
**ARABIC LANGUAGE EDUCATION: PROBLEMS AND SOLUTIONS IN ARABIC
LANGUAGE LEARNING STUDIES****Oleh****Ainur Rofiq Sofa¹, Abd. Aziz², Muhammad Ichsan³****^{1,2,3}Universitas Islam Zainul Hasan Genggong (UNZAH)³Universitas Nurul Jadid
(UNUJA)****Email: ¹bungaaklirik@gmail.com****Abstract**

The teaching of Arabic courses in Indonesia often faces challenges, both related to linguistic aspects and non-linguistic aspects, which need to be addressed immediately. Linguistic challenges include things like phonetics, morphology, and language structure. On the other hand, non-linguistic challenges involve aspects such as learning motivation, learning facilities, teaching methods, study schedules, and learning environments. Problems in learning Arabic vary greatly depending on the age of the student and the learning environment. This article reflects on the various problems faced in Arabic language teaching in Indonesia and provides an overview of how these challenges can be overcome. Method. In this study, the author used a qualitative approach. By using a descriptive research model. The methods used are observation, in-depth interviews, and documentation with data collection using the types of Mitode Triangulation and Source Triangulation. The result of this study is that Arabic language learning in Indonesia faces several problems, including inadequate learning methods. To overcome this problem, it is necessary to improve the competence and professionalism of teachers, change the paradigm of Arabic language learning, and get support from the government both in Indonesia and Arab countries. One of the proposed solutions is to provide massive scholarships for further studies and employment opportunities in Middle Eastern countries with the qualification of having sufficient Arabic language competence.

Keywords: Teaching Methods, Linguistic Factors, Non Linguistic Factors and Arabic Classes

PENDAHULUAN

Although Arabic is considered the language of scripture, its impact on students' learning motivation and their achievement in learning is not so significant. Therefore, Arabic language instruction should be left to individuals who have competence in Arabic and a deep understanding of teaching methods academically and pedagogically. Teacher knowledge of the problems that arise in teaching Arabic is very important so that teachers can find the right solution in this learning process. (Retnawati et al., 2020)

The main challenge in learning Arabic is the level of student motivation and the teacher's dedication to the teaching process. Student motivation and teacher dedication cannot begin

with a feeling of compulsion to follow a certain curriculum, which can limit creativity in the effort to acquire knowledge and improve skills. True learning should empower individuals in psychic and psychological aspects so that they can develop themselves into superior and effective individuals. (Fatoni, 2019)

Criticisms of low achievement in Arabic learning are often discussed in various studies and writings. Efforts have been made to improve the quality of this learning through various initiatives.

However, despite efforts to improve, the results remain inadequate. Therefore, it is necessary to re-identify various problems in Arabic language learning, while finding the right solution. This article aims to detail the

various problems encountered in Arabic language learning from an academic and educational point of view. (Zaini et al., 2019)

In terms of theory, there are two categories of problems that are constantly faced in the context of Arabic language learning, namely linguistic problems, which are often referred to as linguistic problems, and non-linguistic or non-linguistic problems. Teachers' knowledge of these two types of problems is very important because it helps them better identify problems and find suitable solutions so that Arabic language learning can reach the minimum desired level. (El-Omari & Bataineh, 2018)

Language problems include several problems directly related to language, which can be faced by students or learners, including teachers. Meanwhile, non-linguistic problems involve problems that can affect the overall success of Arabic learning programs and in some cases can even hinder them. Therefore, it is important to identify these problems and look for appropriate solutions, rather than just complaining without constructive efforts to find a solution. (Al-Sobhi & Preece, 2018)

Masalah kebahasaan bisa diidentifikasi sebagai berikut:

1. Ashwât 'Arabiyyah (Arabic Sound)

Problem: This problem is related to Arabic phonology or sound system. There are sounds in Arabic that are similar to sounds in the mother tongue of individuals learning Arabic, and there are also sounds that have no equivalent in the individual's mother tongue. In theory, sounds that have no equivalent in the mother tongue tend to be more difficult for learners than sounds similar to their mother tongue. Therefore, the solution is to provide intensive exercises and pronunciation examples of different words and sentences. In this case, the teacher must have good expressive skills to give as many examples as possible, so that vocabulary enrichment can occur properly and cumulatively. (Al-Zoubi, 2019)

