Investigation of Causal Factors Is Disshort Arabic Language Lessons

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Abstract: This study will discuss the problems faced by students while learning Arabic at Madrasah Aliyah Al-Huda. This type of research is descriptive qualitative. In this study, data were collected through observation, interviews, and documentation. This study aims to find out why many students of Madrasah Aliyah Al-Huda are not happy in learning Arabic. The research subjects totaled 63 students. Including 46 male studentns and 17 female students with a sample of 5 students, using a simple random sampling method. The results of this study indicate that there are 4 factors, namely : The difficulty in translating into Indonesian, the lack of learning media, the lack of basic Arabic because the schools are diverse (from public schools*),* and environmental factors that are not conducive.

INTRODUCTION

Arabic subjects have been implemented in several schools, especially Madrasah-based schools. To make and realize a quality education, there will be a lot of challenges and obstacles faced at the school. Especially in this case, the subject of Arabic still needs to improve in students' interest to learn it. The low interest of students in learning Arabic is that they think it is not easy to understand. Interest in learning shows the tendency of a soul that wants and remains consistent with what it wants to pay attention to so that it will remember the activities carried out during the learning process with profound feelings (Slameto, 1995). *Interest* is a desire that shows a tendency because of a sense of interest. If we are interested in something, we will be active, driven, or see all the objects of activity because we know the meaning of these activities (Gie, 1995).

The difficulties experienced by students during the process of learning a foreign language (Arabic) are the language settings that are different from the first language used with the second language (Richards, 1974). Besides that, the problem that exists in the process of learning Arabic is the use of the method used by a teacher (James S. Hendrickson, 1978). In educational activities, there are things that cannot be separated, between educating and being educated. This activity certainly shapes things related to the activities of students. The learning method used by the teacher directly for the teacher is enough for students or students to understand a foreign language (Arabic). Whereas basically for us to be able to understand a foreign language is to use the target language that is being studied, because the purpose of learning a language is communication (Rod

Ellis, 1989). If students have a high will in learning, the achievement of learning outcomes will also be high. On the other hand, students who have a low willingness to learn will feel bored and annoyed during the learning process. The causes that trigger a person's reading skills can be classified into two factors, namely: Intrinsic factors which include the ability of the reader to use language, desire, talent, determination, and ability to read. Then the second, namely extrinsic factors, is divided into two categories, namely: These elements come from within the reading sentence, and these elements also come from outside the reading environment (Pearson, 2011).

The first level relates to reading and reading/script gathering or discourse, while the second level relates to media, models used by teachers in the teaching process, and many others. How to see a person's reading skills can be seen by the quality and quantity factors of what he reads (Harras and Sulistianingsih, 1997). As for other causes that make it difficult for students to learn Arabic, including tutoring that is still focused on the teacher, where the teacher explains and the students only listen, teaching is the same in nature and still makes students less motivated to take part in learning activities, every task given by teachers students lack creativity in solving them, students are less independent in acquiring and building knowledge, and students are not interested in learning because the media used is still limited to writing on blackboards (Anggara, 2017).

The environment greatly influences children's language skills (Stepen D. Kresen), such as the formal and informal environment. In applying the theory he learned in class, the environment is one of the things that has a big influence. The big influence that can make children's language skills, because students can immediately say what they learn around the environment, not just theory (Edward Sapir, 1912). There are also several theories that explain such as the theory of beaviorism, namely learning a foreign language also requires equivalents and adjustments, both written and unwritten, Skinner believes that what shapes one's language is the environment. Then the theory of beavirorism is challenged by theory (Noam Chomsky, 2002), which states that the environment is not a factor influencing a person's language skills but is innate, because since birth humans have been equipped with LAD (Language Acquisition Device) or acquisition devices. This device is an almighty gift that allows humans to speak in an organized and understandable manner. Basically the learning process is a relationship of interrelated activities between teachers who educate, and students who are educated in matters of learning and also teaching at school. Arabic in the world of education is aimed at developing and cultivating the potential that exists in students. However, in reality the Arabic language subject continues to experience a decline in student interest in learning it. Conditions like this also certainly make teachers think about how to foster interest from their students regarding these subjects.

