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Application of Arabic Language Rules to Students of SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai

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Abstract

The research is intended to explore the application of Arabic language rules to students of SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai. This study departs from the researcher's initial observation that many of the students are passive in Arabic. Some of them are active but the grammar is not good and some students have a lot of vocabulary but they cannot use them in speaking. In addition, many students find it difficult to learn Arabic, especially in memorizing vocabulary and learning grammar as well. The results of this study indicate that 1) Arabic vocabulary used by students is illustrated by; a) The suitability of the given vocabulary. The Arabic teacher of SMA al-Baladul Amin has provided vocabulary to his students by adjusting to the subject being studied and the daily needs of students in communicating among students. The Arabic teacher of MA Ummul Qura has given vocabulary to his students by adjusting to the subject being studied. b) The ability of students to memorize the given vocabulary. High school students al-Baladul Amin did not find it difficult to memorize Arabic vocabulary. Meanwhile, MA Ummul Qura students still find it difficult to memorize Arabic vocabulary. c) Students' ability to practice vocabulary. Al-Baladul Amin high school students are easy to practice Arabic vocabulary. Meanwhile, MA Ummul Qura students still have difficulty in practicing Arabic vocabulary. 2) Arabic grammar used by students is illustrated from; a) Procedures for teaching teachers to students about grammar. The Arabic teacher of SMA al-Baladul Amin teaches his students by giving an explanation first and then immediately putting it into practice. The Arabic teacher of MA Ummul Qura teaches his students by lecturing or explaining the grammar in Arabic and occasionally asking some students. b) Students' ability to understand grammar. Al-Baladul Amin High School students easily understand Arabic grammar. As for the MA Ummul Qura students, it is difficult to understand Arabic grammar. c) Students' ability to practice grammar.

Key Words: *Arabic Language Rule, Arabic Vocabulary, Arabic Grammar*

Introduction

Language is the key of communication. Understanding a language will be easy to establish friendship with one another. Muhammad In'am F Noer in his book entitled *English Debate Training*, explains that globalization is a new term that describes new conditions in which all nations, societies or formal states become close to one another. In this era our world seems smaller before. People agree that globalization is caused by means of communication and information, especially those related to technology, such as radio, television, internet, and others.¹

From the statement above, it can be seen that in the era of globalization, language is very important to communicate so that we can create good relationships between human beings around the world. Arabic is one of the international languages. Therefore, learning Arabic is an important thing in order to make it easier to communicate with people in various countries, especially countries in the Middle East.

In Indonesia, Arabic has been studied and taught at the MI, MTs., MA, to university levels. This is done so that the younger generation knows Arabic from an early age, considering that Arabic is an international language. Learning Arabic is carried out in several stages, one of which is the stage of speaking (speaking skill) but proficient in speaking Arabic should be accompanied by mastery of grammar,² as stated by Muhammad In'am F. Noer in his book *English Debate Training*, namely someone who masters grammar, ample vocabularies, without having invariably he can not speak smoothly. Conversely, someone who has ample ideas without mastering grammar or vocabularies, usually find difficulties in speaking. Hence, both skills are very decisive to improve verbal communication.³

So, to master Arabic well, students must master two aspects, namely vocabulary and grammar of the Arabic language itself. Based on the statement above, it can be said that students' ability to speak Arabic is said to be good if students are able to practice

¹Muhammad In'am F Noer, *English Debate Training*, (Yogyakarta: Spirit for Education and Development, 2006): 2.

² Aziz Fakhurrozi, *Modul Pembelajaran Bahasa Arab*, (Jakarta: Pustaka Ilmu, 2012): 112

³Tayar Yusuf and Siful Anwar, *Metodologi Pengajaran Agama Dan Bahasa Arab* (Jakarta: Raja Grafindo Persada, 1997):27.

or speak the language in communicating by using vocabulary and grammar in a good and correct way, because language is learned to be spoken or communicated to other people (interlocutor).

Initial assessments conducted by researchers at SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai showed that many of the students were passive in Arabic, some were active but their grammar was not good and some had a lot of vocabulary but couldn't speak or discuss it. In addition, many students find it difficult to learn Arabic, especially in memorizing vocabulary and learning grammar as well. This difficulty is influenced by the way the Arabic language teacher teaches which is more in theory than in practice and also the environment that uses regional languages rather than Arabic itself.

