

Language Teaching Quality Improvement Strategies Arabic for Non Arabic Students

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ABSTRACT

Arabic is one of the foreign languages taught in schools in Indonesia, especially schools based on Islam. Arabic has its own complexity in learning, especially for those who come from schools that do not teach Arabic. So this is where a teacher is required to carry out a strategy so that the Arabic language taught does not become a scourge for students. This study aims to offer Arabic learning strategies for teachers so that they can be implemented in Arabic learning. In this study, the author uses a literature review. Data were collected from various sources related to learning strategies. Then the data were analyzed using content analysis. The results of this study found various strategies that can be used by a teacher in learning Arabic, namely, humanism-based teaching, media-based teaching, and gender-based teaching.

INTRODUCTION

Arabic is a subject that must be taught in Islamic educational institutions starting from the Ibtida'iyah level to universities, both public and private, so that to provide maximum understanding, innovative strategies are needed if food, one type of dish cooked by different chefs will result in negative outcomes. on the difference in taste in the dish.(Khasanah, 2016). This can be proven that the fried rice served by certain restaurants is perceived by buyers as tastier than the fried rice from other restaurants. Therefore, there are one or two restaurants where customers are willing to queue just to be able to eat. While other restaurants that serve the same menu do not attract many visitors. How could this happen? The answer of course can vary according to the tastes of visitors. However, there will be an answer point if the question is directed to those buyers, namely the taste of the food is different from other restaurants. Talking about the taste of a dish, it cannot be separated from the chef who has mixed and processed the raw materials into ready-to-eat dishes. Talking about a chef who prepares food, means talking about how a chef prepares and seasons so that it can produce a delicious taste.(Hidayat et al., 2021).

I think that is the case with the teaching and learning process with various components in it. Starting from the learning objectives, teachers/lecturers, students/students, teaching materials, strategies/methods, media and evaluation. Overall expect a promising quality of Arabic teaching. The impression that Arabic is difficult to learn often arises from among students and students. This statement appears not only in general majors such as the Department of Mathematics, science and technology (Sainstek), Natural Sciences (IPA) and Social Sciences (IPS) at Islamic Higher Education (PTAI). However, this also occurred in the Department of Islamic Religious Education (PAI), and the departments in the Sharia, Da'wah and Ushuluddin faculties.(Bulkisah, 2012) This statement can be strengthened if every foreign language teacher (Arabic) often conducts opinion polls at the beginning of the lecture (meeting).(Akla, 2017) So, you will be able to find a variety of reasons for students who have sprung up. Among them are difficult reasons due to educational background, the market for Arabic alumni users is smaller than other foreign languages (say English), the practice environment with native speakers is very limited, teaching media is minimal, access to Arabic via electronic media is not as easy as other languages, or It can be seen in social interactions in the form of direct and indirect daily communication. For example, the mention of Sunday shifts to Sunday, number one goes down with number one, abah (abi) is shifted by babe, bokap and papi. This is certainly a social symptom of speakers of a language.(Zainuddin & Ridwan, 2020).

Social phenomena in the use of a language have a strong influence from the user to the listener (receiver) of the language. Because basically, learning a language is the most decisive thing in the social environment. Words that are often used by parents in communicating with children, of course, will greatly affect the development of children's language skills with the choice of words that are not much different from their parents' words (commendable versus disgraceful). Likewise, everyday social language will be largely

determined with whom to interact (commendable words - Improperly words).(Suwarno et al., 2021).

There are foreign observers who are surprised to see the conditions that occurred in the country after the new order. Until the foreigner calls this country like an animal farm, it is no longer a collection of people who have a high civilization. Indonesia, which used to be known as the emerald of the equator and its friendly and polite people, has now turned into a country that is scattered with violent people's behavior. That's a really bad word. This condition is exacerbated by the increasingly heated political elite struggle marked by mutual blasphemy, insults, and threats through loud and vulgar words. Political elites may not realize that they are role models for society, whose every action and speech will have a wide impact in society. Even though the political elite clashed in language discourse by issuing statements to each other. The masses will apply by means of violence. Therefore, the use of dirty, harsh and vulgar words is believed to be one of the causes of violence. People are now also accustomed to using hard and dirty words and expressions in communicating. Like the expression of culprits, thieves, political thugs, that's just how troublesome it is, how come members of the DPR are like kindergarten and so on.(Suwarno, 2017)

