Analysis Study of the Problems of Arabic Language Learning at Junior High School

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Abstract

This study aims to analyze the problems in Arabic language learning at MTs Nurul Falah Pamekasan. The focus of the research is to identify the challenges encountered in the teaching and learning process of Arabic and to provide appropriate solutions to address them. The issues found include various obstacles in Arabic language learning that encompass both internal and external factors, from both students and teachers, such as students' diverse backgrounds, teachers' limited abilities, and the lack of participation and response from students during the lessons. The research employs a descriptive qualitative methodology using Miles and Huberman's analytical approach, which consists of data collection, data reduction, data presentation, and conclusion drawing. Data were gathered through interviews, observations, and documentation from various stakeholders, including teachers and students at MTs Nurul Falah Pamekasan. The findings show that the main problems in Arabic language learning at this school include: (1) general issues such as an imbalanced teacher-student ratio and differences in students' language proficiency levels; (2) specific problems related to Arabic, particularly in grammar rules and writing; (3) individual student problems related to their diverse social, cultural, and educational backgrounds; and (4) teacher-related problems, such as the lack of expertise in Arabic and limited interest in attending professional development training. The proposed solutions include improving Arabic literacy among teachers, teaching grammar in accordance with students' abilities, and providing continuous training for teachers.

Keywords: *Learning Issues, Arabic Language*

Introduction

Arabic language is the language in which the Quran was revealed, and it is a language that every Muslim needs to study in order to understand the Quran.[1] When someone learns the Quran, the most essential requirement to be studied and mastered is the Arabic language. Arabic language and the Quran cannot be separated from each other, because wherever the Quran exists, Arabic language is inevitably present and unparalleled.

Arabic language possesses distinctive characteristics rarely found in other languages, and each of these characteristics serves as motivation for its dissemination and study.[2] As Yakin (2022) points out, Arabic is one of the most widely studied foreign languages.[3] Consequently, this fact underscores our significant responsibility in teaching and learning it, and without exaggeration, we assert that spreading and teaching Arabic language is a religious and civilizational duty before every Muslim man and woman.

Arabic language learning in Indonesia, particularly in Islamic educational institutions such as madrasahs and pesantrens, plays a crucial role in developing an understanding of Islam and strengthening students' Arabic language competence. Arabic is not only studied as a means of everyday communication, but also as a tool to comprehend religious literature, such as the Quran, Hadith, and classical Islamic texts. However, despite Arabic being one of the core subjects in madrasahs, the challenges faced in the learning process remain significant.

The standards for Arabic language learning at the madrasah level encompass four main skills: listening, speaking, reading, and writing. The curriculum is designed to ensure students have a comprehensive understanding of Arabic language in religious and everyday life contexts. Textbooks used include verses from the Quran, hadiths, as well as classical and contemporary Arabic literary texts.

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[1] Noza Aflisia, "Urgensi Bahasa Arab Bagi Hafizh Al-Qur'an Noza Aflisia Sekolah Tinggi Agama Islam Negeri (STAIN) Curup," *Fokus : Jurnal Kajian Keislaman Dan Kemasyarakatan* 1, no. 01 (2016).

[2] Elok Rufaiqoh, "خصائص اللغة العربية," *Lisan An Nathiq : Jurnal Bahasa Dan Pendidikan Bahasa Arab* 4, no. 1 (2022), https://doi.org/10.53515/lan.v4i1.4865.

[3] Ainul Yakin, "Problematika Pembelajaran Bahasa Arab Di Indonesia Dan Implikasinya Terhadap Pengembangan Kurikulum Bahasa Arab," *Dirosat: Journal Of Islam Studies* 7, no. 1 (2022).

Teachers in madrasahs are expected to have high competence in Arabic language and the ability to teach materials using effective methods. However, in implementation, there are several challenges encountered.

One of the main issues in Arabic language learning at madrasahs is the lack of adequate resources and facilities. Many madrasahs lack quality textbooks and other learning aids. In addition, the conventional and less interactive teaching methods often lead students to feel bored and less motivated to learn. This poses a significant challenge for teachers to create a fun and effective learning environment.

