ANALYTICAL STUDY ON THE DEVELOPMENT OF METHODS IN LEARNING ARABIC LANGUAGE

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Abstract

The application of the Arabic language learning method that has been developed still focuses on the approachable grammar method. This is evident from the special characteristics that have been developed. The aim of this research is to analyze the development of methods in learning Arabic. The research method in this research is a literature study. This paper uses three types of source materials, namely: primary, secondary and tertiary. The analytical technique applies three analytical techniques: deductive, inductive and comparative. The research results show that Arabic language learning has experienced development and evolution in methods over the last few decades. Various factors, such as technological developments, research in linguistics, and better understanding of the language learning process, have contributed to this progress. The following are several methods that are generally used in learning Arabic and its development: 1). Grammar-Translation Method, 2). Direct Method (Communication Oriented), 3). Task Based Method, 4). Technology Based Methods, 5). Project Based Method and 6). Skills Integrated Learning (Integrated Skills Approach). So, using a combination of methods that suit student needs and learning objectives can provide better results. In addition, a contextual-based approach, direct experience, and practical application help increase the effectiveness of Arabic language learning.

Keywords: Analysis, Method, Arabic Language Learning

INTRODUCTION

The history of the past proves how big a role the Arabic language played in saving Greek science and philosophy, which Europeans thought was dangerous for their religion. So after they entered the era of revival, Greek science and philosophy were taken over again from the Islamic ummah. And until now we can see their superiority in various aspects of life. Including science and technology (Mu'in, 2004: 37).

The progress that occurred led the Arab and Islamic worlds to turn to look for drops of knowledge that initially came from the progress of their own civilization. This is where Hegel's dialectical theory occurs. Western civilization advanced because of the progress of Islamic and Arab civilization and was then influenced by the progress of western civilization. Through Napoleon Bonaparte's invasion of Egypt in 1798 AD, the Arab and Islamic world began to open again to see and emulate the various advances that occurred in Europe.

In language teaching, methods developed in Europe were also adopted and widely used in Egypt, ranging from translated grammar methods to direct methods. It is also worth mentioning that at that time Likewise, Christian missionaries from America invaded the northern Arabian country (Syam). They initially used Arabic as the official language to spread their mission. Many of them have contributed to advancing the Arabic language. At that time, Syria and Lebanon were centers for the development of the Arabic language. Many books on linguistics, including dictionaries, were written and published in both countries. Among those who were active in developing the Arabic language, many were Christians, such as Louis Ma'luf, whose dictionary, Al-Munjid, is famous to this day. There is no doubt that Arab relations with America, which were initiated by these missionaries , had an influence on the development of Arabic language teaching methodology. This relationship continued, was more open and more intense in the following years (Fuad, 2004: 21).

A teacher who teaches Arabic is required to master various types of learning methods, with these methods, they succeed in cultivating the understanding that Arabic (*Fusha*) needs to be learned, not to mention must-be studied as well as the goal, namely to form Arabic language experts and produce alumni who are able to use Arabic actively as a means of communication for various purposes. After this understanding and awareness spread, Arabic language experts in

Indonesia were encouraged to immediately teach Arabic using methods that at that time were considered the newest and most suitable so that learning Arabic was also a goal (Izzan, 2009: 43-44).

The problems faced in learning Arabic in Indonesia, like other foreign languages, include two things; linguistic and non-linguistic problems. There are non-linguistic problems that are sociological, psychological, methodological and so on. The linguistic problems are related to language elements: sound system, vocabulary, sentence structure, meaning and writing (Syakur, 2010: 57).

Linguistic problems are difficulties faced by students when learning elements of the target language. This difficulty arises because what is in the target language is very or somewhat different from what is in the first language, both in terms of sounds, words, structure, meaning and writing. Based on this fact, there is a premise which states that the ease and difficulty of learning a foreign language depends on the systemic comparison between the student's language and the target language. However, there are also those who think that mother tongue can also support foreign language learning (Syakur, 2010: 69).