2. Vocabulary Problem (Mufradât): Arabic has a variety of flexible patterns of word

formation through derivation (tashrîf isyitiqâqî) and in leksi (tashrîf i'râbî). These two methods of word formation make the Arabic language very rich in terms of vocabulary (mufradât). In the context of vocabulary mastery, it is important to understand that one will not truly master Arabic without mastering the vocabulary of the language. With the variety of morphological patterns (wazan) and meanings contained in Arabic words, the problem of teaching vocabulary will be related to the diversity of word forms, changes in derivation, changes in lexis, verbs (af'âl/verb), singular words, plural nouns, masculine nouns (tadzki'r) and feminine nouns (ta'nîts), as well as lexical and functional meanings. (Binasfour, 2018).

In the context of language teaching, there is another reality related to vocabulary, namely the large number of Arabic words and terms that have been absorbed into the vocabulary of Indonesian or regional languages. On the one hand, this condition provides many benefits, but at the same time, the absorption of Arabic words into Indonesian can also cause problems, including:

- a. Shifting the Meaning of Loanwords: Many words or phrases absorbed in Indonesian undergo a change in meaning from their original meaning in Arabic. For example, the expression "mâ syâ'a Allâh" in Arabic is used to express admiration for beautiful and extraordinary things. However, in Indonesian, the meaning changes to expressing negative things or complaints, as in the expression "Masya-Allah... This kid is so wayward!"
- b. Change of Pronunciation without Change of Meaning: For example, the word "blessing" comes from the word "barakah" in Arabic, and the word "kabar" comes from the word "khabar."
- c. Change of Meaning without Change of Pronunciation: For example, the word "sentence" comes from the word "kalima." In Arabic, "kalimah" means "word," but in Indonesian, the meaning

changes to "a complete arrangement of words." In fact, in Arabic, the wording is called "tarkīb" or "amount." Some words and terms also undergo narrowing and expansion of meaning.

According to the structural school, words are minimally independent forms in language. The definition of a word or mufradât varies according to the views of linguists on it. Therefore, learners must understand the nature of teaching this vocabulary to avoid errors in pronunciation and meaning, as well as unwanted changes in meaning. (Akan et al., 2019)

Arabic grammar, including rules or qawâ'id relating to word formation (shar'iyah) and sentence structure (nahwiyyah), is often considered a major obstacle by Arabic language learners. Whatever our views on these difficulties, the fact remains that Arabic teachers are required to understand the difficulties faced by Arabic learners and present an efficient way to master Arabic in a relatively short period. (Alteyp, 2019)

The approach to be taken is to simplify two main aspects, namely the form of the word (binyah al-kalimah) and the function of the word in the sentence (mawâqif al-i'râb). This simplification effort involves avoiding or eliminating elements that have little or no function. In terms of word forms, only word patterns that have functional value both in spoken language and in reading text are preserved. Many word patterns in Arabic learning, except for basic three-letter patterns such as i'il and mashdar, are less productive and more towards rote approaches. Learning grammatical rules, according to the authors, should be based on an analogy or qiyâsî approach rather than an approach that only follows the example of the language owner's speech (samâ'î approach). (Jaber et al., 2019)

Another problem is in terms of sentence structure or tarâkīb. This is a linguistic problem often faced by Arabic learners. For this problem to be overcome, teachers must provide ismiyyah and i'liyah sentence patterns that have a high frequency of use. The patterns should

have a diversity of shapes and models, and students should practice them with various development methods. This is one of the linguistic problems that Arabic teachers always face in their teaching. (Imene et al., 2018)

Problems that are not linguistic or non-linguistic include several things:

1. Motivation and interest in learning: The level of motivation and interest of students in learning Arabic can greatly affect learning outcomes. When students are less motivated and disinterested in the subject matter and teachers, their learning outcomes tend to be low. Successful learning engages students thoroughly, both mentally and emotionally. Therefore, teachers should play a role in arousing students' interest in Arabic and showing its relevance to their lives. (Betti & Igaab, 2019)

2. Learning facilities: Learning environments that are not conducive, such as noisy, hot, or uncomfortable spaces, can be an obstacle to achieving good learning outcomes. Conversely, a comfortable and pleasant learning atmosphere, which makes students feel at home, will support the achievement of optimal learning outcomes. (Lestiono & Gusdian, 2019)

3. Teacher competence: Incompetent teachers in teaching Arabic can be an obstacle in the learning process. Teacher competencies include professional, pedagogic, personality, and social aspects. One of the problems that often arises is that many Arabic teachers do not have a special educational background in teaching Arabic, so they only know the language itself without knowledge of how to teach it.