Learning is a process in which it leads to a definite and measurable change (Acep Hermawan, 2013), he also argues that the main mission of learning a foreign language is to improve students' skills in applying the foreign language, both orally and in writing. Proficiency in improving a language in the world of language learning is defined as an ability to speak. The four abilities are: Listening, Speaking, Deciphering, Composing.

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Learning is also a transformation of fixed attitudes and behavior, which is based on an exercise or activity that is carried out repeatedly. Learning Arabic is also an activity to learn to master the language, by requiring a learning process that involves teachers and students, of course these activities do not always require learning at the place of study (school), but can be through communication outside of school (Kimble and Garmezy, 2015).

We also know that making adjustments in adolescence is something that is said to be quite difficult for the teenagers themselves. In an effort to make these adjustments at school so that it can run smoothly, the teacher must be able to make the school a place that is able to attract the attention of students, so that learning can be fun. Learning can be said to be in a category of social reactions where there is a relationship between students and teachers. This social reaction applies to the scope of the school, especially in the classroom when learning activities are carried out, and later there will be communication between the teacher and students. A learning process can be said to be successful if students can get the overall learning material well, but there are often difficulties in transferring teaching material to students, especially in certain subjects.

METHOD

This study uses a descriptive qualitative method, the purpose of which is to find out the various kinds of student progress towards the stages of learning Arabic, which we collect directly from the data at school using random simple sampling. In this study focused on students who still tend to lack interest in learning Arabic lessons at school. We obtained this data by conducting interviews and direct observation at Madrasah Aliyah Al-Huda, with a total of 63 students, of which 46 were male students and 17 were female students. And from this total, we only took 5 students as our research sample, which consisted of 3 female students and 2 male students. This research was carried out precisely on October 26 2022 at Madrasah Aliyah Al-Huda, in Daya Murni Village, Kec. Pelepat Ilir, Kab. Bungo. Where the subjects who were the target of this research were class XI students of Madrasah Aliyah Al-Huda. The research data is to look at the factors that cause disfavor in Arabic lessons, namely by using direct interviews, by asking 6 questions. In addition to interviews, researchers also used the documentation method. The data analysis technique used is by looking at the results of questionnaire data in interviews for answers from each student and then analyzing them.

Table 1. Student Samples

No	Gender	Jumlah	Sample
1	Male Student	46	2
2	Female Student	17	3
	Total	63	5

RESULT AND DISCUSSION

There are also research results obtained from investigating the causes of disliking Arabic lessons at Madrasah Aliyah Al-Huda. As for the results of the research above, out of 63 students, 5 students were taken as samples for interviews. From there, it was found

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that in outline 4 factors they did not like Arabic subjects, namely: Difficulty translating into Indonesian, lack of learning media, lack of basic Arabic because the school diverse (public schools), and environmental factors that are less conducive. Therefore, the teacher should be able to make and create interesting learning activities. As expressed by Winkel (Dwi Sunar Prasetyono, 2008), if there is a pleasant feeling in the heart, it will foster an interest for students to learn.

The difficulty of translating Arabic into Indonesian

Arabic language subjects are provisions for understanding real knowledge and also an activity for understanding the teachings of the Islamic religion which cannot be separated. But it is very unfortunate that in the current era, the subject of Arabic has decreased the interest of most students, one of which is in class XI at Madrasah Aliyah Al-Huda school. It is this reality that makes Arabic subjects difficult to learn if we look at them and compare them to other foreign languages. In general, all students must already know what Arabic subjects are at school. However, besides that there are many obstacles, such as difficulties in learning mufradat, stringing words into a sentence, translating into Indonesian, not being fluent or not fluent in reciting them, what is certain is that students are also difficult to memorize if given a rote task by the teacher. Besides that, some of the obstacles experienced by students when learning Arabic, namely they are still lacking and lazy to add Arabic vocabulary.

Arabic is not the main language but a second language or a foreign language that is recommended to be learned. However, there are many obstacles so that Arabic becomes one of the most difficult languages to learn even though in essence Arabic is the main language of the Al-Qur'an and Al-Hadith. One of the next obstacle factors is translating Arabic into Indonesian and vice versa, even when using a dictionary. Alfaori (2017), expressed his opinion that translating is not just a matter of changing language but rather explaining language style, impressions, expressions and their characteristics.

