

ANALYSIS OF THE DIFFICULTY LEARNING ARABIC ON THE PRINCIPLE OF ISTIMA'I

(Descriptive Analysis Study of Students Islamic Religious Education Program)

UJANG NURJAMAN

Email: ujangnurjaman@uninus.ac.id

EDEH HENHEN

Email: edehhenhen_s2adm_19@uninus.ac.id

CICA ARISTIA

Email: cicaaristia_s2adm_19@uninus.ac.id

R. SUYATNO KUSUMARYONO

Email: suyatokusumaryono@gmail.com

Abstract

Language is a symbol system in the form of sounds that are arbitrary (arbitrary) used by community members to interact and interact with each other. Language also functions as a tool used by a person to express opinions, thoughts and feelings to others. With language, humans can form society and civilization. On this basis, it is very reasonable to say that all activities that we do throughout our lives always require language. The object of research here is the STAI Palabuhanratu Islamic Education Program Student. Meanwhile, the research sample is the level I students of the Islamic Religious Education Program STAI Palabuhanratu Batch 2014/2015 who have completed learning the Istima 'I course. The approach used in this research is qualitative, while the method used in this research is a descriptive analysis study. The data collection technique used in this research is by distributing questionnaires. The goal to be achieved by the authors of this study is to uncover the difficulties that Arabic language learners have in studying Istima'i, and then provide solutions to these problems. From the results of the study, it was found that the problems faced by students in studying Istima'i courses in terms of the intrinsic factors of learners were the feeling of not being happy with the Arabic language, the difficulty of the Arabic language material in the Istima'i course, due to lack of facilities, and activities. What they choose outside of lectures is not related to lectures. While the problems that are reviewed from the learner's extrinsic factor are the existence of coercion from the parents to study at the STAI Palabuhanratu Islamic Education Program or because of factors influenced by friends, inadequate tools used in the teaching and learning process in Istima' I courses., the difficulty of the task given by the teacher, the lack of frequency of students in collecting assignments, the method used by the teacher is monotonous and boring, the difficulty of the material provided, the absence of the teacher, and their living conditions are not supportive for learning.

PRELIMINARY

- a. It is undeniable that language is a symbol system in the form of arbitrary sounds used by community members to interact and interact with each other (Sumarsono, 2004: 18). Language also functions as a tool used by a person to express opinions, thoughts and feelings to others

- b. Most people learn more than one language. A person may be able to know or learn two or more languages from the beginning of his life. What is more common is that he learns a second or foreign language after his first language system is established.
- c. Therefore, the study of language is not enough to recognize the characteristics of language construction, but it must be complete by recognizing functions within the framework of society (Hamdani, 2004: 7). So someone who wants to learn a second language or a foreign language is required to have language skills, which he can develop and master according to his motivation in learning his second language.
- d. Listening in the language process is a beginner skill that must be possessed by someone who is learning a language. This skill has a very close relationship with the thinking processes that underlie language. This is emphasized by Dawson as quoted by Tarigan that practicing language skills also means training thinking skills. (Dance, 1986:1)
- e. Based on the explanation above, the writer wants to conduct a research about the difficulties of learning Arabic. This research departs from the experience of the author who often has difficulty in learning Arabic in the subject of Istima'. For this reason, the researchers gave the title of the study: Analysis of Arabic Learning Difficulties on the Subject of Istima'i (Descriptive Analysis Study of Students of the Islamic Education Program STAI Palabuhanratu 2014/2015).
- f. The author limits the problems in this study which will only discuss matters that are a problem for students of the Islamic Religious Education Program STAI Palabuhanratu Batch 2014/2015 which include:
 - g. a. Intrinsic factors which include motivation, interest, and psychology of students in learning Arabic.
 - h. b. Extrinsic factors include the environment around the campus with various teaching and learning processes in the classroom.

THEORITICAL REVIEW

There are varying limitations on the definition of learning. This is because experts have different starting points and stances in formulating a definition. However, if examined, the various boundaries can give birth to a unified definition. M. Surya (1991:32) defines learning as an individual effort process to obtain a new behavior change as a whole as an individual experience itself in its interaction with the environment.

The above definition is emphasized again by Abin Syamsudin Makmun (1999: 5) that any definition of learning refers to the concept of learning which shows a process of behavior change as a result of learning that occurs in individuals is a change in personality, which is manifested in changes in mastery of patterns. A new response or behavior that can be seen from changes in skills, habits, abilities and understanding. Meanwhile, Sumaatmadja (2002: 27) argues that learning is a process that is inherent in each of us,

and is also very meaningful in life. To further enhance the meaning of learning, the process must be based on a deep awareness, which includes emotional, intellectual, spiritual, social and cultural awareness.

Although Arabic is difficult to pronounce, he provides a way out of it. He has his own rules for pronouncing verbs and nouns in sentences. There is a rule called the "nahwiyah" rule. Al-Ghalayaini (Maman, 2005: 97) defines the science of an-Nahwu as the study of Arabic words in terms of i'rab (change in the end of a word) and bina (fixing the end of a word in a state). And there is also a rule called "sharfiyah" (morphology). Abdul Mu'in (Mu'in, 2002: 1) defines sharaf as the science of the principles (rules) by which sentence forms in Arabic can be known and the matters relating to them outside of the i'rab and bina issues. .