4. Learning methods used: The selection of learning methods based on the objectives, subject matter, available facilities, and the level of ability of students is very important. The use of inappropriate methods or lack of knowledge of effective methods can affect the achievement of learning outcomes.

5. Available time: Students need to have sufficient access to time to obtain educational services, both inside and outside the classroom.

The lack of time available to study and the lack of opportunities for help and support can be obstacles to the learning process. (Daana, 2018)

In a supportive language environment, students feel comfortable and confident to speak without embarrassment or fear of making mistakes. The higher the level of shyness and fear of making mistakes, the harder it is to create an atmosphere that supports conversation.

Of all the issues mentioned, it can be seen that the most influential in determining the success of Arabic learning are non-linguistic issues, including learning methods and student motivation. This is because learning Arabic for only a limited time in class will not achieve the expected level of success, except only to achieve the minimum standards required for grade reports.

In the context of a supportive language environment, students feel comfortable and confident in speaking, without any feelings of shame or fear of making mistakes. The higher the level of shame and fear of mistakes, the harder it is to create an atmosphere that allows effective verbal interaction.

Of all the problems mentioned, it seems that non-linguistic issues, including learning methods and student motivation, play the most dominant role in determining the success of Arabic language learning. This is because learning Arabic within the limited limits of class time usually does not achieve the expected level of success unless it is only enough to meet the minimum standards required for the assessment report.

Richards and Rodgers mention that there are at least three different approaches to understanding the nature of language, namely structural, functional, and interactional approaches. (Darling et al., 2019) The structural approach views language as a system consisting of structurally interconnected elements. The functional approach, on the other hand, sees language as a communication tool used to convey functional meaning. This approach focuses not only on grammatical aspects (as

occurs in structural approaches) but also on topics and concepts that language learners want to convey. The interactional approach, in turn, sees language as a means to build interpersonal relationships and participate in social interactions between individuals.

These three different perspectives on the nature of language will influence each individual's assumptions about what language is and will ultimately result in various methods of language teaching. For example, language teaching methods developed based on structural approaches will encourage language teachers to choose teaching materials based on consideration of grammatical elements. They will select grammatical elements and arrange them in a specific order in the lesson plan. The evaluation of learning outcomes and the learning process will also be based on aspects related to grammar. Therefore, the evaluation material will focus more on grammatical aspects. Another approach developed based on two different views on the nature of language will also result in teaching methods that suit their respective views. (Wilson et al., 2018)

Different methods of language teaching are derived from different theoretical foundations and assumptions regarding the nature of language. Such differences in views do not necessarily indicate contradictions, because different individuals may agree on different assumptions. There is no necessity to argue why people could have different assumptions.

Some common assumptions about the nature of language include:

1. Language is a set of sounds that have meaning and are organized by grammatical rules (Silent Teacher Method).
2. Language is a colloquial conversational expression used by most people at a normal speed (Audiolingual Method).
3. Language is the system used to convey meaning (Communicative Method).
4. Language is a set of grammatical rules and consists of smaller elements of

language (Total Physical Response Method).

These three different methods have different approaches to language teaching, and they reflect variations in views on the nature and learning of languages. Furthermore, principles in teaching foreign languages are developed from the basic assumption that language is a set of sounds that have a special meaning and are governed by grammatical rules. Based on these assumptions, the following principles were developed:

1. The syllabus is structured according to linguistic structures.
2. In the early stages, language is learned through understanding sounds before they are associated with meaning.
3. Repetition of learning material is based on existing linguistic structures.