Arabic language learning and education began to develop along with the development of the times and science. Many universities are starting to open Arabic language study programs and departments in the fields of linguistics, literature, translation, and even Arabic culture, especially Islamic universities. Apart from universities. Many madrasas are also starting to include Arabic as a subject taught to students, even in high school or vocational schools, even junior high schools also include Arabic as a subject taught to students.

Low interest and motivation to learn Arabic can be caused by several factors. Among other things, the low appreciation for the Arabic language, which according to Effendy, is caused by many things, both objective and subjective. Arabic is seen as one of the foreign languages that is widely used by the international community. Therefore, the teaching process and learning strategies for Arabic are on par with other foreign languages such as English. Therefore, many studies in Indonesia examine the application of foreign language learning strategies, the development of learning methods, and even foreign language learning media into Arabic language learning. This is an effort to develop Arabic in Indonesia.

Rodliyah Zaenuddin identified two main factors that cause the lack of success in learning Arabic in Indonesia, namely language intrinsic factors and language extrinsic factors. and many Arabic semantics have no equivalent in Indonesian. Also included in this factor is motivation. The impression of society (students) so far tends to state that learning Arabic is much more difficult than learning other foreign languages. Meanwhile, extrinsic language factors are external factors that surround Arabic language learning in general related to the curriculum, educational staff and the environment (Zaenuddin et al., 2005: 19-28).

This situation shows that graduates of religious education institutions are still the product of Arabic language teaching which is based on an informing approach and tarjamah grammar methods. Even though the approach and methods towards the curriculum are disintegrative, that is, they do not have a close relationship between Arabic language lessons and other subjects . Arabic language courses are divided sharply into separate sections, while language proficiency is not provided. In other words, Arabic language lessons are taught in a more theoretical manner because they prioritize the formation of linguistic experts, not the formation of people who are capable of speaking (Izzan, 2009: 112-114).

METHODS

This research is a literature study. This paper uses three types of source materials, namely: primary, secondary and tertiary. The analytical technique applies three analytical techniques: deductive, inductive and comparative. After all the materials are collected, then the next step the researcher will process and analyze the materials reference to obtain results that are in accordance with research studies. The researcher will use a deductive-comparative method, namely an effort to collect data which is then classified from various general literature, then analyzed and identified so as to obtain more specific data (Soekanto & Mamuji, 1995: 15).

The purpose of literature study or literature review research is to investigate and review existing literature related to a particular research topic. Some specific objectives of conducting literature studies include: 1). Understanding Theoretical Foundations: Literature studies help researchers understand theoretical foundations that are relevant to the research topic. This includes an understanding of the concepts, theories, and previous findings related to the research and 2). Identifying Gaps in Knowledge: By examining existing literature, researchers can identify gaps or gaps in existing knowledge. This research can provide insight into areas that have not been covered or need to be deepened.

RESULTS AND DISCUSSION
A. Development of Arabic Language Teaching

Historically, innovation and changes in views in the study of language learning began in 1880. There are four important phases that we can observe from developments and innovations in the field of language learning from 1880 to the 1980s. The first phase, between 1880-1920. In this phase, there is a reconstruction or re-development of forms of direct methods (*al-thariqah al-mubasyarah*/direct method) which were developed in ancient Greece. Apart from that, a sound method was also developed (*al-thariqah al-shautiyyah/*phonetics method), which is also rooted in Greek tradition (Hermawan, 2011: 40).

In this phase, the field of language teaching was introduced to another new element, namely descriptive phonetics. Even though this problem has been studied since the mid-19th century by Brucke, Ellis, Bell, Sweet, Sievers, Klinghardt, Passy and others. But it was Vietor who woven it into language teaching methods. Using spoken language as a starting point, Vietor and his followers developed a method whose essence was as follows:

1. Vocabulary must be taught in sentences, not standing alone without context because sentences are the most basic language units;
2. Sentences taught must not be presented without connection but must always be linked to issues that interest students;
3. New things are taught through previously known hand gestures, pictures and words;
4. Reading is given later and only reading is taught where the material is arranged step by step so that gradually through reading students will get to know foreign countries and their culture. The foreign country referred to here is the country whose language the student is studying;
5. Grammatical knowledge is obtained inductively by studying texts (Sumardi, 1974: 21).

