nature of the sound system between the two mouths, the sound to the nose, the sound system of the letters that close together in pronunciation, such as: , and other sound systems that make it difficult to pronounce.

And including the problems of this sound system, among others: that some Indonesian phonemes have no equivalent in Arabic, such as the P, G, and NG sounds, so that the P sound is pronounced by Arabs with a B sound, such as the Japanese word being / Yaban, Spanish being / Asbania, Kampar becomes /

Image, the sound of G becomes Ghin or Jim, as Garut says it becomes the letters nun and jim or nun and ghin, as the English word becomes/Jarut, the NG sound is pronounced with etc.

Actually learning Arabic in Indonesia has been going on for centuries, but the aspect of sound grammar as the basis for achieving listening and speaking skills has received less attention. This is because first, the purpose of learning Arabic is only directed so that students are able to understand the written language contained in Arabic books. Second, the understanding of the essence of language is based more on the basis of the grammatical-translatable method. By itself the description and understanding of language in this method is not complete and complete, because it contains the emphasis that language is basically speech. It is necessary to know that in various Islamic boarding schools, mosques, even in homes in the context of teaching the Qur'an, the sound grammar of a language called makharijul letters in the science of tajwid has been taught.

However, this knowledge focuses only on the interests of reading the Qur'an, not for the purpose of fostering and developing proficiency in using the Arabic language. So all this time, the sound system has not been paid attention to in learning Arabic. As a result, someone who

has studied Arabic for a long time is still not good at pronouncing words or is not quick to understand the words spoken by other people. As a result, there are still writing errors when the lessons are dictated, either Arabic lessons or other lessons related to language.

Vocabulary

A beneficial factor for Arabic language students and for Arabic teachers in Indonesia is the vocabulary or vocabulary aspect because so many Arabic words have been entered into Indonesian or regional languages. However, the transfer of words from a foreign language into the student's language can cause the following problems:

1. Shift in meaning, such as the word Community which comes from the word Musyarakah, in Arabic the meaning of community is participation, participation, togetherness, defined by , as well as the word Dewan which comes from the word and so on.

2. The pronunciation changes from the original sound, like the blessing of the word news. Etc./ blessing, the word Annunciation of the word

3. The pronunciation is fixed but the meaning changes, such as the word / Kalimah which means the arrangement of words that can provide understanding, while the Arabic meaning is words.

Writing

The problems in writing include:

1. Arabic writing system that starts from right to left, which, the ability is not possessed by most people, compared to the Latin writing system.
2. One letter has many different forms depending on the location of the letter itself in the word, there are those at the beginning, middle, and end of the word. Of course, it is different in writing, coupled with the variety of writings, there are things that must be connected and separated
3. Letters that are close together and resemble, such as the letter: . The letters are all the same, only the dots differentiate them.
4. There is no match between writing and pronunciation. Some are written but not spoken.
1. Such as: Alif after waw jama'ah: , or vice versa, spoken but not written, such as:
2. in words pronounced with . Etc.

5. The location of Hamzah's writing varies. Some are located at the beginning of the sentence, in the middle, and at the end of the sentence or written on the alif ( ), on " yes " ( ), on "waw" ( ) or written separately.

6. Writing Alif al-Maqsurah ( ), the difference with "yes". In particular, when "yes" is written without a period The problem in this paper is that the Arabic script is completely different from the language (Latin writing). Therefore, it is not surprising that even though they are already sitting in universities such as UIN / IAIN / STAIN, there are also those who make mistakes in writing Arabic both regarding language lessons and verses from the Koran and Hadith, both in notebooks or in essays. scientific essay.

Morphology

Morphology is the study of the pattern of a word which consists of several changes in shighat / word form, according to the existing system in the morphology. Some of the important things in this Morphological Problem include:

1. The number of chapters and sharf topics, where each chapter and topic has certain rules which are sometimes time-consuming and difficult.

2. Integration between the Sharf and Nahwu chapters, because there is a relationship between the two Al-Astrabadi said: "Know that Tashrif is part of Nahwu". The statement implies that there is no clear boundary between the sharf chapter and the nahwu chapter, sharf studies are sometimes included in the Nahwu study, and vice versa, such as fiils which suggest that 2 maf'ul are included in the object of study of Nahwu, while on the other hand they are included in the object of study. Sharf. this creates doubt and confusion for those who study it.