The three principles above indicate that language teaching needs to follow a syllabus based on a grammatical approach. However, the way learning material is delivered does not always follow this approach. In the teaching process, there are different types of syllabi developed based on different assumptions about the nature of language, and each of these types will characterize a teaching method. (McKinley et al., 2018)

It is important to note that assumptions about language teaching and learning also relate to theories of learning. There are many different theories of learning. Richards and Rodgers suggest that the theoretical foundations of learning related to language teaching approaches or methods focus on two main questions: (1) what psycholinguistic and cognitive processes are involved in language learning, and (2) what conditions need to be met to allow the learning process to occur.

In general, an approach will have answers to both questions, although there are approaches that emphasize one question more than the other. Several assumptions associated with learning theories are as follows. 1. Pembelajaran lebih efektif saat peserta didik menemukan materi sendiri daripada sekadar

mengulang dan menghafal tanpa pemahaman (Metode Guru Diam).

1. Learning involves both unconscious and conscious functions, and both have a role in the learning process (Suggestopedia Method).
2. Social norms in society can be an obstacle in the learning process (Suggestopedia Method).
3. The success of language learning depends on the sense of security felt by learners (Group Language Learning Method).
4. Language learning involves the formation of habits (Audiolingual Method).

Kemudian, bagaimana suatu asumsi about language learning being the principles of a method? This can be explained by the following example: When a language teacher has the assumption that 'Learning will be more effective if learners discover the material on their own rather than simply repeating and memorizing without comprehension', then the teacher will immediately develop principles that correspond to this idea by the learners. Some of the principles that may be generated are:

1. Language teaching involves the use of concrete objects (real objects) in learning.
2. Language is presented through problem-solving involving the teaching material studied.
3. Meaning is explained through the presentation of various contexts, not through translation.
4. The students are allowed to do many practices without emphasizing repetition.

Prinsip-prinsip ini dapat terus berkembang menjadi prinsip-prinsip lainnya sesuai dengan kreativitas dan pengalaman guru.

A method is a teaching plan or strategy that is consistent with an approach. This means a method is a practical implementation of an approach that has been applied in language teaching. The use of the word "method" may vary in the context of language teaching, for example, in Direct Method, the word "method"

refers to how the material is taught; in Reading Method, the word "method" places more emphasis on reading skills; and in the Translation Grammar Method, the word "method" reflects an emphasis on aspects of the teaching material, such as grammar and translation. Thus, the term "method" in the context of language teaching can focus on various aspects of teaching that are appropriate to the approach used.

These principles have the potential to continue to evolve into additional principles, depending on innovation and teacher experience.

The method in the context of language teaching is a plan or strategy used in the teaching process and is in line with a certain approach. In this case, the method is the practical implementation of the approach that has been adopted for language teaching. The use of the term "method" may vary depending on the type of approach used in language teaching. For example, in Direct Methods, the term "method" refers to the way the material is taught; in the Reading Method, the focus is more on developing reading skills; and in the Translation Grammar Method, the "method" emphasizes aspects of the teaching material such as grammar and translation. Therefore, the term "method" in language teaching can connote various aspects of teaching that correspond to the approach used. Methods encompass approaches, designs, and procedures. Although Richards and Rodgers' description of methods differs from Anthony's concept, they are fundamentally similar. Both recognize that a method is based on certain assumptions about language and language learning, and it is subsequently manifested in a series of techniques for presenting instructional materials to language learners, often referred to as procedures. Regarding the transformation of an approach into a method, it is essential to grasp the meaning of instructional system design.

Design operates at the level of method analysis, considering (a) the ultimate goals of a method, (b) how language content is selected and organized within a method, the curriculum model employed by a method; (c) the types of learning tasks and activities supported by a method; (d) the roles of language instructors; (e) the roles of language learners; and (f) the role of instructional materials.

Hamadah argues that the use of direct language in teaching a foreign language will be effective in achieving language proficiency. However, other methods place a greater emphasis on early grammar and accurate pronunciation. Several methods have been developed to teach the basic grammar and vocabulary of a language. On the other hand, Bambang believes that the grammar-translation method that once dominated foreign language instruction in the 1840s is still reliable for teaching grammar. These differences in the ultimate goals of language teaching methods are due to their varying assumptions about language and language learning.

