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## Progress of Learning The Arabic Language at The Darussakinah Boarding School, Batu Bersurat

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### Abstract

This study aims to explore and investigate Arabic and grammar learning at the Darussakinah Batu Bersurat Islamic Boarding School from 2005 to 2017 and from 2018 to 2022 and to compare aspects of progress in learning Arabic from the two periods. The method used is the descriptive qualitative method, with data collection techniques through interviews, observation, and documentation. The results of this study indicate that the progress of learning Arabic at the Darussakinah Batu Bersurat Islamic Boarding School is contained in several aspects; namely, aspects of the purpose of Arabic learning objectives, the textbooks used, the learning process, and the learning methods used. The purpose of learning Arabic at the Darussakinah Batu Bersurat Islamic Boarding School today is receptive and expressive. The Arabic language textbook uses the target language to accelerate language acquisition. The language of the Arabic grammar textbook uses the students' mother tongue so that Arabic grammar learning is effective and efficient. Teachers use varied learning methods to make learning not dull. The process of learning Arabic grammar in this Islamic boarding school is theoretically applicable by analyzing Arabic texts with the theories studied. Learning like this makes students understand and feel the benefits of learning grammar. The Arabic language learning process emphasizes more aspects of oral and written communication so that students feel the meaning of their lives from the learning carried out; with this meaning, students are active and enthusiastic about learning Arabic.

Keywords: Textbooks, Learning Arabic, Learning Grammar, Learning Methods

## A. Introduction

Humans are social creatures who communicate with members of their community through language. In essence, language is a means of communication that humans use to interact with others, exchange experiences, learn from each other, and improve and deepen intellectual abilities. Humans can convey various information, thoughts, experiences, ideas, opinions, desires, and hopes with the language they use (Alghulayaini, 2010; Chaer, 2018; Daud, 2001; Jinni, 2010; Madkur & Haridi, 2007; Tarigan, 2015; Tu'aimah, 1982). So important is the role of language in human life.

Globalization has forced humans to master foreign languages other than their mother tongue to survive in the global order (Kramersch, 2014; Lo Bianco, 2014; Poggensee, 2016). The acquisition of a second language differs from the acquisition of the first language, and the second language is obtained through the learning process (Hoque, 2017; Ryeo, 2019). They must be more careful when language education activities, especially in foreign languages. This is necessary so that the language studied is functional, where the language can be used in students' daily lives, both for listening, reading, speaking, and writing.

Indonesia is a country with the largest Muslim population in the world. Based on a report from The Royal Islamic Strategic Studies Center (RISC) titled *The Muslim 500*, 2022 edition, there are 231.06 million Indonesians who are Muslim. That number is equivalent to 86.7% of the total population of Indonesia (Kelas Pintar, 2022). Indonesian Muslims must learn the second language Arabic because it is related to their holy book (Al-Qur'an). They can't understand the teachings of their religion well without understanding and mastering Arabic well.

In Indonesia, learning Arabic in religious schools began in 1945. Arabic is mostly studied in non-government schools, such as madrasas, Islamic boarding schools, or non-formal courses. Arabic is increasingly demanding to be learned for religious, educational, economic, political, and cultural

purposes as well as for other purposes (Sauri, 2020). Today, the orientation of learning Arabic is still the same as the objectives of learning Arabic in 1945, namely religious orientation, academic orientation, professional orientation, and ideological and economic orientation (Hermawan, 2018).

Abdurrahman Al-Fauzan et al. emphasizes that there are three competencies that must be achieved in learning Arabic, these three competencies are: 1. Linguistic competence, meaning that students master the sound system of Arabic, how to distinguish and pronounce it, know the structure of language, basic grammatical aspects of its theory and function, and know vocabulary and its use. 2. Communication competence, meaning that students can use Arabic spontaneously, express ideas and experiences fluently, and easily absorb what they have mastered from that language. 3. Cultural competence, meaning that students can understand Arabic language culture, which expresses the owner's ideas, experiences, values, customs, manners and arts (Al-Fauzan & Friends, 2004).