Based on the initial assessment conducted by researchers at SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai by observing and continuing with an in-depth investigation of students' Arabic as seen from its vocabulary and grammar. Things that will start in an observation, such as the type of memorized vocabulary, the way students memorize vocabulary, and the use of memorized vocabulary in a conversation. As for the grammar, such as how to learn grammar and the use of grammar in a conversation.

This is what makes researchers interested in researching the Arabic language of students at SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai. Therefore, the researchers put it in the title of this thesis, namely *the Application of Arabic Language Rules to Students of SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai*.

Method of Research

The Method of this research is naturalistic or natural research. The term natural means more emphasis on the naturalness of the data source.⁴ The description above regarding the types and approaches of research can be concluded that the author is a

⁴Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, (Bandung: CV. Ramadja Karya, 1989), Cet. Ke-1, h. 4.

naturalistic or natural type of research. So the research focuses on the application of Arabic language rules to students of SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai which includes students' Arabic vocabulary and students' Arabic grammar.

Result and Discussion

Conversations in Arabic for students at SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai which include students' Arabic vocabulary and students' Arabic grammar can be discussed in the following discussion:

1) SMA Al Baladul Amin Kandangan

Conversations in Arabic for students at SMA Al Baladul Amin Kandangan are including:

a) Arabic vocabularies are used by students

Arabic vocabulary is an important part, because many vocabularies affect a person's good and bad in a conversation. Therefore, the good vocabulary possessed by students can also be illustrated from the following:

1) The suitability of the vocabulary given. Vocabulary must be appropriate to the context or topic being discussed. The suitability of vocabulary also affects the good of a conversation. At SMA Al Baladul Amin Kandangan, Arabic teachers have provided vocabulary to their students by adjusting to the subject being studied and also adapting to students' daily life in communicating between students.

2) The ability of students to memorize the given vocabulary. In giving a vocabulary, especially Arabic vocabulary, it must also be adjusted to the ability of the students. Situations and conditions that exist in students are also the basis or considerations or teachers in providing vocabulary. At SMA Al Baladul Amin Kandangan, students no longer find it difficult to memorize Arabic vocabulary. This is due to the habits of the students, where every morning after the Fajr prayer in congregation, the students always memorize the material being studied. This habit makes them easy and does not feel heavy in memorizing, especially

material about Arabic vocabulary. 3) Students' ability to practice vocabulary. In practicing vocabulary, especially Arabic vocabulary, it must also be adapted to a topic or discussion being studied. The situation and conditions that exist when communicating and the subject or topic being communicated will determine the decision making about which vocabulary is appropriate to use. In this case, students are required to be able to practice the Arabic vocabulary they have when communicating with other people. At SMA Al Baladul Amin Kandangan, students seem to be easy to practice Arabic vocabulary. This is due to the habits of the students, where every day, students speak more Arabic than their mother tongue (Banjar language). This habit makes them easy and does not feel heavy in practicing Arabic vocabulary.

This is in accordance with Nurgiyantoro's explanation, where he explains that vocabulary teaching cannot be separated from the compatibility between the needs of the learner. The meaning is to make it easier to learn and also remember and apply these words in a communication.⁵ The same thing is also explained by Djiwandono, where he explains that vocabulary will be attached to students if the educator teaches it by adjusting the circumstances or needs of the students themselves.⁶

The explanation above can be concluded that the Arabic language teacher has provided vocabulary to his students by adjusting to the subject being studied and also adjusting to the daily life of students in communicating between students. This is in accordance with the explanations explained by Nurgiyantoro and also Djiwandono.

The appropriateness of the given vocabulary. Vocabulary must be appropriate to the context or topic being discussed. The suitability of vocabulary also affects the good of a conversation. At SMA Al Baladul Amin

⁵ Kridalaksana. Harimurti, *Kamus Linguistik*, (Jakarta: PT. Gramedia Pustaka Utama. 2011): 97

⁶ Citra Gandhini. 2014. *Kemampuan Menyimak Mahasiswa Sastra Arab Fakultas Ilmu Budaya Universitas Sumatera Utara*. Jurnal. Vol. 14 No. 3 h. 56 ISSN 1440-8046.