1. Understanding Istima '(listening)

According to Rajiman (Tarigan 1986: 1), there are four kinds of language skills that must be mastered by a person before mastering the foreign language he wants to learn, namely listening skills, writing skills, speaking skills, and reading skills.

2. Listening Process

Listening skills are the process of compiling words as found in other language skills. This is because this skill is not receptive to what he hears in passing, but he also includes selecting it, evaluating it and responding to it.

Even in listening, someone needs tools or media that can help them, including tools or media that are heard and seen (audio-visual). Included in this category are radio, tape-recorder, language laboratory, film, and video.

RESEARCH METHODOLOGY

The research method used in this research is descriptive analysis method, which is a research method that takes a sample from a population and uses a questionnaire as a data collection tool.

And the target population in this study was all 64 students of the Islamic Education Program of STAI Palabuhanratu Batch 2014/2015.

The sampling technique that the author uses in this study is accidental sampling, which is a sampling technique based on the spontaneity factor, meaning that anyone who accidentally meets the researcher and according to their characteristics (characteristics) can then be used as a sample (respondents).) (Riduwan, 2004: 62).

This was done by the researchers because when the questionnaire was distributed, the authors did not get the entire population, but the authors only got a few respondents from them as many as 25 people. So it can be concluded that the sample in this study were 25 students of the Islamic Religious Education Program STAI Palabuhanratu Forces 2014/2015.

Data collection techniques are methods or ways that can be used by researchers to collect data. The techniques that researchers used in collecting data in this study were as follows:

1. Questionnaire
2. Documentation study

The types of data in this study are qualitative data, namely data related to categorization, characteristics in the form of questions or in the form of words (ridwan, 2004: 106). And the steps that researchers take in data processing are as follows:

1. Data compilation
2. Classification of data
3. Data processing

RESEARCH RESULTS AND DISCUSSION

From the data that researchers obtained from research questionnaires that have been analyzed by researchers, there are several problems faced by students of the Islamic Religious Education Program STAI Palabuhanratu Forces 2014/2015 in learning Arabic on Istima'i wet diapers. These problems are as follows:

1. Intrinsic factor:

From the results of the questionnaire analysis of item number four, it can be seen that most of the respondents (76%) answered that they were happy to attend Arabic lectures and a small part of them (24%) answered normal, and none of them (0%) were not happy. when attending lectures. So it can be concluded that feeling displeased with Arabic is one of the factors contained in students that can make it difficult for them to learn the language.

From the results of the fifth item questionnaire analysis, it can be seen that a small proportion of respondents (24%) think that Arabic is easy and almost half of them (40%) say moderate, and almost half (36%) think that Arabic Arabic is difficult. So it can be said that students' perception of Arabic is a determining factor that comes from within them. It is easy for them to learn Arabic, depending on their perception of the language.

From the results of the analysis of questionnaire number seven, the researchers found that most of the respondents (88%) stated that they were happy with the Arabic subject, the subject of Istima', and a small proportion (12%) said it was normal, and no one of those who do not like the Istima' course. These results indicate that feeling displeased with Istima' courses can cause them to study these subjects.

From the results of the analysis of questionnaire number eight, the researchers found that more than half of the respondents (64%) who claimed to concentrate on attending the Arabic course, the subject of Istima', and almost half of them (32%) stated that it was

normal, while 4 % of those who admitted to not paying attention when attending special courses'. The conclusion is, that those who concentrate when studying Arabic on the subject of Istima', then they will have no difficulty in understanding the language, and vice versa.

2. Extrinsic factors

From the results of the questionnaire item number two, the researchers found that most of the respondents (84%) chose Islamic Religious Education majors on the basis of their own interests and a small portion (8%) on the basis of their parents while the other small portion (8%) because influenced by friends. The reason why students choose Islamic Religious Education majors is a factor that can make it difficult and easier for them to learn Arabic, which this factor comes from outside of the student. If there is coercion from outsiders that forces them to choose a major in Islamic Religious Education, then they will have difficulty receiving Arabic lessons.

From the results of the ninth item questionnaire analysis, the researchers found that more than half of the respondents (60%) stated that the tools available in the Arabic course, the subject of Istima' were sufficient, and almost half of them (32%) who said less, while a small proportion of them (8%) said very less. These results indicate that other factors that come from outside the students are the tools used in the Arabic language course, the main Istima' language, if the tools are not adequate, the students will also have difficulties.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results of data processing and analysis in the previous chapter, the researchers obtained results regarding the difficulties encountered by the students of the Islamic Religious Education Program STAI Palabuhanratu Forces 2014/2015 in learning Arabic on the subject of Istima'i. The following points:

1. The problems faced by students of the Islamic Religious Education Program of STAI Palabuhanratu Batch 2014/2015 in studying Arabic subjects, the subject of Istima'i in terms of the learner's intrinsic factors, are as follows:
 - There is a feeling of displeasure towards the Arabic language.
 - The difficulty of the Arabic language material on the subject of Istima'i.
 - There is a feeling of displeasure with the subject of Istima'i.
 - Lack of concentration when attending lectures.
 - Lack of attendance.
 - Always lazy to study at home due to lack of facilities.
 - The activities they choose outside of lectures are not related to lectures.