The statement of al-Fauzan et al. above is reinforced by the opinion of Thu'aimah and al-Naqah regarding the objectives of learning Arabic for non-Arabs, namely: 1. Understand Arabic correctly; that is, listen consciously to the general conditions of life. 2. Speak Arabic as a medium of direct communication and expression of the soul. 3. Read Arabic easily, find meanings and interact with them. 4. Writing in Arabic as an expression of functional conditions and self-expression (Tu'aimah & Al-Naqah, 2006). The opinion of Thu'aimah and al-Naqah above can be said that the purpose of learning Arabic leads to mastery of the use of Arabic in speaking, reading, and writing functionally. This means that learning Arabic is expected to bring students the ability to communicate receptively and productively.

So far, many studies have attempted to improve students' Arabic communication skills, such as Rahmiati and colleagues' research, which states that the Jigsaw Learning Model Based on Puzzle Games is Effective for Improving Reading Skills at Takhasus Al Qur'an Middle School

Wonosobo (Rahmiati, Sunarko, & Rois, 2022), The use of picture card media by the teacher is effective in increasing the vocabulary mastery of students with intellectual disabilities (Nisa, 2022), Improvement of Learning Arabic Interest by Using Animation Video in Students' Junior High School (Makfiro, Thooyibah, & Mauludiyah, 2022), The method used in learning *maharah kalam* with the media "Learning.Aljazeera.Net" are conversations, discussions, reports, summaries, storytelling, and orations, this media serves as a stimulus that can improve *maharah kalam* for students who do not speak Arabic (Mahmudah & Rochma, 2022), The *Ashwat Arabiyah* Strategy Improves the Writing Ability of VIII grade students at MTs Al-Jauhar Duri (Azhari, Sari, & Hadi, 2022). However, all of these studies focused on improving the language skills of only one student. As a result, this study uncovers and compares aspects of change and progress in learning Arabic carried out by Darussakinah Batu Bersurat Islamic Boarding School to improve students' receptive and expressive Arabic skills over two time periods, 2005–2017 and 2018–2022. The results of this study are expected to be a reference for institutions that want to improve the quality of learning Arabic and Arabic grammar.

## **B. Method**

The method used in this study is a qualitative descriptive method (Sugiyono, 2015), which aims to explain learning Arabic and Arabic grammar at the Darussakinah Batu Bersurat Islamic Boarding School from 2005 to 2017, and from 2018 to 2022, and compare aspects of progress in learning Arabic and Arabic grammar in the two time periods. This research was conducted from March to July 2022 at the Darussakinah Batu Bersurat Islamic Boarding School, XIII Koto Kampar District, Kampar Regency, Riau Province.

The data collection techniques employed in this study were interviews, observation, and documentation. Researchers interviewed Arabic teachers and Arabic grammar teachers at this Islamic boarding school to obtain

information about learning methods, textbooks, and learning objectives. Researchers observed Arabic learning and Arabic grammar learning activities to obtain information about the learning process, and researchers also examined available documents related to learning Arabic and learning Arabic grammar. The data analysis technique used is descriptive-qualitative on aspects of the progress of learning Arabic and Arabic grammar at Darussakinah Batu Bersurat Islamic Boarding School.

## C. Result and Discussion

### Arabic Learning Objectives Purpose

Based on the interviews with Arabic teachers at the Darussakinah Batu Bersurat Islamic Boarding School, the researchers found that the purpose of learning Arabic and Arabic grammar from 2005 to 2017 and from 2018 to 2022 are as follows.

2005-2017	2018-2022
Students can master Arabic grammar, namely the science of nahwu and sharf well.	Students can master Arabic grammar, namely the science of nahwu and sharf well.
Students can read and understand the yellow book/turats text well.	Students can read and understand the yellow book/turats text well.
	Students can communicate orally and in writing in Arabic well.

From the table above, it can be seen that the objectives of learning Arabic at Darussakinah Batu Bersurat Islamic Boarding School from 2005 to 2017 and from 2018 to 2022 have similarities; namely, students can master Arabic grammar in the form of *Nahwu* and *sharf* science well, students able to read, understand the yellow book / turats text well. However, in 2018 until now, the addition of Arabic learning objectives, namely, students can communicate orally and in writing in Arabic well. This shows progress in learning Arabic and Arabic grammar at Darussakinah Batu Bersurat Islamic Boarding School regarding teaching objectives.

