

# Teacher's Strategies to Overcome Learning Difficulties Arabic Language Students of MAN III Sleman

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## Abstract

This study aims to find out what learning difficulties experienced by students in learning Arabic subjects, knowing the teacher's strategies in overcoming learning difficulties of Arabic students in MAN III Sleman and knowing the effectiveness of teacher strategies in overcoming difficulties in learning Arabic Language MAN III students Sleman. This study uses a descriptive qualitative approach. The data collection techniques are observation, interviews and documentation, the analysis technique is analytical descriptive analysis, the method is data reduction and data display, then the data is collected in the form of observation, documentation, interviews. The results reveal that the learning difficulties of students studying Arabic subjects at MAN III Sleman are lack of understanding of sound/ashwat, grammar/mufrodat, sentence structure/qowa'id, meaning, lack of concentration, boredom during learning, lack of interest in learning. Arabic language and teacher attitude is not friendly. The teacher's strategy to overcome the difficulties of learning Arabic for students at MAN III Sleman includes students usually making a mandatory deposit of 15 vocabularies to the teacher, the teacher repeats the lesson, holds ice breaking, uses various media, provides motivation and conducts self-evaluation. The teacher is considered effective in overcoming the difficulties of learning Arabic for students at MAN III Sleman.

Keywords: Teacher 's strategy, difficulty learning Arabic

## INTRODUCTION

Learning is an activity that is carried out daily with interrelated and interdependent behavior in order to increase knowledge. Skinner is of the view that in the learning process it is found that there is an interaction between teachers and students. Therefore, the importance of an effective and efficient learning process can be seen from the increase in cognitive, affective and psychomotor abilities in order to achieve learning objectives (Dimyanti, 2013).

Teachers can be said to be successful in learning activities seen from the extent to which students capture learning, so it can be concluded that *great* teachers are teachers who are able to provide inspiration to their students. The learning process is considered successful, it can be seen from the completion of learning activities and the learning process. Learning and the learning process is

said to be complete if learning competencies are achieved, including knowledge, skills and attitudes through the thinking process (Jauhar, 2014).

Teachers participate in the attitudes and mentality of their students, so that teachers not only provide general knowledge, but teachers are expected to provide spiritual knowledge or religiosity. The importance of religious education aims to support students to have spiritual abilities. Spiritual knowledge or religiosity can be obtained from religious teachers in each school.

Learning difficulties occur when students cannot follow the teaching and learning process as usual. As in MAN III Sleman, there are still students who have difficulty learning Arabic. For example, they cannot understand Arabic vocabulary, they cannot understand Arabic lessons well. Learning difficulties experienced by students in understanding Arabic can have an impact on student learning achievement, student interest in learning, motivation, learning attitudes, and students' mentality. Students must consult the teacher if they are considered to have obstacles and difficulties in learning Arabic. So that teachers can find out the problems or difficulties of students in learning Arabic. This issue is important to be raised into a study to determine the teacher's strategy in overcoming difficulties in learning Arabic.

Based on the things described in the background of the problem above, the formulation of the problem in this research is what learning difficulties are experienced by students in learning Arabic subjects? What is the teacher's strategy in overcoming difficulties in learning Arabic for the

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students of MAN III Sleman? How is the effectiveness of the teacher's strategy in overcoming the difficulties of learning Arabic for the students of MAN III Sleman?

What learning difficulties are experienced by students in learning Arabic subjects. To find out the teacher's strategy in overcoming the learning difficulties of Arabic students at MAN III Sleman. To determine the effectiveness of the teacher's strategy in overcoming the difficulties of learning Arabic for the students of MAN III Sleman.

The theory in this study includes the understanding of teacher strategies, effectiveness of teacher strategies, difficulties in learning Arabic and teacher strategies for overcoming difficulties in learning Arabic. Strategy comes from the Greek, namely "*strategos*" taken from the word *stratos* which means military and *Ag* which means to lead, so *stratego* means planning. Something that generals do in making plans to conquer the enemy and win the war is the initial concept of strategy as a *general ship* (Purnomo, 2014). Strategy that is an outline of direction in doing something that aims to achieve certain goals (Suardi, 2018).