The process of Arabic language learning in madrasahs typically occurs in a formal and structured atmosphere. Students learn Arabic not only as a subject but also as a tool to understand religious texts. In some madrasahs, Arabic language learning is integrated with other subjects such as Islamic jurisprudence (fiqh), interpretation of the Quran (tafsir), and hadith. However, many students struggle to master Arabic due to significant differences from their native language. This underscores the need for a more adaptive approach that aligns with students' needs.

One unique issue in Arabic language learning at madrasahs involves linguistic challenges such as phonetics or pronunciation, writing, morphology, syntax or grammar, and semantics, as well as non-linguistic issues such as socio-cultural factors, history, and challenges experienced by teachers or students during their Arabic language learning process. These challenges can pose difficulties in mastering Arabic language.[4] Such differences present a distinct challenge in creating effective and applicable learning environments.

The research conducted by Amanah Noor Pauseh et al. titled Analysis of Factors Contributing to Difficulties in Learning Arabic and Their Solutions to Improve Learning Outcomes and by Hasyim Asy'ari et al. titled Arabic Language Learning at Al-Qodiri Foundation Jember (A Critical Analysis Study of the Problems in Arabic Language Learning in the 4.0 Era at Madrasah Tsanawiyah and Madrasah

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[4] L Purwanti, "Problematika Peningkatan Kecerdasan Linguistik Siswa Dalam Kegiatan Muhadharah (Studi Kasus Di MI Ma'arif Polorejo Ponorogo)," *Skripsi IAIN PONOROGO*, 2020.

Aliyah Al-Qodiri Jember). Based on the aforementioned studies, the difference with this research lies in the focus on the analysis of Arabic language learning problems at MTs Nurul Falah Pamekasan.

Previous research on Arabic language learning in madrasahs generally focused on aspects such as teaching methods, language skills, and technical challenges in Arabic learning. Additionally, very few studies have specifically addressed Arabic language learning in junior high schools located in rural areas like Pamekasan, where the challenges tend to be more complex and require a more personalized and comprehensive approach.

The uniqueness of this research lies in its focus on the specific context of Arabic language learning at MTs Nurul Falah Pamekasan, which presents its own challenges. This study offers a more comprehensive approach by analyzing the issues from both the students' and teachers' perspectives. It also provides solutions based on literacy improvement and teacher competency enhancement, as well as adapting teaching methods to students' abilities. This research serves as a new contribution that can enrich studies on Arabic language learning in rural settings and offer practical insights for improving the quality of teaching in middle-level madrasahs.

Research Method

The research method in this study analyzing the problems of Arabic language learning at MTs Nurul Falah Pamekasan employs a descriptive qualitative approach. This study aims to identify and analyze the issues faced in the Arabic language learning process as well as the solutions that can be implemented. Data were collected through observations, in-depth interviews, and document studies involving teachers, students, and the learning environment. Data analysis was conducted following the stages developed by Miles and Huberman, which include data reduction, data presentation, and conclusion drawing or verification. The validity of the data was examined through source, method, and theory triangulation to ensure that the obtained results are accurate and accountable.

Results and Discussions

Common Issues in Arabic Language Learning

Learning a foreign language is not easy, but through conducting research and studies, it is possible to discover several effective teaching methods within a short period and with logical efforts.

The difficulties in learning a foreign language vary depending on the student's age and the environment where they learn the language. The challenges in learning Arabic also vary according to its characteristics in terms of similarities or differences in pronunciation or writing compared to the student's native language. However, for native Arabic speakers, this can be very easy; for example, learning Persian or Urdu is easier for them, whereas learning European languages or Chinese may be more challenging.

The differences or similarities between one language and another lie in sound, language structure, patterns used, or written forms.[5] Non-native Arabic-speaking students often face various challenges in learning this language. Therefore, researchers strive to identify the difficulties encountered by students when learning Arabic, then explain these issues and provide appropriate solutions.