Kandangan, Arabic teachers have provided vocabulary to their students by adjusting to the subject being studied and also adapting to students' daily life in communicating between students. The ability of students to memorize the given vocabulary. In giving a vocabulary, especially Arabic vocabulary, it must also be adjusted to the ability of the students. Situations and conditions that exist in students are also the basis or considerations for teachers in providing vocabulary. At SMA Al Baladul Amin Kandangan, students no longer find it difficult to memorize Arabic vocabulary. This is due to the habits of the students, where every morning after the Fajr prayer in congregation, the students always memorize the material being studied, especially the material about Arabic vocabulary. This habit makes them easy and does not feel heavy in memorizing, especially material about Arabic vocabulary. Students' ability to practice vocabulary. In practicing vocabulary, especially Arabic vocabulary, it must also be adapted to a topic or discussion being studied. The situation and conditions that exist when communicating and the subject or topic being communicated will determine the decision making about which vocabulary is appropriate to use. In this case, students are required to be able to practice the Arabic vocabulary they have when communicating with other people. At SMA Al Baladul Amin Kandangan, students seem to be easy to practice Arabic vocabulary. This is due to the habits of the students, where every day, students speak more Arabic than their mother tongue (Banjar language). This habit makes them easy and does not feel heavy in practicing Arabic vocabulary.

b) Arabic grammar is spoken by students

Arabic grammar is an important part, because students' understanding of grammar in Arabic will affect the students' good in conversing. Therefore, the students' good understanding of grammar in Arabic can also be illustrated by the following: 1) The teacher's teaching procedures to students about grammar. In teaching Arabic grammar, good skills are needed, which can make it easier for students to understand Arabic grammar well. At SMA Al

Baladul Amin Kandangan, the Arabic teacher has taught his students well, because the students easily understand the grammar in Arabic. The way the Arabic teacher understands his students is by giving an explanation first and then immediately practicing it. So, the grammar learned is immediately practiced, so that students easily understand the function or use of grammar in Arabic. 2) Students' ability to understand grammar. Grammar in Arabic is mandatory to understand, because it involves goodness in applying the Arabic language when its users communicate with other people. Language users must adapt to the situation and conditions that exist when communicating. The topic of discussion that is being communicated will determine which grammar will be used. At SMA Al Baladul Amin Kandangan, students are easy to understand grammar. This is due to the way teachers teach good and students' habits in speaking, which speak Arabic more than the local language (Banjar language). The students easily practice grammar in Arabic, because students are not only understood about the Arabic grammar, but are also understood in speaking using Arabic grammar and Arabic grammar is also used in studying and understanding books that use Arabic. 3) Students' ability to practice grammar. In practicing grammar in Arabic, it must also be adapted to a topic or discussion being studied. The situation and conditions that exist at the time of communication and the subject or subject being communicated will determine the decision making about which grammar is appropriate to use. In this case, students are required to be able to practice grammar in Arabic that they have when communicating with other people. At SMA Al Baladul Amin Kandangan, students do not find it difficult to practice grammar in Arabic. This is due to the habits of the students, where every day, students speak more Arabic than their mother tongue (Banjar language). This habit makes them easy and does not feel heavy in practicing grammar in Arabic.

The above description is also illustrated in the following explanations. Where the understanding between language and grammar, of course, has an

inseparable relationship. Grammar appears when language first existed. The language which is the result of the culture of the people actually does not pay too much attention to the rules in the language. However, over time, linguists have studied linguistics, so that language can be described and described as it is today.

Procedures for teaching teachers to students about grammar. In teaching Arabic grammar, good skills are needed, which can make it easier for students to understand Arabic grammar well. At SMA Al Baladul Amin Kandangan, the Arabic teacher has taught his students well, because the students easily understand the grammar in Arabic. The way the Arabic teacher understands his students is by giving an explanation first and then immediately practicing it. So, the grammar learned is immediately practiced, so that students easily understand the function or use of grammar in Arabic. Students' ability to understand grammar. Grammar in Arabic is mandatory to understand, because it involves goodness in applying the Arabic language when its users communicate with other people. Language users must adapt to the situation and conditions that exist when communicating. The topic of discussion that is being communicated will determine which grammar will be used. At SMA Al Baladul Amin Kandangan, students are easy to understand grammar. This is due to the way teachers teach good and students' habits in speaking, which speak Arabic more than the local language (Banjar language). The students easily practice grammar in Arabic, because students are not only understood about the Arabic grammar, but are also understood in speaking using Arabic grammar and Arabic grammar is also used in studying and understanding books that use Arabic. Students' ability to practice grammar. In practicing grammar in Arabic, it must also be adapted to a topic or discussion being studied. The situation and conditions that exist at the time of communication and the subject or subject being communicated will determine the decision making about which grammar is appropriate to use. In this case, students are required to be able to practice grammar in Arabic