2. The problems faced by students of the Islamic Education Program of STAI Palabuhanratu Batch 2014/2015 in studying Arabic subjects, the subject of Istima'i in terms of the learner's extrinsic factors, are as follows:
 - There is coercion from the parents to study at the STAI Palabuhanratu Islamic Education Program or because of the influence of friends.
 - Inadequate tools used in the teaching and learning process in Arabic courses, the subject of Istima'i.
 - The difficulty of the task given by the teacher.
 - Lack of frequency of students in submitting assignments.
 - The method used by the teacher is monotonous and boring.
 - The difficulty of the material given.
 - Teacher absence.
 - Their living conditions are not conducive to learning.
 - Problems that students face outside of lectures that can hinder the learning process at home.

Suggestion

Based on the conclusions that the researcher has made above, in this chapter the researcher also provides some suggestions that the researcher proposes to the parties related to this research. The suggestions are as follows:

1. For teachers:

With the results obtained from this study, teachers should find solutions to overcome all the difficulties faced by students of the Islamic Religious Education Program STAI Palabuhanratu Forces 2014/2015 both in terms of intrinsic and extrinsic. One of them is by evaluating the teaching methods they have been using.

2. For students:

They should be more serious in overcoming all the difficulties they face in learning Arabic, and deepen their knowledge of Arabic more. This aims to make it easier for them to understand the explanations of the lecturers when the teaching and learning process takes place.

3. For other researchers:

For researchers who want to examine the same problem as this study, they should be more detailed in the questions they ask the respondents, this is because the question

items that the researcher makes are still too general. And they should be able to provide solutions to the learning difficulties that students face.

DAFTAR PUSTAKA

- ❖ Abin, S.M (1999). Psikologi Kependidikan. Bandung: P.T Remaja Rosdakarya
- ❖ Cipta Arikunto, S. (2002). Prosedur Penelitian Suatu Pendekatan Praktek (Edisi Revisi V). Jakarta: P.T. Rineka.
- ❖ Djojuroto, K dan Sumaryati, M.L.A. (2004). Prinsip-Prinsip Dasar Penelitian Bahasa & Sastra. Bandung: Nuansa.
- ❖ Effendy, A.F (2003). Metodologi Pengajaran Bahasa Arab. Malang: Misykat
- ❖ Garry, R and Kingsley, H.L (1970). The Nature and Condition of Learning, N.Y: Prentice-Hall, Inc. Parts 2 and 3.
- ❖ Hamalik, Oemar (1995). Kurikulum dan Pembelajaran. Jakarta: Bumi Aksara.
- ❖ Hamdani, Wagino Hamid. (2004). Pengantar Linguistik. Bandung: PSIBA Press.
- ❖ Hernowo (2004). Menjadi Guru Yang Mau Dan Mampu Mengajar Secara Menyenangkan. Bandung: MLC.
- ❖ Muin, Abdul (2002). Sintaksis Arab Jilid 1. Bandung: Fakultas Pendidikan Bahasa Dan Seni IKIP
- ❖ Nazir, Muhammad (1988). Metode Penelitian. Jakarta: PT Galia Indonesia.
- ❖ Poerwadarminta, WJS. (1982). Kamus Umum Bahasa Indonesia. Jakarta: Balai Pustaka.
- ❖ Ridwan, Muhammad (2004). "Identifikasi Kecakapan Hidup (Life Skill) Dalam Muatan Kurikulum Pendidikan Tehnik Arsitektur Di Jurusan Pendidikan Tehnik Bangunan FPTK UPI". Skripsi. Bandung: Fakultas Pendidikan Tehnik Dan Bangunan UPI.
- ❖ Shihab, Quraish (2001). Mukjizat Al-Qur'an. Bandung: Mizan
- ❖ Subyakto, Sri Utari. (1993). Metodologi Pengajaran Bahasa. Jakarta: PT Gramedia Pustaka Utama.
- ❖ Sumarsono dan Paina Partana. (2004). Sociolinguistik. Yogyakarta: Pustaka Pelajar.
- ❖ Surakhmad, Winarno. (1985). Pengantar Penelitian Ilmiah. Bandung: Angkasa
- ❖ Syah, Muhibbin. (2001). Psikologi Pendidikan dengan Pendekatan Baru. Bandung: Rosda
- ❖ Tarigan, H.G. (1981). Berbicara Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa
- ❖ _____ (1986). Membaca Sebagai Suatu Keterampilan Berbahasa. Bandung: Angkasa.
- ❖ ----- (1996). Kamus Lengkap Bahasa Indonesia. Jakarta: Balai Pustaka