When students begin learning a foreign language, they initially cannot master all stages of learning. As we observe students' language at this stage, we witness an interesting phenomenon: they speak in a language that is not entirely the language they are learning or their native language. This is known as transitional language. At this stage, what matters is the combination of the characteristics of the student's native language with some features of the language being learned. In the early stages, students attempt to transfer elements from the foreign language into their own language, and this process is heavily influenced by their mother tongue. The mother tongue influences all linguistic aspects, from the sounds pronounced to the sentence structures used. Students tend to combine words from the language they

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[5] Putri Maulani Rahmadita Putri, Tatang Tatang, and Hikmah Maulani, "Problematika Pembelajaran Bahasa Arab Di Tingkat MTs Pada Masa Pandemi COVID-19," *Jurnal Ihtimam* 6, no. 1 (2023), https://doi.org/10.36668/jih.v6i1.448.

are learning with equivalents in their own language, or vice versa, thus attempting to create language rules for themselves.

Issues in Arabic Language Learning at MTs Nurul Falah Pamekasan

The problems found in Arabic language learning at Nurul Falah Pamekasan Junior High School are:

Firstly, the common problems frequently faced by students in Arabic language learning at Nurul Falah Pamekasan Junior High School include: (a) Imbalanced ratio between teachers and students; (b) Diverse student backgrounds; (c) Varied levels of language proficiency among students in the class; (d) Frequent individual differences among students; (e) Poor student responses to teachers; (f) Lack of student confidence; (g) Low participation in learning activities. These problems mentioned earlier fall under non-linguistic issues.[6] Nurlaela further adds that motivation and interest in learning are non-linguistic problems commonly encountered in Arabic language classrooms.[7]

In an interview between the researcher and an Arabic language teacher, it was revealed that a teacher expressed various common problems encountered by students in learning Arabic at the madrasah. "There are several common issues we face. Firstly, the imbalance in the ratio between teachers and students. Often, one teacher has to handle too many students, which reduces the effectiveness of learning," he said. Additionally, diverse student backgrounds pose a challenge. Students come from various environments, resulting in differing understandings and abilities in Arabic language.

The teacher also highlighted the issue of varying levels of language proficiency in the classroom, which often makes it difficult to teach at the same pace for all students. "Some students are already proficient, while others are still beginners," he explained. Individual differences among students also hinder the learning

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[6] Aziz Fahrurrozi, "Pembelajaran Bahasa Arab : Problematika Dan Solusinya," *ARABIYAT: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (2014), https://doi.org/10.15408/a.v1i2.1137.

[7] Lia fatra Nurlaela, "Problematika Pembelajaran Bahasa Arab Pada Keterampilan Berbicara Di Era Revolusi Industri 4.0," *Jurnal Bindo Sastra Nasional Bahasa Arab* 6, no. 2 (2020).

process. "Each student has a different learning speed and style, making it difficult to effectively meet the needs of all students," he added.

Another problem faced is the students' poor response to teachers, either due to lack of interest or other factors such as fear or lack of confidence. "Lack of confidence is a major issue. Many students are afraid of making mistakes when speaking Arabic, which hinders their progress," explained the teacher.

Moreover, the lack of active participation from students often poses a challenge. "They tend to be passive and only listen without daring to speak or ask questions," the teacher said. These issues illustrate the various challenges that must be addressed in Arabic language learning at the madrasah.

Secondly, Specific Problems. This type of problem includes: (a) The Arabic language phonetic system. Students are still unfamiliar with and have limited knowledge of phonetic material in Arabic language learning, hence they still struggle to understand this material.

In an interview with an Arabic language teacher at the madrasah, it was revealed that a significant challenge in learning is the students' lack of understanding of phonetic material. The teacher explained that students are still unfamiliar with and have limited knowledge of phonetic material in Arabic language learning, which makes it difficult for them to understand and master this material. "Phonetic material is crucial in Arabic because it helps students with correct pronunciation and a deep understanding of language structure," said the teacher. However, students' lack of initial knowledge about phonetics often leads to confusion and lack of confidence when practicing speaking Arabic.

The teacher emphasized the need for a more intensive approach focused on phonetics to help students overcome these barriers, including more frequent pronunciation exercises and the use of more interactive learning media. "We strive to provide more detailed explanations and practical exercises, but it requires greater cooperation and commitment from all parties to improve student understanding," they added. This underscores the importance of a strong foundation in phonetic aspects to support overall Arabic language learning.