Etymologically, the term teacher comes from Sanskrit which means someone who plays an important role for the progress of students and a teacher who has a big influence on shaping attitudes and developing students' abilities (Minarti, 2013). According to Ahmad Tafsir, the teacher is someone who is responsible for the growth and development of cognitive, affective and psychomotor potential (Ramayulis, 2013).

Teacher strategies in learning are things that must be owned by a teacher with the aim of creating teaching and learning activities good and efficient (Haris, 2013). Teachers must be facilitators, motivators for their students and can foster student creativity in learning (Ahmad, 2015)

Effectiveness in the Big Indonesian Dictionary or KBBI stems from the word effective which means effective, effective, established, efficacious (Djaka, 2011). So, effectiveness is a benchmark where the goals or objectives have been achieved. In classroom learning, effectiveness relates to the understanding of students when learning and students can achieve the expected achievements in accordance with learning objectives. Learning is said to be effective if the teaching and learning process is in accordance with the objectives and learning outcomes. Then the role of a good teacher in the learning process as well as the selection of appropriate methods, media, and ways to evaluate students will be in line with the specified learning process.

Arabic (*al-lughah al-'Arabiyyah*) is the language that is the daily language of the region of Saudi Arabia which formerly emerged from the Semitic language. Ahmad al-Hasyimiy stated that Arabic is sounds that contain some hijaiyyah letters. Thus, Arabic is the language generally used by Arabs to socialize and communicate in the form of hijaiyyah letters. There are several terminology in learning Arabic according to Drs. Zulhanan, namely language skills, Arabic articulation, learning approaches, learning methods and learning media (Zulhanan, 2014).

The materials taught in learning Arabic include 1) *Al-Nizham al-Shauty* (Sound System) is the main basis for conveying meaning. *Al-Nizham al-Shauty* became the subject of the study of *al-ashwat. science* (phonology). Sound training is done properly to know the right speech and gain knowledge, especially about the Qur'an and Al-Hadith. 2) *Al-Nizham al-Tarakibiy* (Nahwu and Sharaf) where the sounds that have been spoken are arranged by *tarkib* (rules). Nahwu as the basis for arranging the order and the form of the sound of the word at the end of the word. To straighten the tongue and keep away from mistakes in speaking, it is necessary to know nahwu and sharaf. The science of nahwu

and sharaf regulates the sorting and form of word sounds at the end of words. In the science of nahwu and sharaf also pay attention to the relationship between words in a sentence, and how to understand the performance of words.

Factors that influence the difficulty of learning Arabic, namely internal factors and external factors. Internal factors that affect the difficulty of learning Arabic, namely 1) Sound System / *Ashwat*, in learning Arabic the sound system or *ashwat* is mostly done. Because the students are still unfamiliar with Arabic. Arabic is a foreign language that takes time to understand, especially when it comes to pronunciation. 2) Grammar / *Mufrodat*, there are problems in grammar / *mufrodat* including the number of chapters and material on *shorof*, integration between *shorof* and *nahwu chapters*, errors in sound grammar can affect *shorof*. 3) Sentence / *Qowa'id*, there are problems in sentence structure / *qowa'id*, including differences in number patterns in Arabic from foreign languages, differences in sentence structure with other languages. 4) Meaning, there are problems in meaning, including the meaning of various sentences with various meanings of words, many Arabic words which have more than one meaning, the meaning of words in a sentence is related.

External factors that affect the difficulty of learning Arabic are the motivational brackets from oneself, parents, and teachers, an unsupportive environment, lack of empathy, slow to accept learning, facilities and infrastructure that do not support. There are three strategies for teachers to overcome difficulties in learning Arabic, namely direct learning strategies, indirect learning strategies and interactive learning strategies. The direct learning strategy is teacher-centered learning. The method used is the method of lectures, questions, demonstrations, and practice. The indirect learning strategy is that students are involved in observing and investigating and taking an active role. Interactive learning strategy refers to the form of discussion between students.

The number of problems or difficulties in learning Arabic regarding vocabulary understanding is an important point that must be considered by teachers in overcoming them. The techniques that teachers can do in overcoming these problems, namely (1) teach synonyms or word equations; (2) teach anonymous or opposite words; (3) paraphrasing or being able to describe in different words but with the same intent; (4) the realm or pronunciation and spelling are the same but have different meanings; (5) translation of each vocabulary; (6) learning idioms or expressions with a combination of several words (Aslah, 2017).