This will be exacerbated again if the motivation of the teacher is weak, soft and not enthusiastic. In fact, no matter how heavy the problems that arise in the teaching and learning process, if they are supported by a reliable al-mudarris spirit. So, we can be sure everything will be delicious and delicious as is the case with the analogy of a chef above. In line with the statement (al-thoriqoh ahammu min-al-maddah walaakin al-mudarris ahammu minal-thoriqoh, waruhal-mudarris ahammu minal-mudarris nafsih). Departing from this, the author is interested in studying strategies to improve the quality of Arabic teaching for students with the aim of providing directions for teachers, especially Arabic teachers, to carry out Arabic learning strategies.

LITERATURE REVIEW

Overall expect a promising quality of Arabic teaching. The impression that Arabic is difficult to learn often arises from among students and students. This statement appears not only in general majors such as the Department of Mathematics, science and technology (Sainstek), Natural Sciences (IPA) and Social Sciences (IPS) at Islamic Higher Education (PTAI). However, this also occurred in the Department of Islamic Religious Education (PAI), and the departments in the Sharia, Da'wah and Ushuluddin faculties.(Bulkisah, 2012) This statement can be strengthened if every foreign language teacher (Arabic) often conducts opinion polls at the beginning of the lecture (meeting).(Akla, 2017) So, you will be able to find a variety of reasons for students who have sprung up. Among them are difficult reasons due to educational background, the market for Arabic alumni users is smaller than other foreign languages (say English), the practice environment with native speakers is very limited, teaching media is minimal, access to Arabic via electronic media is not as easy as other languages, or It can be seen in social interactions in the form of direct

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RESEARCH METHODS

This study uses the type of literature review research, which is an academic study that aims to develop theoretical aspects as well as practical benefits.(Zed, 2004) The research data comes from primary data, namely primary data or main research data related to Arabic language learning strategies and secondary data. Namely data supporting research on learning strategies. Data analysis used content analysis, namely by analyzing literature as primary and secondary(Auliyah et al., 2021) sources with various theories and findings about learning strategies.

RESULT AND DISCUSSION

There are several strategies that can be used in learning Arabic, as will be described below:

1. Teaching Arabic based on Humanism

Humanist or human science. The term from antiquity to the nineteenth century refers to the entire cultural knowledge of Ancient Greece and Classical Rome, including literature, language arts and grammar. Now humanities are various branches of science that contain cultural characteristics or elements that are distinguished from the natural sciences and social sciences. Humanities include history, religion, philosophy, linguistics and art. In Latin the term Humanities is used while in German Geisteswissenschaften is a science that aims to make humans more human.(Wahyuningsih et al., 2021) While the humanities is the understanding that humans are more cultured. So, it should and should be for language speakers to be able to provide language behavior that upholds human values (educating) and prioritizes cultural elements. Because the language shows the nation. And language ability is the identity of the language user.(Adila, 2022)

In the teaching and learning process, the humanist approach I mean is the interaction between the teacher and the students as learning partners. Seriousness, tenacity to try to explore and recognize students more closely, is a real step, a teacher towards the threshold of success. Like being able to know the names of students through the ta'aruf process. So, you will find a large number of students' names that come from Arabic, for example; Abdul Ghani, Ahmad Muzakkir, Uswatun Hasanah, Siti Khodijah, Muzammil, Jamilah Muhammad Zakaria and so on. So, whoever calls the name automatically uses Arabic. And in general, the names of students in Islamic universities can be ascertained in the majority are heavily influenced by elements of the Arabic language. For that, there should be a habituation process for students to call their friends or friends by their real names. Don't let A's name be Zakaria, but his friend calls him Jacky, Yusuf is called Ocev.(Munawwaroh, 2018)

Besides that, there are concrete steps that a language teacher can take in the form of motivation. Give convincing and compelling statements that