Considering that methods are also developed from a single assumption about the nature of language, they are closely related to the selection of teaching materials, often referred to as the curriculum. The language curriculum will guide language instructors in determining what to teach (selection) when to teach material (sequencing), how language meanings or forms are conveyed (presentation), and what needs to be done to achieve language mastery (practice).

Since the language curriculum plays a crucial role in understanding language teaching methods, it is essential to clarify the various types of language curricula. Language instructors should have a thorough understanding of six types of language teaching curricula and be able to choose the curriculum that aligns with their teaching approach. In practice, there may be combinations of two or more curriculum types. The choice of curriculum type depends on the method, which

is developed based on assumptions about the nature of language and language learning.

The six types of language teaching curricula are as follows:

- a. **Structural Curriculum:** This curriculum comprises a set of language forms and structures that are being taught. For example, nouns, verbs, adjectives, statements, questions, phrases, and so on.
- b. **Notional/Functional Curriculum:** The curriculum focuses on a series of functions or meanings expressed when a language is used. Notional curricula can include language functions such as greetings, apologies, requests, and giving information, as well as language concepts like age, color, comparisons, and time.
- c. **Situational Curriculum:** This curriculum consists of a set of imaginary situations that place a language in context for specific moments. Situational curricula, for instance, may include situations in a restaurant, at school, in the office, dialogue forums, seminars, meeting new neighbors, and visiting the doctor.
- d. **Skill-Based Curriculum:** The curriculum contains specific skills in using the target language. Examples of language skills could include reading to find main ideas, writing coherent paragraphs, and listening to identify key points.

Kurikulum Berbasis Tugas: Isi kurikulum ini terdiri dari serangkaian tugas terstruktur yang harus diselesaikan peserta didik. Tugas-tugas ini mewakili berbagai aktivitas yang diperlukan saat menggunakan bahasa target. Contoh tugas tersebut termasuk melamar pekerjaan, memesan makanan melalui telepon, dan memperoleh informasi tentang suatu tempat melalui telepon.

The content of a content-based syllabus in language teaching is primarily focused on teaching specific subject matter or information using the target language. In this approach, the

subject matter takes precedence, and language learning occurs naturally as learners study the subject matter. An example of a content-based syllabus is a Philosophy of Islam class taught in Arabic.

Furthermore, the ultimate goals of a method are achieved through the learning process, which involves interactions that guide and organize the activities of teachers, students, and instructional materials in the classroom. Differences between methods at the approach level manifest in the selection of classroom learning activities. The learning process that emphasizes grammatical accuracy will be very different from one that focuses on communicative skills. Activities designed to develop specific psycholinguistic processes involved in language acquisition will differ from activities directed toward mastering specific grammatical patterns. For example, the Audio-visual method extensively employs question-and-answer sessions and pattern drills, often incorporating interactive games for motivation and to alleviate monotony.

On the other hand, the pattern drills of the Silent Way method also involve problem-solving activities using specialized charts and color-coded rods. In contrast, proponents of communicative language teaching advocate tasks that involve an "information gap" and "information transfer," where learners perform the same task but each has different information necessary to complete it. These types of learning activities in a method thus reflect the major activities supported in language learning, such as question and answer, responding to commands, group problem-solving, information exchange activities, improvisation, questioning, or exercises and drills. Along with determining the ultimate goals, the type of language syllabus, and the types of language learning tasks and activities, assumptions about language and language learning (approaches) also dictate the roles of language teachers and language learners. Language teachers have two primary functions: instructional and managerial. Both functions complement each other, and the first function cannot be

accomplished without the second. In practice, it is difficult to separate the two functions. Language teachers can perform both functions simultaneously.

Some methods emphasize the instructional role more than the managerial one, while others encourage language teachers to function more as classroom managers. In some methods, the role of a language teacher is very dominant, while in others, the role of the teacher is less dominant in the learning strategies. As stated by Richards and Rodgers, some methods rely entirely on the teacher as a source of knowledge and the determiner of the learning direction, while others see the teacher's role as a catalyst, consultant, guide, and model for learning.