As for new vocabulary that still sounds foreign to students, so when they want to compose a sentence, they will find it difficult, and they feel they have given up first, even though they haven't started it yet. Even though most of the students already have Arabic dictionaries, they still have difficulty in working on/composing a sentence. This happens because, if we translate Arabic sentences into Indonesian sentences, the translation will change and be different from the original sentence. Vocabulary is also one of the obstacles in students learning a language, especially Arabic. The main requirement for anyone, not just students or students who want to learn a foreign language, is to increase their vocabulary, because the more we know vocabulary, the more proficient we will be in translating foreign languages into Indonesian. It is possible that someone will get used to and easily speak Arabic if he is more diligent and active in increasing his vocabulary (Hasyim, 2016). Even Rusydi Ahmad Thu'aimah (2020), argues that a person will never be able to master a language if he does not have mastery of mufrodat and skills to learn languages. For this, of course, students must be more active in multiplying and adding to their Arabic vocabulary so that translating Arabic becomes easier and more enjoyable.

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From here maybe the teacher should understand and understand what is wanted from his students, and a teacher should be able to create fun learning methods, so that when learning takes place the students will feel happy and the material presented will be easily accepted by them. Then, the teacher can adjust the teaching materials to the material to be conveyed when teaching and learning activities are carried out, and students must first understand so that they understand what the teacher will give, so it will be easier for students to accept the material and it will be easy for them to remember it (Nurhadi, 2018). As for the opinion (Fahyuni, 2011) which says that in learning Arabic one must also be able to make models or variations of learning activities such as playing games, singing, drawing, this will make students not bored and they will even easily memorize vocabulary if it is in the form of singing.

Lack of Learning Media

The media is also one of the supports that can be used by teachers to support and support teaching and learning activities in schools. Through these media, teaching and learning activities can be more easily carried out and understood because teachers can more easily apply what they want to convey to students. As (Fitria, 2017), the media is everything that is within the scope of the school that can be used to provide messages that can encourage thoughts, foster enthusiasm for learning, attract students' attention and the willingness of students to be more motivated and enthusiastic in learning so that a learning process occurs. by teachers and students. The role of the media is very important because the media is a distributor of what the teacher wants to convey to students. As stated by Mukhlish Fuadi (2010), said that the use of learning media is to reduce boredom while learning a foreign language (Arabic).

Learning media is an important part of efforts to organize learning in schools, but the provision of learning materials is still a problem. In order for the learning process to run properly and with direction, learning media is needed to be utilized so as to accelerate what has become the goal of learning. As for the success or failure of learning media that has been determined by a teacher, it comes back to the teacher and students, whether the media used can truly be fully understood by students or vice versa. The use of media during the learning process can bring good things, as written by Deporter, Reardon, and Singer Nourie, who use tools such as visual aids to start learning activities can encourage ethics and bring up neural pathways to create thousands of associations in students' consciousness. Visual stimulation like this can create a variety of learning environments (Marisa, 2012).

Materials that are too abstract such as foreign languages are often confusing for class XI Mas Al-huda students. Media that is used as learning material must be compatible with the character of students. There are some teachers who are only obsessed with helping convey learning material even though the material to be taught can be designed from various sources according to the needs and character of the learning material to be taught to students. Through learning media teachers can more easily achieve learning outcomes and students will more easily accept what is conveyed by the teacher. If the learning material fits no hard-to-achieve program requirements, so making

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sure the study material alone is a wise decision. Making educational materials, references can be obtained from various sources or own knowledge or dig up information from sources, both experts and peers. However, this is a problem because the teacher thinks that the media is very difficult and not easy for him to understand.