Before the research, the researchers conducted a literature review, among others, first, the research conducted by Muhammad Beben Satria Ardiansyah majoring in Arabic Language Education at Sunan Kalijaga State Islamic University Yogyakarta in 2017 entitled "Factor Analysis of Difficulty Reading Arabic Texts in Class X IIS 1 Madrasah Aliyah Negeri Wonokromo Students. Bantul Yogyakarta Academic Year 2016/2017". The form of this research is a thesis. The problems studied are what are the factors of difficulty reading Arabic texts in class X IIS 1 Madrasah Aliyah Negeri Wonokromo Bantul Yogyakarta and how the teacher's efforts to overcome students' difficulties in reading Arabic texts.

This study uses a type of research that is *field research*, in the form of descriptive qualitative research. The data taken in this study were Arabic teachers of class X IIS 1 Madrasah Aliyah Negeri Wonokromo Yogyakarta and students of class X IIS 1 Madrasah Aliyah Negeri Wonokromo Yogyakarta. Data collection techniques in this

study using observation, interviews, documentation. The data analysis used was descriptive qualitative and then analyzed and interpreted.

The conclusion of this study is the difficulty factor in reading Arabic text in class X IIS 1 Madrasah Aliyah Negeri Wonokromo Bantul Yogyakarta, namely linguistic difficulties which include mufrodath difficulties, grammatical difficulties, meaning difficulties and methodological difficulties which include time, educational background, teaching staff, methods, and learning media. The efforts made by the teacher to overcome these learning difficulties are motivating, giving questions and answers to students who still do not understand, making interesting methods, providing encouragement for independent study and making students not think Arabic is difficult.

The authenticity in this study are (1) the similarities are both discussing strategies to overcome learning difficulties; (2) The difference in the study discusses the teacher's factors in overcoming difficulties in reading Arabic texts, while the author's research discusses the teacher's strategies for overcoming difficulties in learning Arabic; (3) This research has never been discussed by previous researchers because previous studies only discussed the teacher's efforts to overcome difficulties in reading Arabic texts and the author's research was more about learning difficulties in Arabic; (4) The facts found are the methods and strategies in teaching must be interesting so that the students being taught do not get bored, students must pay attention when the teacher explains and school facilities must be adequate.

*Second*, the research conducted by Asep Muhammad Saepul Islam Madrasah Aliyah Negeri Tanggeung, Cianjur in 2015 entitled "Factors of Demotivating Arabic Language Learning in the Perspective of Madrasah Students". This research is in the form of a journal. The problem studied in this study is how the demotivating factor in learning Arabic is allegedly happening in the community.

This study uses a type of interactive qualitative research. The data sources in this study were students of Madrasah Aliyah Negeri Tanggeung, Cianjur class XI from three specialization programs: Science, Social Sciences and Language and students of class X in the previous year to compare the previous learning process with now. Data collection techniques in this study used an open questionnaire in the form of short essays and interviews, then the data was tabulated and the data analyzed.

The conclusion in this study is that there are two factors that influence demotivation in learning Arabic, namely internal and external factors. The external factors are the characteristics of the Arabic language, materials, learning methodologies, environment, facilities and teacher behavior. Meanwhile, the external factors in this study were students' basic abilities, students' learning experiences and students' negative attitudes towards Arabic.

The authenticity in this study are (1) the similarities are both discussing the factors that cause students' demotivation in learning Arabic; (2) The difference in the study discusses the factors that cause students' demotivation in learning Arabic while the author's research discusses the teacher's strategy to overcome difficulties in learning Arabic; (3) This research has never been discussed by previous researchers because previous studies only discussed the causes of students' demotivation in learning Arabic and the author's research was more about difficulties in learning Arabic; (4) The facts found are that there are two factors that influence demotivation in Arabic learning, namely internal and external factors. The external factors are the characteristics of the Arabic language, materials, learning methodologies, environment, facilities and teacher behavior. Meanwhile, the external factors in this study were

students' basic abilities, students' learning experiences and students' negative attitudes towards Arabic.