This is in line with Amalya opinion that students often make mistakes in the pronunciation of words phonetically;[8] (b) Arabic grammar system. Because the method material that has not been completed is often given, resulting in students not being quick to respond to other language materials; (c) Arabic Language Semantics. Both students and teachers have not mastered the semantic material of Arabic language properly. This is what makes the use and use of style or Arabic vocabulary often out of place; (d) Arabic Language Culture. It is not uncommon for daily culture to be still carried into Arabic language learning so that ethical codes in Arabic language are often disregarded; (e) Skills in Arabic Language. Basically in Arabic language learning there are four skills that cannot be replaced with each other. However, those found in Arabic language learning in Nurul Falah Pamekasan Tsanawiyah prioritized reading skills over other Arabic language skills. The above problems are in line with the research results conducted by Hidayat who stated that these types of problems are known as linguistic problems, which include sound/phonetics, vocabulary, writing, morphology, syntax, and semantics. This is what becomes a problem in learning Arabic language.[9]

After identifying several specific problems in Arabic language learning at Nurul Falah Pamekasan Junior High School, teachers or responsible parties can provide solutions. Solutions to address these issues include adding literature and increasing awareness or knowledge of Arabic linguistic materials such as phonetics, semantics, style, language systems, and Arabic language culture. Additionally, it is important not only to focus on one skill but to balance attention across all skills.

The problem in teaching Arabic language rules lies in the lack of concrete examples relevant to current contexts and conditions. This makes learning feel monotonous and less engaging, especially in teaching Arabic language rules. Therefore, it is important for teachers to set clear goals, manage time effectively

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[8] Dewi Ayu Amalya and Khizanatul Hikmah, "Error Analysis of Errors in Arabic Phonetics at the University," *Indonesian Journal of Islamic Studies* 11 (2023), https://doi.org/10.21070/ijis.v11i0.1643.

[9] Parihin Parihin et al., "ANALISIS PROBLEMATIKA PEMBELAJARAN BAHASA ARAB SISWA MADRASAH IBTIDAIYAH," *JURNAL MAHASANTRI* 2, no. 2 (2022), https://doi.org/10.57215/pendidikanislam.v2i2.150.

and efficiently, select materials that match students' understanding, and understand the characteristics of both male and female students.

After selecting the appropriate materials, teachers need to pay attention to how they deliver the Arabic language rules (nahwu and sharraf) effectively and in accordance with the students' comprehension levels. For example, for 7th-grade students at MTs, teachers can start by breaking down sentences and providing relevant vocabulary examples related to their surroundings, such as words related to the school, bedroom, kitchen, bathroom, cafeteria, and library. This is done while following the set learning boundaries or targets. Similarly, for more advanced topics, teachers need to ensure that learning targets or objectives are achieved before moving on to the next material.

Difficulties in writing Arabic for beginners are caused by the similarity of many letters, as stated by several researchers.[10] Additionally, these letters are not only similar in appearance but also in pronunciation.[11] Arabic language teachers at MTs Nurul Falah Pamekasan also feel that the main difficulties lie in letters such as ث, ت, ب, ع, غ, خ, ح, and ج.

Besides the similarity of Arabic letters, problems in Arabic writing are also found, such as writing the hamzah, washal, or qotho' letters in the wrong place, changing or replacing letters with others, connecting or disconnecting Arabic words/letters, omitting letters in a word, writing excessive letters in a word, errors between writing alif mamdudah and maqshurah, distinguishing between tanwin and nun sukun, writing long hamzah and short/regular hamzah, writing regular ta' and ta' marbuthoh, writing hamzah in the word اين, writing ha' (muannats) and ta' marbutho, and errors in writing alif that distinguish between wawu jama' and wawu fi'il. In contrast to Hendra (2013), who argues that there are several phonetic problems that need to be considered by non-Arab learners, one of them being Arabic phonemes, such as ذ, خ, ه, ث, ظ, ط, ص, which require perseverance in

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[10] Sitti Kuraedah, "APLIKASI MAHARAH KITABAH DALAM PEMBELAJARAN BAHASA ARAB Sitti Kuraedah," *Al-Ta'dib* 8, no. 2 (2015).