Basically every education is a person's effort to understand himself, where humans themselves are creatures whose lives change (dynamic). He will always follow the changing times from time to time so that various problems will arise in the world of education (Khalifah, 2017). In addition, education is always closely related to educating and improving human effort and efforts, what is meant here are teachers and students (Akhsan & Ahmadiyah, 2020). Knowledge is obtained by following a learning process, of course in this case it requires the teacher to compare lessons with elements related to goals, teaching materials, teaching methods used, tools and learning materials for assessment results, so that it is possible to achieve the desired goals. (Primaningtyas, 2018). It is not surprising that in the world of education there are many mistakes in the process of learning Arabic. This does not only happen at the elementary school level, but occurs at almost all levels. One of the contributing factors is indifference and ignorance in learning Arabic, and students also think that learning Arabic is complicated and difficult to understand, they also do not believe and believe when they speak Arabic (Khartum, 2020).

In teaching and learning activities, most of the teachers only explain, so that students do not receive the material conveyed by the teacher clearly. This is also very unfortunate, because students do not ask back material that they do not understand, because they think that they understand the material well. Teachers should also be able to provide teaching media that can help and grow and support the learning process in class (Gemilang & Listiana, 2020). At Madrasah Aliyah Al-Huda the learning media used by Arabic subject teachers are still very simple, especially in mufrodat learning the teacher only writes it on the blackboard then students are instructed to write and memorize it. In fact, students really don't like this, because students tend to like interesting learning, even though they have to memorize, of course a student also wants fun learning media. So that he became enthusiastic when memorizing it. As stated by Siduppa (2021), that without using the right learning media, learning material will not reach students, especially at the initial stage.

Lack of Basic Because of Diverse Schools (Public Schools)

Arabic is a subject that is applied in almost every school, especially if the school is an Islamic school (Madrasah). However, even in the current era, Arabic subjects are widely applied in public schools, such as in kindergarten, starting from teaching singing, learning to count using Arabic, learning to memorize colors, and many more. But unfortunately at the elementary, middle and high school levels, Arabic lessons are only taught in schools. Where the teacher only explains in front, and the students are only ordered to write, and then the students are given independent assignments, this happens repeatedly. Actually the teacher needs to know, this will only make students confused

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when they want to continue their education to a higher level, because of course students will feel that what they have learned so far has nothing stuck in their minds.

Of course, learning Arabic is not as easy as we imagine, learning Arabic is not just learning to understand and understand right away. The implementation of learning refers to actions, activities, or the existence of procedures so that they are finally able to achieve the planned goals (Nurdin Usman, 2002). Graduates from various schools also influence teaching and learning activities in schools, of course in this case it concerns Arabic language subjects. Many of them who were alumni of SMP chose to continue on to Madrasah Aliyah schools. This is where they may first learn Arabic for the first time. In this day and age technology is ingcresingly developing, teachers are required to be able to make media that are interesting and up to date with the times. In the current era, technology is developing very rapidly, this can be an opportunity and is used by teachers to create media that actracts students, interest that learning at school. Such as the us ICT-based learning media (Information Communication and Technology) or TIC (Technology Information and Communication), besides the media can be made of provide by teachers/school, namely audio visual and visual learning media. Audio media in learning Arabic is highly recommended, because students can listen to lessons anywhere, anytime. So that the more often students listen, the easier it will be for them the remember the lesson.

As we know, learning Arabic is a plus for a Muslim. However, there are many obstacles for a student, especially in learning this, one of which is what we are discussing now, namely the average basic student is not from an Islamic boarding school or someone who studies Arabic, but an ordinary student who does start from zero, thus making students get into trouble and are confused about how to get started. According to the results of interviews with students, the basic differences that students have make learning Arabic difficult to balance. The large number of students who do not know the basics, and the large number of students who have studied the basics, of course, makes learning Arabic have gaps. Sometimes teachers don't ask students and teach directly, so that many students who have never studied Arabic at all, become confused about how to be able to equate with students who already have little knowledge. This factor is undeniable, not even only from MAS Al-Huda, this factor also affects the many students from other schools who complain about the same thing. Tae Young Kim and Yoon Kyoung Kim (2015), have conducted research and research in South Korea which said that they found five factors that hinder learning in learning foreign languages and one of them is the lack of learning experience.