## METHOD

This research is a qualitative field research where this research is in the form of written or spoken words from people or observable behavior. The purpose of qualitative research is to describe systematically, accurately according to the facts and characteristics of a particular field. Overall this research is descriptive. Descriptive research is research conducted in order to obtain overall data from a clearly obtained situation.

The variables in this study were the teacher's strategy as the x variable and the difficulty of learning Arabic as the y variable. The population in this study were 739 students consisting of 291 males and 448 females. The sample in this study were five people. The location of this research is MAN III Sleman. In this study, the subjects were MAN III Sleman students, five of them were MTs alumni, state high school alumni, Pondok alumni, Islamic Junior High School alumni and General Private Junior High School alumni to find out what learning difficulties were experienced by students in learning Arabic.

## RESULTS AND DISCUSSION

Researchers conducted interviews with Arabic language teachers on Monday, September 10, 2018 at 09.00-11.00 WIB and made observations on Thursday, September 13 2018 at 07.00-08.45.

There are two factors that are difficult for students to learn Arabic subjects, namely internal and external factors. Internal factors include 1) difficulty in sounding, **for example**, being unable to distinguish the letter with ص, ث, س with س, ش, ذ and ذ with د. Pronunciation of velar sounds غ/خ/ك and uvular sounds ع/ح/ق and mufakhammah sounds ظ/ض/ظ. 2) Grammar / *Mufrodath*, including the number of chapters and material on *shorof*, integration between *shorof* and *nahwu* chapters, errors in sound grammar can affect *shorof*, lack of vocabulary capital for example *l'rab rafa'* which is the original form of *fi'il mudhari'* with address or a sign, for example: dhamah line: نَفَعْنَ / أَفَعْنَ / يَفَعْنَ. 3) Sentence/ *Qowa'id*, among others, differences in number patterns in Arabic than in foreign languages, differences in sentence structure with other languages. 4) The meaning includes various meanings of sentences with various word meanings, many Arabic words which have more than one meaning, the meaning of words in a related sentence, for example نَصَرَ = help, becomes نُسِرَ = helped.

External factors that affect the difficulty of learning Arabic are the motivational brackets from oneself, parents, and teachers, an unsupportive environment, lack of empathy, slow to accept learning, facilities and infrastructure that do not support. The learning difficulties according to Nur Puji Rahayu (an alumnus of MTs N Yogyakarta 1) include lack of concentration, difficulty in interpreting Arabic words, teachers seem boring, methods do not vary. According to Asti Annisa Rachma (alumni of SMP N 2 Gamping) the difficulties he experienced were not knowing the meaning of each vocabulary, less interested in learning, the teacher was not friendly. According to Shafa Salsabila (an alumnus of the Sunan Pandanaran Islamic Boarding School) the difficulties he experienced were not knowing the meaning of each vocabulary, confused in

understanding the lesson. According to Hasna Nabila (alumnus of SMP IT Bina Ummah) the difficulties he experienced were not knowing the meaning of each vocabulary, confused in understanding the lesson. According to Bayu Oktavian, the difficulties he experienced were (alumni of SMP Muhammadiyah 2 Saruban) has difficulty understanding vocabulary.

The teacher's strategy to overcome the difficulties of learning Arabic for the students of MAN III Sleman, namely 1) students usually make a mandatory deposit to the teacher of 15 vocabularies from 30 vocabularies, the teacher instructs students to write the vocabulary delivered by the teacher. Teacher does *post test*. This was done to overcome difficulties in understanding vocabulary, sound, and meaning in learning Arabic. 2) The teacher explains further or repeats the lesson. The teacher requires students to pay attention to what he is saying. The teacher gives examples of sentence structure. This is done in order to overcome difficulties in understanding sentence structure. 3) The teacher conducts *ice breaking* to overcome the lack of concentration of students during learning. 4) The teacher uses a variety of media, it aims so that students do not get bored when learning Arabic. 5) The teacher gives motivation to students, in order to increase interest in learning in Arabic. 6) The teacher provides opportunities for students to respond to the teacher's unfriendly attitude, then the teacher conducts a self-evaluation so that the teacher's attitude is friendly.