The various roles commonly played by language teachers using different methods can be described as follows:

1. Language teachers function as organizers in the classroom. They maintain the discipline to create an effective learning environment. This role can involve actively engaging students in activities that require peer communication and cooperative efforts.
2. Language teachers act as counselors. Their role is to respond to learners' issues with empathy, guide without judgment, and assist learners in achieving their language learning goals.
3. Language teachers serve as motivators. They offer praise and encouragement to motivate students to make positive efforts. This function can be performed by providing positive feedback on assignments.
4. Language teachers act as observers. They identify errors made by learners and guide them to perform tasks correctly.
5. Language teachers serve as models for producing correct expressions and as judges determining when and how learners should be involved in learning activities and assessing the relevance and accuracy of their efforts.
6. Language teachers function as a source of knowledge and guide for learning direction. They take a dominant role in selecting the materials to be learned and how to master them.

The role of the teacher will automatically determine the role of the language learners. When a language teacher is highly dominant, language learners may have less dominance in the learning process. Some methods have been criticized for making language learners mechanical responders to stimuli presented to them, resulting in repetition. Language learners will be more active in learning when a language teacher is more passive in the classroom. The patterns of roles between language learners and teachers vary and are different from one method to another.

Some methods emphasize a balanced relationship between teachers and language learners, while others position the role of the language teacher as higher because they are considered the primary source of various skills and knowledge in language learning. Johnson and Paulston explain five roles for learners that allow them to become more autonomous:

1. Learners plan their learning programs, demanding responsibility for what they do in the classroom.
2. Learners monitor and evaluate their progress.
3. Learners are members of a group and learn by interacting with others.
4. Learners act as personal tutors for other learners.
5. Learners learn from the teacher, other students, and other learning resources.

The last component in the design level relates to the role of learning materials within the learning system. What is set regarding the objectives, content (in the syllabus), learning activities, and the roles of learners and teachers will determine the function of learning materials. Learning materials further elaborate on the content outlined in the syllabus. Learning

materials determine or outline the level of syllabus content fulfillment, and allocate time, attention, and specific components of syllabus content or required tasks. Learning materials also depict or imply the everyday learning outcomes that collectively achieve the goals of the syllabus. Learning materials are designed with the assumption that the learning process, overseen by the teacher, must meet the various and diverse demands of the students.

The instructional system's design implies specific roles for instructional materials in support of the syllabus and for instructors and learners. For example, the role of instructional materials in the Communicative Method can be described as follows:

1. Instructional materials will focus on communicative skills such as interpretation, expression, and negotiation (interpretation, expression, and negotiation).
2. Instructional materials will focus on exchanges of information that are easily understood, relevant, and engaging, rather than just presenting grammatical forms.
3. Instructional materials will include a variety of texts and media that learners can use to develop their competencies through various activities and tasks.

The role of instructional materials in a well-structured instructional system may include the following:

1. Instructional materials will allow learners to progress and develop at their own pace.
2. Instructional materials will accommodate various learning styles.
3. Instructional materials will provide opportunities for independent study and use.
4. Instructional materials will offer students opportunities to assess their progress in learning.

In contrast to the methods, differences between methods can be easily observed through their techniques. Techniques are implementation-based, meaning they are what

happens in the language learning classroom or specific strategies used to achieve certain goals. All activities that take place in a language classroom are techniques. Techniques depend on the teacher's imagination and creativity, as well as the composition of the class. Language teachers can develop their techniques as long as they are consistent with the assumptions or theories and methods that form the basis of their technique development. The use of media such as tape recorders, radios, interactive CDs, multimedia, closed-circuit television, wall charts, flashcards, and so on in language teaching are examples of techniques. One issue can be addressed through various techniques. The utility and effectiveness of various techniques in language teaching and learning often depend on the method and approach. Here are some examples of techniques for correcting student errors in language classes:

1. The teacher does not provide praise or criticism so that language learners learn to rely on themselves (Silent Way Method).
2. The teacher often praises when a student does something well in learning (Audiolingual Method).
3. When a student makes an incorrect expression, the teacher only repeats what is correct (Total Physical Response Method).
4. The teacher does not pay attention to a student's mistake as long as it does not hinder communication (Natural Approach Method).