that they have when communicating with other people. At SMA Al Baladul Amin Kandangan, students do not find it difficult to practice grammar in Arabic. This is due to the habits of the students, where every day, students speak more Arabic than their mother tongue (Banjar language). This habit makes them easy and does not feel heavy in practicing grammar in Arabic.

2) MA Ummul Qura Amuntai

Conversations in Arabic for students at SMA Al Baladul Amin Kandangan are including:

a) Arabic vocabularies are used by students

Arabic vocabulary is an important part, because many vocabularies affect a person's good and bad in a conversation. Therefore, the good vocabulary possessed by students can also be illustrated from the following:

- 1) The suitability of the vocabulary given. Vocabulary must be appropriate to the context or topic being discussed. The suitability of vocabulary also affects the good of a conversation. At MA Ummul Qura Amuntai, the Arabic teacher of MA Ummul Qura has given vocabulary to students by adjusting the subject being studied.
- 2) The ability of students to memorize the given vocabulary. In giving a vocabulary, especially Arabic vocabulary, it must also be adjusted to the ability of the students. Situations and conditions that exist in students are also the basis or considerations for teachers in providing vocabulary. At MA Ummul Qura Amuntai, students find it difficult to memorize vocabulary. This is because of their habits, where they are preoccupied with other subjects and coupled with circumstances, where Arabic is not required. Students are more asked to memorize by themselves in memorizing Arabic vocabulary.
- 3) Students' ability to practice vocabulary. In practicing vocabulary, especially Arabic vocabulary, it must also be adapted to a topic or discussion being studied. The situation and conditions that exist when communicating and the subject or topic being communicated will determine the decision making about which vocabulary is appropriate to use. In this case, students are required to be able to practice the Arabic

vocabulary they have when communicating with other people. At MA Ummul Qura Amuntai, students still have difficulty in practicing Arabic vocabulary. The students were still stammering and also a lot of silence in answering the questions asked. This shows the students' passivity in speaking Arabic. Even though the students have a lot of vocabulary, they still can't compose it.

This is not quite in line with Nurgiyantoro's explanation, where he explains that vocabulary teaching cannot be separated from the suitability of the learner's needs. The meaning is to make it easier to learn and also remember and apply these vocabularies in a communication.⁷ The same thing is also explained by Djiwandono, where he explains that vocabulary will be attached to students if educators teach it by adjusting the circumstances or needs of students.⁸

The explanation above can be concluded that the Arabic language teacher has provided vocabulary to his students by adjusting to the subject being studied and also adjusting to the daily life of students in communicating between students. This is in accordance with the explanations explained by Nurgiyantoro and also Djiwandono.

The appropriateness of the given vocabulary. Vocabulary must be appropriate to the context or topic being discussed. The suitability of vocabulary also affects the good of a conversation. At MA Ummul Qura Amuntai, the Arabic teacher of MA Ummul Qura has given vocabulary to students by adjusting the subject being studied. The ability of students to memorize the given vocabulary. In giving a vocabulary, especially Arabic vocabulary, it must also be adjusted to the ability of the students. Situations and conditions that exist in students are also the basis or considerations for

⁷ amiludin. 2009. *Problematika Pembelajaran Muhadatsah di Kelas VIII Madrasah Mu'alimin Muhammadiyah Yogyakarta*. Jurnal. Vol. 18 No. 9 ISBN: 979-421.