There are two reasons for learning Arabic. First because if we want to communicate with language owners, then we have to be smart and understand their language. Second, because Arabic is a religious language that requires us to be able to learn it to a minimum to perfect our worship, because in worship and our way of life is the Al-Qur'an which is in Arabic (Abdul Mu'in, 2004). The opinion of Fakhrurrozi and Wahyudin (2012) argues that Arabic divides into two groups of major problems, namely linguistic and non-linguistic problems. The learning process at school is a very enjoyable thing, it depends on each students how he carries out his dailylife at school. In addition to

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the breadth of the ability to master vocabulary, the delivery and presentation of the way the teacher convey learning materials also really needs to be consideredby the teachers himself, the presentation of fun materials will captivate the children themselves, so that there will always be question from students to their teachers if they have not understanding of ongoing learning.

Unfavorable Environmental Factors

The environment is the place where a learning process takes place, the success or failure of the learning process apart from the quality of the teacher and adequate learning media, the environment is also one of the determinants of the success of the learning objectives. If the learning environment is not active or less conducive the learning process can be hampered. The environment also has the ability to motivate good interaction processes between teachers and students, makes students more active, fosters a sense of curiosity towards students and students can freely express their opinions directly in class. Thus, if the learning environment runs conducively, the objectives of the learning process will be achieved.

The main factor that influences understanding or development to understand a language is the environment. Language learning through the environment also represents learning a new language (Carol, 2009). According to Carol, language is transmitted through an environment that is not just a classroom, and also learning languages can be done in an open environment, and of course it is more capable of honing students' language skills. The less conducive learning environment is not solely due to the lack of facilities from the school, but because of the lack of media and a boring learning atmosphere and the many students who are not focused so that it disturbs other students who sometimes really want to learn Arabic. This lesson is also a subject that has minimal interest because the way of learning and the learning atmosphere are generally monotonous and uninteresting. Schools and educators really have to change the way of learning and the learning environment so that learning, especially Arabic, can progress.

Conversely, if the learning environment is less conducive, the student learning process will be disrupted and the goals of the learning process cannot be achieved. Because the success of a teacher in creating a conducive learning environment will have a positive impact on his students, if the learning environment is not conducive students will experience failure and difficulties in the learning process. A learning environment that is not conducive is very impactful for students because a learning environment that is not comfortable for them will make them not interested in taking lessons, feel bored and bored in the learning process because the learning environment is not conducive. That's why the environment is the main thing that must be considered in a teaching and learning process. As Farid (2014) and Anggraini (2017) said, the learning environment has a very positive influence on the learning process and learning outcomes. Thus it is clear that the environment is one of the determinants of the success or failure of a learning process in schools. The environment has a big impact on a learning process, because if the environment is not good then it is difficult for students to get lessons that are in accordance with what is expected, students become lazy to enter if the environment is not

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conducive, even students can not be at all interested in carrying out a learning process. Environmental factors that are less conducive can slow down the student learning process. The environment that is said to be less conducive here is how the learning activities are used or implemented by the teacher, what media are provided by the school, and how is the environment around the school, is it free from outside noise that can interfere with the learning process.

The teacher's role in creating a good learning environment is also required to be able to manage class conditions and make the atmosphere in the classroom remain conducive. In addition, good educators are able to create a different learning atmosphere, are able to stimulate their students well and are able to create learning media that can foster students' desire to learn (Slavin, 2011). Likewise the opinion expressed by Wulandari (2015), that the teaching process can be seen from the learning resources that exist in a school, what methods are used, the learning media provided, and how the learning process is implemented by a teacher. The learning process is well planned, the availability of sufficient learning media, the teacher provides innovative learning methods and ways can be a benchmark for achieving a learning process goal. Will an organized environtment and conducive learning, there is no doubt about it. This will certainly be able to immediately improve the mood of students so that they are easy to accept lessons.

CONCLUSION

As for the results of the investigative research on the causes of disliking Arabic lessons, it was found that there were 4 contributing factors. Among them are: the difficulty in translating into Indonesian, the lack of learning media, the lack of basic Arabic because of the variety of schools (from public schools), and environmental factors that are not conducive. The suggestions for future research are that the researcher tries to convince or focus students in answering the questions posed by the researcher, so that what is conveyed is true.

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