Arabic is not difficult. Although that may be the case. Instill an optimistic attitude (tafaa'ul) to students. However, this difficult impression arises because basically we never know and understand that we are actually good at speaking Arabic. The proof is, from the moment we wake up until we fall asleep again, our mouth, tongue and lips are never quiet and lonely from Arabic. Prayer to wake up in Arabic

النصور وإليه أمانتنا بعد ما من أحيانا الذي الله الحمد

then after that we take ablution water again using Arabic, then the call to prayer until then establish the dawn prayer

الصبح فرضا أصلي راعتين مستقبل القبلة أداء الله تعالى، الله أأبر.....

And so on until greetings. Likewise, when the time for the Zuhur prayer has arrived, Asr is the same, Maghrib comes to the Isha prayer. All in Arabic. So, basically from prayer alone we have spoken Arabic five times, not to mention the an-Nawaafil prayer (sunnah). But of course this only applies to younger students who pray. Those who rarely pray or who never pray, of course, have a different story. For that, pray! Before praying. (Yusuf, 2019)

Next, as a foreign language teacher (Arabic), don't be afraid to always try to motivate students. For example, ask 10 fingers! In daily life 1X24 hours. Which is more busy touching the handphone keypad than touching scraps of Arabic books or other course books? So, many things can be done in giving an optimistic attitude to students. Indeed, theoretically, there is an expression "with language we are able to grasp the world". If it were said that the Indonesians of the past were good at speaking Dutch, it would not have been possible for them to be colonized for 350 years.

2. Media-Based Arabic Teaching

A famous philosopher from China, Confucius. She said; What I hear, I forget What I see, I remember What I do, I understand What should be done is to improvise the teaching media. (Iswanto, 2017) The point is the enrichment of learning media, both ready-made media and tentative/concoction media. Likewise with Arabic learning methods and strategies. For example, by translating popular songs in Indonesian into Arabic. Then there's a kind of (language game), (Arabic puzzle), (children's song), (language demo), and (composing sentences), and others. (Wahyuningsih et al., 2021) Technically to improve the quality of learning can use multimedia, such as laptops and focus. So that each face-to-face can display material as attractive as possible by using power point programs, movie makers and animations that support each learning material. And try to give light assignments every face to face to students to make a summary of each material being taught. These efforts are expected to have a significant impact, children become excited, lecture activities become lively and enthusiastic. And what is most desirable is the occurrence of a change in student learning behavior in a positive sense, which includes cognitive, affective and psychomotor. At least, the most prominent change that can be

seen is the emergence of learning motivation. To be able to find out, it can be done by giving the Student Assessment Worksheet (LKPM) which can be given at least 2 times in one semester. With indicators of four language skills, both receptive (listening-reading) and productive (speaking-writing). (Munawarah & Zulkifli, 2021)

It should be acknowledged that recently, there have been many interesting and fun strategies and approaches in learning such as quantum learning (QL), contextual teaching and learning (CTL), competence-based learning (CBL) and learning Arabic via computer assistant language learning (CALL).) and the internet. According to Ahsanuddin, the use of the internet can not only make a positive contribution to the academic activities of students but also lecturers. The internet and the web can provide the possibility for lecturers to explore information and knowledge in the courses that are their expertise. (Ahsanuddin, 2002). Expertise in this case is of course competence and ability in the field of Arabic. In particular, Arabic speaking and writing skills are two language skills that are considered difficult for students. Because both skills require a large vocabulary, appropriate structure and varied expressions. Hidayati, revealed that writing is a difficult skill for the second learner. The difficulty is caused not only in generating and organizing ideas, but also in translating ideas into readable and understandable texts. In addition, difficulties are also caused by errors in the approach factors used in learning. (Hidayati et al., 2016) Of course the internet as one of the media that can be accessed anytime and anywhere, can provide a stimulus to Arabic learners.

3. Gender-Based Arabic Teaching

Gender as a symptom of socio-cultural friction with linguistic studies deserves contemplation. Gender from the biological reality that is different between men and women, this should not be misinterpreted as a cultural phenomenon that is cultural, and this is based on language. The biological differences seen by humans are then codified or stored in language. (Kholiza & Fadilah, 2021) From here the dichotomy of men and women can then become the simplest scheme or framework of thinking. Because it is then difficult to replace.