[11] Munawarah Munawarah and Zulkiflih Zulkiflih, "Pembelajaran Keterampilan Menulis (Maharah al-Kitabah) Dalam Bahasa Arab," *Loghat Arabi : Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 1, no. 2 (2021), https://doi.org/10.36915/la.v1i2.15.

practice. Additionally, there are also several Indonesian phonemes that do not have equivalents in Arabic, such as /p/, /g/, /ng/.

The solution to overcome these writing problems is to frequently provide materials or theoretical explanations on how to write Arabic correctly and effectively. Moreover, students should be given exercises in Arabic writing and intensive guidance so that they can truly practice and become accustomed to writing Arabic according to Arabic writing norms.

Third, Individual Student Problems. The individual student problems referred to here involve the diversity present in each student, which significantly influences the foreign language learning process. Differences such as gender, for example, can be a factor in the emergence of challenges in learning Arabic because teachers need to understand and accommodate these differences when teaching Arabic.

One of the individual challenges identified in this study is the diversity in social, cultural, and educational backgrounds among students. Sarbaini also identified similar issues in his study on Arabic language learning among university students.[12] His research indicated that students graduating from public schools often struggle with basic Arabic, leading to difficulties in keeping up with their curriculum. The cultural diversity and educational backgrounds of each student have a significant impact on their learning process. Therefore, it is crucial for teachers to adjust their teaching approaches to accommodate the individual abilities and needs of students to achieve learning goals evenly.

Zakiah suggests solutions to these challenges by creating an engaging learning environment, utilizing instructional media, providing continuous motivation to students, and actively using Arabic in the learning process to familiarize students with its usage.[13]

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[12] Yang Guan et al., "PROBLEMATIKA PENGAJARAN BAHASA ARAB MAHASISWA LULUSAN UMUM DI PRODI PBA JURUSAN TARBIYAH STAIN JURAI SIWO METRO 2016 Albarra," *AN-NABIGHOH* 20, no. 1 (2018).
[13] Nita Zakiah, "Problematika Pembelajaran Bahasa Arab Siswa Madrasah Tsanawiyah Al Islamiyah Kotabumi Lampung Utara," *Indonesian Journal of Instructional Technology* 2, no. 1 (2021).

In an interview with an Arabic language teacher at a madrasah, challenges in teaching students from diverse social, cultural, and educational backgrounds were highlighted. The teacher explained that these differences affect how students perceive and understand the subject matter. "Each student comes with different experiences and knowledge. Students from different social and cultural backgrounds have unique perspectives and approaches to learning Arabic," he said. This can pose a challenge for teachers to adjust their teaching methods effectively to reach all students.

The teacher also emphasized that differences in students' educational backgrounds affect their level of understanding and learning speed. "Students who already have a foundation in Arabic tend to grasp lessons more easily, while those who have never studied Arabic require more time and attention," he explained. These differences demand teachers to be more flexible in their approach, using various teaching strategies to ensure that every student can keep up with the lessons effectively.

However, the teacher sees this diversity as an opportunity to create a rich and dynamic learning environment. "We try to embrace these differences by encouraging students to share their perspectives and learn from each other. This not only helps them understand Arabic better but also enriches their understanding of different cultures and experiences," he added. Thus, while differences in students' social, cultural, and educational backgrounds pose challenges, they also present opportunities to create a more holistic and inclusive learning experience.

The variation in each student's personal background poses a serious challenge, extending beyond gender differences to encompass diverse individual characteristics and habits. For example, even two male students of the same gender can have different personalities and habits. The teacher's task is not only to understand each student's personality but also to manage their individual differences effectively. According to Asbarin and Amalia, in addition to

background variations, issues arising from students also include lack of interest and motivation in learning.[14]

Each student's native language differences significantly impact foreign language learning, such as Arabic. For instance, in Arabic, the fi'il sentences are often prioritized, whereas in students' native languages, isim sentences may be more frequently used. These differences can pose challenges in Arabic language learning. Amirudin and Fatmawati in their study suggested several solutions to address student-originating issues, including enhancing students' language skills through practice, providing rewards, using games as a learning approach, and teaching proper grammar usage to students.[15]