Techniques are not limited to presenting language material but are also related to reviewing material. Therefore, the position of a technique is at the implementation stage, and it is often referred to as a procedure, while approaches and methods are at the design level.

LITERATURE REVIEW

There is a categorization of methods, including traditional methods (*al-tharîqah al-taqlîdiyyah*) such as the translation principles method, and modern methods (*al-tharîqah al-mu'âshirah*) such as the total physical response method and holistic (whole language). This

categorization is based on whether or not there is an underlying theory that supports these methods. (Marlina & Ramdani, 2018)

There are two theoretical frameworks underlying a method, making it modern: (1) linguistic theory and (2) language learning psychology. Both of these theoretical foundations are used to develop language teaching methods, which in turn give rise to various new methods, each with its strengths and weaknesses. Since every method has its advantages and disadvantages, there is no one best method; what exists is the most suitable method.

Language learning psychology theory emphasizes that language learners must undergo a stimulus-response process (*al-mutsîr wa al-istijâbah*). This means that learning a language requires the active involvement of both the teacher and the learner (student) or the alternation of stimulus from the teacher and responses from the student. This learning theory employs forms of dialogical skills (*hiwâr*) or question-and-answer. Therefore, teachers and students must be skilled at asking and answering spontaneously. In this context, what is referred to as a stimulus does not have to come from an external source or another person but can be created by the learners themselves? For instance, when reading a book, a student interacts with what they are reading.

Language learning psychology theory encompasses several streams, including:

1. Behaviorism Stream

Thorndike, a key figure in behaviorism, believed that learning a language is accomplished through a trial-and-error theory that can be executed by teachers by repeatedly training learners. This demands that teachers skillfully manipulate the learning environment to create productive communication. Based on this view, the aural-oral approach method emerged. This method trains listening skills and then focuses on improving pronunciation. Students who are accustomed to understanding what they hear will find it easier to understand what they read. This method emphasizes the use

of reinforcement activities (*al-ta'zîz*), which involve repetition. Reinforcement activities can include exercises, memorizing vocabulary in sentences, dialogues, and pattern exercises expected to develop oral language skills (listening).

2. Cognitivism Stream

This stream asserts that the environment does not determine the outcome of learning. Upon receiving stimuli, learners have the right to choose a response that suits their needs. Noam Chomsky is a follower of this stream and argues that everyone has an inherent readiness (potential) to learn a language, including learning a foreign language. This implies that there is no justification for someone not having an aptitude for a particular language and being apt only for learning another. If such a justification exists, it is merely a complaint borne out of frustration. Since birth, everyone has been endowed by Allah with a Language Acquisition Device (LAD). Therefore, in terms of language, two terms need to be understood: (1) *ta'allum al-lughah* and (2) *iktisâb al-lughah*.

The first indicates learning curriculum-based language, while the second implies learning language within the community of language users. Linguistic theory underpins the development and evolution of language teaching methods. This theory shapes the perspective on the essence of language, giving rise to two approaches:

1. Structural Approach, pioneered by Ferdinand de Saussure. According to this approach:

Language is spoken (oral) and not written, implying that foreign language learning focuses on speaking ability.

a) Language skills are acquired through practice and repetition (*al-ta'wîd wa al-tikrâr*), rather than mere translation from the learner's native language to the target language (TL), which would maintain the native language's influence. This explains why the "accent and intonation" in Arabic spoken by Javanese people resembles Javanese, while that spoken by Sundanese people resembles

Sundanese. The same is true for Arabic spoken by Japanese people, which resembles the Japanese language's intonation.

b) Each language has a unique system that distinguishes it from others. Arabic, for example, has both ismiyyah (starting with a noun) and i'liyyah (starting with a verb) structures, while Indonesian primarily uses ismiyyah structure.

c) No language can be declared superior to another because each language exists according to its inherent nature.

d) All living languages undergo development in vocabulary, structure, and patterns, except for dead languages.

The structural approach also asserts that the standard for language is defined by the language speakers. Hence, the saying "Language is what is spoken, not what should be spoken." For example, "ana muwazhzhaf" is correct, not "ana muwazhzhif," "hâdza masjid" is right, not "hâdza masjid," "ana masrûr(un)" is appropriate, not "ana sârr(un)," and so on.