In some societies, gender differences are crucial in the way a person uses language, as seen, for example, in French, German and Arabic. In French, objects are classified into one of the two sexes, male or female, using the articlele (for male) or la (for female). Differences on the basis of male and female also exist in Arabic. (Zuhriyah, n.d.) It can be seen in the classification of dhomir (pronoun) both munfashil and dhomir muthosil in Arabic

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|----|-----|-------|------|---------------------------|-----|-------|------|------------------|
| 1. | هو | هما | هم | (للغائب المذكر) | هي | هما | هن | (للغائب المؤنث) |
| 2. | أنت | أنتما | أنتم | (للمخاطب المذكر) | أنت | أنتما | أنتن | (للمخاطب المؤنث) |
| 3. | أنا | نحن | | (للمتكلم المذكر و المؤنث) | | | | |

Next are as follows:

- | | | | | | | | | |
|----|----|------|-----|-----------------|-----|------|-----|-----------------|
| 1. | له | لهما | لهم | (للغائب المذكر) | لها | لهما | لهن | (للغائب المؤنث) |
|----|----|------|-----|-----------------|-----|------|-----|-----------------|

2. لك لكما لكن (للمخاطب المذكر) لك لكما لكن (للمخاطب المؤنث)
3. لي لما (للمتكلم المذكر و المؤنث)

Likewise with several regions in Indonesia, the classification of symptoms in human life is also divided into two, for example the Sasak tribe on the island of Lombok, West Nusa Tenggara, has a word that is intended for men and women. For example, motor mame (a term for motorcycles that are generally intended for men) motor nine (a term for motorcycles that are generally reserved for women) as well as sempedah mame and sempedah nine. Then lale (for women) then (for men). (Maslihah, n.d.)

The gender-based Arabic teaching is meant to be a kind of equality in treating students, both male and female, on various occasions. It's no longer a secret, if you see and read Arabic language teaching literature, which is indeed produced from Arab countries, it is still dominated by discourses that are e-mail in nature. Just to remind users that language does not only belong to Adam but also to Eve.

The notes and techniques presented here can be viewed as a hurricane. It was born based on experience and can be used primarily in order to streamline and streamline foreign language education (Arabic). Among them;

1. Preparation (teacher)
2. Try to speak the target language in class
3. Don't move before it's steady
4. Don't be fooled by shared answers
5. Books are not teachers but tools
6. Give lots of tamrinat/practice
7. Train students to ask questions in a foreign language
8. Give encouragement, motivation and encouragement
9. Create a pleasant atmosphere

The next bid steps are: Learning a language is different from learning about a language!, Learning a language is the same as learning a skill!, Each skill a lot of practice to master it!, The more you master and use it, the better at achieving the skill!, Cultivate a love for Arabic!, Realize that learning a language is a process that takes time!, Learn Arabic like a child!, Memorize sentences not words!, Use Arabic that you already know! Don't be shy and afraid to be wrong!, Learn Arabic as a necessity and not a burden! Continue to develop an attitude of curiosity!, More practice and practice!, Study with a solid group!.

CONCLUSION

As a closing, however a theory about strategies, methods, approaches and techniques of teaching Arabic, English or any language, all of them return to the talent to teach the language and the talent to educate teachers. And all of that will be more crispy and delicious if every effort and effort is followed by the phrase "it's okay because it's normal". Moreover, considering that language is a habit, language is a habit, and language is an expression that must be honed for skill maturity.

The sincerity of the teachers, the perseverance of the students, the intensity of the pesantren community, schools and academics are always required to develop the vision and apply the language mission to show the nation and with any language anyone can grasp the world.

In addition, the allocation of time spent by students to think or practice and train and forge themselves in learning the language must be adequate. So that the big dream of being able to speak is not just a dream that is crushed by the night with mere memories. May it come true.

FURTHER STUDY

This research still has limitations, it is necessary to carry out further research related to the topic.

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