3. The combination of Sima 'and Qiyas in some sharf chapters, such as: one fiil has 2 masdar, for example: . Etc.

4. Difficulty in sound system / phonetics, affects the difficulty in understanding Morphology / Sharf.

Syntax/Gramatical

When Sharf pays attention to changes in sentence patterns, Nahwu is very concerned about the relationship between the elements of numbers such as the relationship with the Tarakib technique after understanding the sound system well, it is impossible to understand

a word, if you do not understand the previous sound system, which in the end will understand a pattern. sentence. The syntax problems are not as severe as the morphological problems. Some syntax problems, including:

1. Differences in the number pattern in Arabic from the number pattern that students learn in learning other foreign languages. Examples are in Arabic, while in other foreign languages (English). Using the verb to be (am, is, are): Muhammad is Student. Or Number of Fi'liyah in Bahasa Arabic: , but in English, it doesn't start with fiil, although the number of filiyah is still: Muhammad Came. Etc.

2. I'rab or I'rab characteristics that are not found in other foreign languages, giving the impression of being difficult to understand Arabic.

3. Differences in sentence structure with other languages

Semantics

Some of the semantic problems include:

1. The meaning of various sentences with various dilalah.

2. Many Arabic words have certain meanings and characteristics.

3. Dilalah a sentence related to morphology and syntax.

Non Linguistic Problems

Non-linguistic problems are problems that arise outside the substance of the language itself, this can be seen from several elements, including:

1. Teachers / educators who lack competence as Arabic language teachers, whether pedagogic, professional, personal or social competencies.

2. Students who do not have strong motivation in learning Arabic, or the background of students in understanding Arabic.

3. Teaching materials that are less relevant to the needs that exist for students.

4. Inadequate and supportive facilities and infrastructure in the Arabic language learning process.

As socio-cultural, Arabic is certainly different from the socio-cultural of the Indonesian people. This also creates problems with regard to learning Arabic. Due to these socio-cultural differences, there are differences between Arabic and Indonesian, including expressions, terms or the names of objects. The problem that may arise is that expressions, terms, and the

names of objects that are not in Indonesian are not easily and quickly understood by Indonesian students who are not familiar with the socio-cultural aspects of Arabic.

To overcome this problem, it is necessary to arrange Arabic subject matter which contains things that can provide an overview of the socio-cultural aspects of the Arabs. Of course, the material must relate to the practice of using the Arabic language. This issue is considered very important, because after all, insight and knowledge about the socio-cultural environment of the Arabian Peninsula will be able to accelerate the understanding of Arabic learners about the meaning and understanding of various expressions, terms and names of objects that are appropriate for Arabic, in general, these terms do not have similarities in meaning. Indonesian language, but if you already know it, you will be able to put it in the right situation.

An interesting thing, when looking at the existing phenomenon, is that learning Arabic is less successful, this is caused by several factors that are considered significant, including:
1 Teachers only emphasize theory and language knowledge rather than language skills.
2 Lesson materials are not relevant to the needs of students both orally and in writing. But many revolve around discussions of language elements such as: Phonology, Morphology, and syntax, and are less applicable in using these language elements.
3 The learning process is dominated by teachers, giving less opportunities for students to play an active role.
4 Language structure is discussed separately, less integrative and less emphasis on meaning, the structure of the language taught is independent of its socio-cultural context.
5 The assessment system emphasizes more on cognitive aspects, and does not require integrative language skills.

CLOSING

The problems of learning Arabic are the elements that hinder the successful implementation of learning Arabic. These problems include: Linguistic Problems, namely Phonetic/Sound System Problems, Vocabulary, Writing, Morphology, Syntax, Semantics. And Non-linguistic Problems, including from the elements of Teachers/Educators, Students, Teaching Materials and Media/Infrastructure, as well as different socio-cultural differences

between Indonesian and Arabic, of course, have different social conditions which will become a problem in learning Arabic.

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