According to the structural approach, there are several rules in the language learning process:

- a. Practice, training, and imitation should be intense.
- b. Language proficiency should begin with listening, speaking, reading, and writing. Language instruction should strengthen these four language skills both orally and in writing.
- c. Language teaching approaches can use contrastive analysis or Anakin to discover similarities between the learner's language and the target language and emphasize areas where training should be more intensive.
- d. Fluent pronunciation should be taught concerning sound patterns, including long and short readings, e.g., "hâdzihî sayyâratî" and not "hâdzihî saya roti" or "hâdzihî atstsallâjah" and not "hâdzihî asalajah." Similarly, fluency in structural aspects should be taught to avoid overly influencing Arabic structure with Indonesian or regional languages.

Besides, the two basic theories of linguistics and language learning psychology also gave birth to the audiolingual method.

Generative Transformation Approach, pioneered by Noam Chomsky.

According to this theory, language consists of two structures: inner structure (al-binyah al-'amîqah) and outer structure (al-binyah al-shathhiyyah). For example, when someone says "al-muwazhzhaf", it is equivalent to saying "hal anta muwazhzhaf?" Furthermore, according to Chomsky, a person's language skills fall into two categories: competence (al-kafâ'ah) and performance (al-adâ'). This means that a person's language proficiency differs between their competence and their performance, and the two are not necessarily directly proportional. Generally, performance skills (al-adâ') are lower than competence skills, both in spoken and written language.

According to Chomsky, a person's skill in a particular grammar is based on linguistic competence, not language proficiency. A person's language skills can be categorized as:

- a. Basic comprehensible language skills (al-lughah al-mufahhamah).
- b. Fluent language skills (al-lughah al-fashîhah).
- c. Artistic language skills (al-lughah al-balîghah).

Based on the generative transformation theory, language learning should adhere to the following principles:

- a. Language proficiency is a creative process. Learners must be provided with extensive opportunities for creative speech in communicative situations, rather than mere imitation and verbalism.
- b. Material selection emphasizes communicative needs over contrastive analysis.
- c. Grammar rules (nahwu) are provided implicitly as needed, to support language proficiency.

Teaching Good Structure:

It's essential to understand that qawâ'id (grammar), including structure or tarâkîb, is not the goal of language teaching but a means to achieve goals. Therefore, the teaching of structural elements in the all-in-one system should only be done implicitly since the goal is to support language proficiency. In this context, implicit instruction is sufficient, as it supports learners in mastering grammar structures. When teaching structural forms (such as ismiyyah patterns), it is essential to set a clear beginning, scope, and objective to understand which patterns should be learned and achieved in a sequence of lessons.

Theoretically, the structure can be taught through a deductive approach, beginning with the rule, followed by examples. These examples are then practiced. The examples used should be practical and communicative. Alternatively, structure can be taught through an inductive approach, starting with examples, and then learners are asked to deduce the rules.

To achieve language proficiency, which also includes implicit structural teaching, several media can be used, such as:

- a. Fixed replacement, i.e., replacing a word in the same structure.
- b. Shifted replacement, which involves changing a word in different sentences.
- c. Double replacement, involving two or more word replacements in a structure.
- d. Using transformation models, changing sentence forms, e.g., from ismiyyah to i'liyyah, or from mubtada' muqaddam to mubtada' mu'akhkhar, and so on.

CONCLUSION

The issue of Arabic language learning has not yet achieved a satisfactory level of success. Many factors contribute to this problem, and one of them is the choice of teaching methods. However, it's important to note that the method is just one among several contributing factors. The effectiveness of a method is closely connected to other elements like learning resources, the learning environment,

motivation, teacher competence, and professionalism.

To address this challenge, it is essential to improve the competence and professionalism of teachers, starting from the earliest stages of education up to higher levels. Additionally, the paradigm of Arabic language learning should shift from being solely a tool for spiritual growth to one of practical application. This shift needs the support of government policies, both in predominantly Muslim countries like Indonesia and in Arab countries. They should be motivated to enhance the Arabic language skills of Muslim communities through substantial scholarships for advanced studies and opportunities to work in Middle Eastern countries, contingent on having adequate Arabic language proficiency in both spoken and written forms.

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