Fourth, Teacher Problems. After conducting observations and interviews with several Arabic language teachers at MTs Nurul Falah Pamekasan, researchers identified learning issues originating from teachers, including: (a) teachers who teach Arabic here are still not considered experts in the field. As stated by Yaqin (2023), a fundamental problem with Arabic language teachers in madrasahs from elementary to secondary levels is their inadequate mastery of Arabic language. This difficulty in conveying taught materials contributes to students' struggles in learning and understanding the content. (b) Teachers lack literacy in Arabic language learning insights and fail to conduct research on Arabic language education and its developments, causing them to lag behind current issues related to the era's developments and Arabic language education. (c) Teachers' lack of interest in attending Arabic language learning workshops to enhance their quality and proficiency.

Of the three problems originating from teachers, solutions can be offered to address them. Firstly, raising awareness and consistently motivating oneself about the importance of developing language skills for every Arabic language teacher by frequently conducting research or writing articles related to Arabic language

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[14] Asbarin Asbarin and Nabila Nailil Amalia, "Tantangan Dan Problematika Pembelajaran Bahasa Arab Pada Santri MTs Al-Irsyad Tengaran 7 Kota Batu," *AL-WARAQAH Jurnal Pendidikan Bahasa Arab* 3, no. 2 (2022), https://doi.org/10.30863/awrq.v3i2.3033.

[15] Amirudin and Fatmawati, "Problematika Pembelajaran Bahasa Arab Pada Siswa Kelas VIII SMP IT Al-Yaumi Mataram 2020/2021," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2018).

education and actively participating in training sessions aimed at enhancing the capacity and quality of Arabic language teachers. This approach aims to make teachers more competent and proficient in the subjects they teach. This perspective is supported by Utomo (2021),[16] who suggests that addressing these issues involves improving the competency and professionalism of teachers from the lowest to the highest educational levels. Additionally, shifting the paradigm of Arabic language education from mere spiritualization to scientific tools is crucial. In contrast, Kholiq and Khabibullah (2021) propose in their research that efforts to address teacher-related problems should include improving their welfare guarantees.[17]

Conclusion

In every learning process, challenges or problems are inevitable, including in Arabic language learning, which is a foreign language for Indonesian society. Based on the findings of this study, several problems were identified in Arabic language education at Madrasah Tsanawiyah Nurul Falah Pamekasan, namely: General Problems commonly experienced in several other madrasahs, Specific Problems related to Arabic language proficiency, Issues in learning Arabic grammar rules, Arabic writing issues, Individual Student Problems, and Teacher Problems.

The researcher's proposed solutions to address the identified problems are as follows: **Firstly**, for the specific problem, increase literature and insights or knowledge about Arabic language materials, starting from phonetics, semantics, Uslub (style), language systems, Arabic language culture, and not emphasizing one skill over the others. **Secondly**, for the problem of learning Arabic grammar rules, begin teaching grammar by adapting to students' abilities and providing easily remembered and familiar examples among students. **Additionally**, for Arabic writing issues, teach the theory of Arabic writing methods and provide

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[16] Wargijono Utomo, "Paradigma Pendidikan Vokasi: Tantangan, Harapan Dan Kenyataan," *Almufi Journal of Measurement, Assessment, and Evaluation Education* 1, no. 2 (2021).

[17] Ilham Nur Kholiq and Moh Zulkifli Khabibullah, "Problematika Peserta Didik Dalam Proses Pembelajaran Bahasa Arab Di Madrasah Aliyah Darul Qur'an Glenmore Banyuwangi," *TADRIS AL-ARABIYAT: Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 1, no. 02 (2021), https://doi.org/10.30739/arabiyat.v1i02.1404.

frequent Arabic writing exercises and good guidance. **Thirdly**, for individual student problems, teachers should be more attentive and respectful of the diverse backgrounds of students, including their cultures, knowledge, languages, and personalities, so that teachers can effectively deliver and ensure thorough understanding of the materials among all diverse students. **Fourthly**, for problems originating from teachers, raise awareness and consistently motivate themselves about the importance of developing language skills for every Arabic language teacher by conducting research or writing articles related to Arabic language education and actively participating in training sessions aimed at enhancing the capacity and quality of Arabic language teachers to make them more competent and proficient in the subjects they teach.

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