Second phase, between 1920-1940. In this phase in America and Canada foreign language study forums were formed, which then resulted in the application of compromise methods (*al-thariqah al-ittifaqiyyah/*compromise method) and reading methods (*al-thariqah al-qira'ah/*reading method) . In this third phase there are three periods that can be observed, namely:

1. The period 1940-1950 was the period when efficient and practical methods were born in the world of the army. This method is known as the American Army Method (*al-thariqah al-jundiyyah al-amrikiyyah*), namely a method that was born from the American army headquarters for the sake of war expansion.
2. The period 1950-1960 was the period of the emergence of audiolingual methods (*al-thariqah al-sam'iyyah al-syafawiyyah*) in America and audiovisual (*al-thariqah al-bashariyyah*) in England and France, as a direct result of the success of the army method.
3. The period 1960-1970 was a period of doubt and review of the nature of language learning. This period saw the beginning of the decline of the audiolingual method, and the popularity of contrastive analysis, which attempted to help find a deep theoretical basis in language learning.

Fourth phase, between 1970-1980. This phase is seen as a turning point and is the most innovative period in the study of second and foreign language acquisition. The result was that in the 1980s what is now known as the communicative approach (*al-madkhal al-ittishali/*communicative approach) in language learning emerged.

In general, that is a picture of the ups and downs of language learning. What is most important now is an understanding of the results achieved so far in language learning studies, especially those that have occurred in the last ten or fifteen years. What is clear is that the largest portion of this study and which has obtained satisfactory results is the study of language acquisition as was produced in the Greek decade of the seventies (Hermawan, 2011: 40-42).

B. Arabic Language Learning Methodology

Etomologically, the term methodology comes from Greek, namely from the words metodos which means way or way, and logos which means science. Meanwhile, systematically, methodology means science that studies the methods or paths taken to achieve a goal with effective and efficient results. Methodology is synonymous with the word methodical, namely a systematic investigation and formulation of methods that will be used in research. In other words, methodology is: the science of methods that examine/discuss various teaching methods, their advantages, weaknesses, which are more appropriate/suitable for presenting lessons , how they are applied and so on (Yusuf and Anwar, 1992:1-2)

The scope of the methodology includes the following:
1. Study language skills (reading, writing, listening) and teaching procedures.
2. Review the preparation of teaching plans, materials and textbooks for language skills.
3. Evaluation and comparison of various language teaching methods for delivering teaching material should have a method of delivery (Tarigan, 1995: 150).

From the opinions above, the researcher concludes that the Arabic language teaching methodology is the method or path taken by the language teacher in the minds of students, the teacher provides a good method for compiling the subject material itself and makes all the subject material into a connected chain. continue to connect.

The impression that learning Arabic is difficult, difficult, complicated, so confusing, actually doesn't need to happen when traditional Arabic language teaching which prioritizes lots of Qawaid memorization, especially at the beginner level, turns out to provide little benefit, even resulting in teaching Arabic being seen as difficult and difficult. and scourge (Yusuf & Anwar, 1997:190).

In teaching Arabic, teachers can use the following methods:
1. Translation Grammatical Method

This method is a combination of grammatical methods and translation methods. The grammatical method itself is a teaching method that emphasizes memorization, grammatical rules and a number of certain words. The translated method is a method that focuses on activities in the form of translating reading. In teaching Arabic, the combination of these two methods became known as "*Tarikah al-Qawa'id wa al-tarjamah*".

2. Method Direct

This method in Arabic is called "*tariqah mabasyarah*". In teaching and learning activities teachers use Arabic as the language of instruction, except when forced to. In principle, the direct method is very important in teaching Arabic, because through this method students can practice their tongue skills.