⁸M. Subkhan. 2010. *Problematika Pembelajaran Muhadatsah di Madrasah Tsanawiyah Al-Khoiriyyah Semarang*. Jurnal. Vol. III No. 3: 87 ISSN: 2354-7642

teachers in providing vocabulary. At MA Ummul Qura Amuntai, students find it difficult to memorize vocabulary. This is because of their habits, where they are preoccupied with other subjects and coupled with circumstances, where Arabic is not required. Students are more asked to memorize by themselves in memorizing Arabic vocabulary. Students' ability to practice vocabulary. In practicing vocabulary, especially Arabic vocabulary, it must also be adapted to a topic or discussion being studied. The situation and conditions that exist when communicating and the subject or topic being communicated will determine the decision making about which vocabulary is appropriate to use. In this case, students are required to be able to practice the Arabic vocabulary they have when communicating with other people.⁹ At MA Ummul Qura Amuntai, students still have difficulty in practicing Arabic vocabulary. The students were still stammering and also a lot of silence in answering the questions asked. This shows the students' passivity in speaking Arabic. Even though the students have a lot of vocabulary, they still can't compose it.

b) Arabic grammar is spoken by students

Arabic grammar is an important part, because students' understanding of grammar in Arabic will affect the students' good in conversing. Therefore, the students' good understanding of grammar in Arabic can also be illustrated by the following: 1) The teacher's teaching procedures to students about grammar. In teaching Arabic grammar, good skills are needed, which can make it easier for students to understand Arabic grammar well. At MA Ummul Qura Amuntai, the Arabic teacher has taught his students by lecturing or explaining the Arabic grammar and occasionally asking some students about their understanding of the Arabic grammar material being studied. The grammatical material that has been taught is not followed up or

⁹ Ismail Suardi Wekke, "Arabic Teaching and Learning: A Model from Indonesian Muslim Minority," *Procedia - Social and Behavioral Sciences* 191 (Juni 2015): 286-90, <https://doi.org/10.1016/j.sbspro.2015.04.236>.

repeated again or also practiced in speaking in Arabic. This lack of doing so makes it difficult for students to understand grammar in Arabic. 2) Students' ability to understand grammar. Grammar in Arabic is mandatory to understand, because it involves goodness in applying the Arabic language when its users communicate with other people. Language users must adapt to the situation and conditions that exist when communicating. The topic of discussion that is being communicated will determine which grammar will be used. At MA Ummul Qura Amuntai, students find it difficult to understand grammar. This difficulty is seen when many students are silent when speaking in Arabic and also each student is confused in determining the appropriate grammar for the function or use of Arabic grammar. This is also because, among other things, the students are not repeating grammar material in Arabic every day. 3) Students' ability to practice grammar. In practicing grammar in Arabic, it must also be adapted to a topic or ¹⁰ discussion being studied. The situation and conditions that exist at the time of communication and the subject or subject being communicated will determine the decision making about which grammar is appropriate to use. In this case, students are required to be able to practice grammar in Arabic that they have when communicating with other people. At MA Ummul Qura Amuntai, students find it difficult to practice grammar. This difficulty is seen when many students are silent in speaking Arabic and also students are still confused in determining the appropriate grammar for the function or use of Arabic grammar. This is also because, among other things, the students are not repeating grammar material in Arabic every day.

Conclusion

The application of Arabic language rules to students of SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai which includes students' Arabic vocabulary

¹⁰ Wekke.

are: 1) Arabic vocabularies are used by students of SMA Al Baladul Amin Kandangan with: a) appropriateness of the given vocabularies by adjusting to the subject being studied and the daily needs of students in communicating between students, b) students' ability to memorize the given vocabularies, c) did not find it difficult to memorize Arabic vocabularies, students' ability to practice vocabularies easily; 2) Arabic vocabularies are used by students of MA Ummul Qura Amuntai with: a) appropriateness of the given vocabularies by adjusting to the subject being studied, b) students' ability to memorize the given vocabularies still find it difficult to it, c) students' ability to practice vocabularies still have difficulty in practicing it.

The application of Arabic language rules to students of SMA Al Baladul Amin Kandangan and MA Ummul Qura Amuntai which students' Arabic grammar are: 1) Arabic grammar is spoken by students of SMA al-Baladul Amin indicated: a) procedures for teaching teachers to students about grammar by giving an explanation first and then immediately putting it into practice, b) students' ability to understand grammar, c) students' are easy to practice it; 2) Arabic grammar is spoken by students of MA Ummul Qura Amuntai indicated: a) learning by lecturing or explaining the grammar in Arabic and occasionally asking some students, b) the students difficult to understand Arabic grammar, and c) the student's still difficult to practice it.

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