The effectiveness of the teacher's strategy to overcome the difficulties of learning Arabic for MAN III Sleman students, namely 1) In learning vocabulary memorization in class, it is carried out every time they want to start lessons, exactly 12 memorization times in each semester. Then the teacher gives a test to students to write one of their memorization on the paper that has been provided. The teacher will assess the fluency of the students' memorization and assess the students' knowledge in writing Arabic. This is done to add value related to the assessment of the student learning process. The results for students related to the memorization method are students can understand more about vocabulary, many students memorized, and if asked about vocabulary, students can answer what the teacher asks. The memorization method is considered effective because students understand and are more fluent in conveying vocabulary. 2) When students have difficulty understanding sentence structure, the teacher repeats the lesson so that students understand better. The teacher requires the students to pay attention to what is being conveyed. As for the students who asked about the difficulties they experienced, then the teacher gave further information regarding these difficulties. This is done so that students better understand the material presented by the teacher. Case study on Thursday, September 13 2018 at 07.00-08.45 there were students confused in understanding the sentences explained by the teacher about *fiil mudhori'* then the teacher explained further about the material and the teacher gave feedback to students whether the students in the class had understood the explanation conveyed by him. 3) When learning is boring and many students are sleepy, the teacher will raise the enthusiasm of students by doing *ice breaking* for a moment such as clapping, quizzes about the material presented and others. This is done so that students are interested and learning does not feel boring. The students were enthusiastic when the teacher was doing *ice breaking*. The *ice breaking method* is considered effective because students are enthusiastic when learning takes place after the *ice breaking*. 4) The media used by the teacher when teaching is an important aspect for the sake of a fun learning

process. The Arabic teacher at MAN III Sleman uses a variety of media when learning in class. He uses the arabindo.com application in delivering material, so that students are fixated on one view that is being explained by the teacher. The arabindo.com application is considered effective by students because they are happier if there is a variety of media than just explaining on the blackboard (reported when researchers conducted observations in class XII IPS 3 and interviewed on Thursday, September 13, 2018 at 07.00-08.45). 5) Sometimes in giving learning in class, there are students who are not enthusiastic in participating in learning. The student feels that he does not like Arabic. So the teacher motivates the students, that Arabic is important, because if we understand Arabic, it will be easy for us to learn the Koran. According to Shafa Salsabila when interviewed he said that teachers often provide motivation when learning, teachers also often emphasize that Arabic is easy and we must understand it.

## CONCLUSION RECOMMENDATIONS

Arabic subjects at MAN III Sleman: sound system / *ashwat*, grammar / *mufrodat*, sentence structure / *qowa'id*, meaning, lack of concentration, bored during learning, teacher's attitude is not friendly. The teacher's strategies to overcome the difficulties of learning Arabic for students at MAN III Sleman include: students usually make a mandatory deposit to the teacher of 15 vocabularies, the teacher requires the students to pay attention to what he is saying and the teacher gives examples related to sentence structure, the teacher holds *ice breaking*, the teacher uses a variety of media, the teacher provides motivation, the teacher conducts a self-evaluation. The effectiveness of the teacher's strategy to overcome the difficulties of learning Arabic for students at MAN III Sleman is considered effective because the teacher uses a strategy according to what he conveys. In teaching the teacher in more detail and the teacher conveys the lesson comprehensively or thoroughly and every child is required to understand in learning. Teachers sometimes use Arabindo application media where the application can be *downloaded* so that it can be studied at home, only learning in class is monotonous. The teacher usually helps slowly, is appointed to come forward and ask where the difficulty is. However, the teacher is considered too monotonous and unfriendly.

The suggestions from the author to the Arabic language teacher at MAN III Sleman, namely 1) The teacher is able to establish a relationship with students, with the aim that students do not hesitate when they experience difficulties in learning Arabic without being afraid to ask questions. 2) It is better if the teacher uses a variety of methods and media, with the aim that students are not bored and interested in learning in class because they use monotonous media and learning methods. 3) It is better for the teacher to be more familiar with all students, not only to one student who is considered good at learning Arabic. 4) The teacher is expected to be able to provide further explanations regarding the material that students have not mastered. 5) The teacher should provide additional vocabulary material so that students understand each vocabulary in class learning. 6) The teacher is able to motivate students so that students are interested in learning Arabic. 7) Teachers are also expected to melt the classroom atmosphere through *ice breaking* so that students are not bored and sleepy during learning.

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