3. Method Read

This reading method is a method that presents subject matter by prioritizing reading, namely the teacher first reads the reading topics and then the students follow. This method aims to teach Arabic reading skills and feel happy about what is being read, and can demonstrate good and correct sentences when writing, and can instruct you to beautify your speech when speaking.

This reading method can be done by the teacher directly reading the lesson material and the students are told to pay close attention to the teacher's readings, after which the teacher appoints one of the students to read it alternately or in turns.

4. Method Imitate and Memorize

Arabic language teaching and learning activities, according to this method, take the form of demonstrations and word exercises, sentence structures, by imitating the teacher's speech by following the teacher with native speaker informants. The steps for teaching this method,

according to what is explained above, are teaching Arabic as follows: First the teacher reads or pronounces the words being taught and the preferred sentence structure one by one and the students imitate the teacher's words, and one by one up to three times, and the teacher can move on to other words or sentence structures, if he is deemed to have mastered the intonation and so on until the teaching event is finished" (Yusuf & Anwar, 1995: 174).

In this regard, Yusuf and Anwar added that the material used in this method is delivered in stages. Teaching Arabic can be done through the following five steps:

5. Mixed Methods

The mixed method is a way of presenting Arabic lessons in the classroom through various combinations of several methods. In practice, mixed methods can be applied by a teacher in a teaching situation in front of the class, with good preparation and seriousness in practicing this method. There are several teaching steps using this method as mentioned by Asadullah, namely as follows:

a. In this method, the teacher uses oral activities through pronunciation practice, and the teaching method is always in the form of conversation.
b. The teacher writes new teaching material in front of the blackboard and then asks the students to write it again in the notebooks that have been prepared for the students themselves.
c. Then the teacher starts reading aloud followed by the students reading aloud.
d. Next, the teacher assigns students to read one by one according to the order of attendance or seating order of students in class.
e. After that, the teacher explains the meaning of the vocabulary directly in the target language (Arabic), if students have difficulty, the explanation can be with pictures or tools (media) if they have to explain it in the students' language.
f. To determine their ability to understand the Arabic text in question, ask a question in the form of "*asillah isti' abiyah*". Here the teacher provides questions and answers regarding the material that has just been discussed.
g. Only then does the teacher appoint the most clever student to translate into the student's language, once in a while the teacher helps the students in translating.
h. Finally, the teacher reveals the rules of "nahwu" or language in the text being read, continues and applies these rules by writing them on the board and explaining with information according to the students' language (Yusuf & Anwar, 1995: 82-83)

CONCLUSION

Arabic language learning has experienced development and evolution of methods over the last few decades. Various factors, such as technological developments, research in linguistics, and better understanding of the language learning process, have contributed to this progress. The following are several methods that are generally used in learning Arabic and its development: *First*, the Grammar-Translation Method: Description: This method involves translating text from a foreign language into the target language and in-depth grammatical analysis. Development: Although this method is still used, the approach has been criticized for its lack of focus on speaking and communication skills. *Second*, Direct Method (Communication Oriented): Description: This method emphasizes the use of the target language in everyday communicative situations. Development: More and more Arabic language learning institutions are turning to this approach to improve students' practical abilities in speaking and communicating. *Third*, Task-Based Method: Description: Arabic language learning is structured in the context of specific tasks that reflect everyday life. Developmental: This method increases student engagement and provides contextual understanding of language use.

Then *Fourth*, Technology-Based Methods: Description: The use of technology, such as applications, learning software, and online platforms, to support Arabic language learning. Developments: Technology provides flexibility, accessibility and additional support in learning

Arabic, especially with language learning apps and online platforms. *Fifth*, Project Based Method: Description: Learning centers on large projects or tasks that involve problem solving and creativity. Development: This method helps students develop critical skills, think creatively, and apply Arabic language knowledge in real-life contexts. *Sixth*, Skills Integrated Learning: Description: This approach integrates four language skills: listening, speaking, reading and writing. Developmental: This method provides opportunities for students to develop language skills simultaneously, reflecting the use of language in everyday life.

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