The increase in the objectives of learning Arabic and Arabic grammar from 2018 to 2022 has increased activities carried out in schools, namely the mandatory days of speaking Arabic. Where students are required to speak Arabic on a predetermined day, if speaking in another language, a fine will be imposed on students who do not speak Arabic. Other activities were taking notes, memorizing, and practicing three new vocabularies every morning. These two activities successfully created a language environment at the Darussakinah Batu Bersurat Islamic Boarding School. Students actively speak Arabic in the classroom and the dormitory environment.

From 2005 to 2017, no language environment supported students' spoken language. At that time, language learning activities were receptive only. Students are only expected to be able to interact with turats/yellow books. Of course, this is not entirely in line with the objectives of foreign language learning for acquiring a second language.

### Arabic Learning Methods and Arabic Grammar

The method of learning Arabic and Arabic grammar for the acquisition of a second language at the Darussakinah Batu Bersurat Islamic Boarding School is as follows;

2005-2017	2018-2022
Grammar Translation Method	Communicative Method
Read Write Method	Grammar Translation Method
Audiolingual method	Direct Method
	Audiolingual method

The table above shows that the methods of learning Arabic and grammar from 2005 to 2017 were the rules and translation, listening, and reading and writing methods. Whereas in 2018 until now, there are variations in the methods used in learning Arabic and learning Arabic grammar. These methods are the communicative method, the rule and translation method, the direct method, and the hearing method. From this table, it can be seen that there is an increase in Arabic learning methods and grammar learning.

The method used in teaching Arabic grammar at Darussakinah Batu Bersurat Islamic Boarding School is the Grammar Translation Method; this method is appropriate for mastering foreign grammar. The advantage of this method is that it emphasizes logical understanding of language based on careful analysis of aspects of grammatical rules; in using this method, a comprehensive mastery of grammatical rules is required.

Using audiolingual, communicative, and direct methods in learning Arabic significantly affects students' speaking ability. These methods force students to speak the target language. With this compulsion, all students will get used to speaking Arabic without any shame, fear of being laughed at, or feeling inferior. So, in the end, they speak Arabic in their daily life.

### Arabic Textbook

The textbook is used for Arabic subjects at the Darussakinah Batu Bersurat Islamic Boarding School.

2005-2017			2018-2022		
Subjects	Class	Textbook	Subjects	Class	Textbook
Arabic	VII	Arabic class VII	Arabic	VII	Hiwar Fil Lughah Al-Arabiyyah
	VIII	Arabic class VIII		VIII	Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha V. 1
	IX	Arabic class IX		IX	Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha V. 2
	X	Arabic class X		X	Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha V. 3
	XI	Arabic class XI		XI	Debate, Live Talk, drama
	XII	Arabic class XII		XII	Debate, Live Talk, drama

From the table above, it can be seen that the textbooks used in the process of learning Arabic language and Arabic grammar from 2005 to 2017 in class VII are class VII language books, class VIII is class VIII Arabic language books, class IX is language books class IX Arabic, Class X is class X Arabic language, class XI is class XI Arabic language book, and class XII is class XII Arabic language book. While the Arabic language textbook in 2018 to 2022 in class VII uses the book *Hiwar Fil Lughah Al-Arabiyyah*, and class VIII uses book *Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha Volume 1*, in class IX using book *Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha Volume 2*, in class X using book *Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha volume 3*, and in class XI and class XII students no longer use textbooks. Instead, they speak directly about the topics provided by the teacher.

From 2005 to 2017, they are Learning language skills in Arabic books from class VII to class XII, using an all-in-one system approach, namely the teaching of four language skills in a cohesive manner. In one chapter of the discussion, the material will be presented for listening, speaking, reading, and writing. The teacher can only complete one forum for listening or reading material in one meeting. At the next meeting, end one discussion, as implemented last week. The time it takes to complete a discussion topic is too long. And the effect of using this book is that students are less able to communicate orally and in writing.

Meanwhile, from 2018 to 2022, the textbook used in learning Arabic for class 1 of Madrasah Tsanawiyah is *Hiwar Fil Lughah Al-Arabiyyah*. This book is very suitable to support the speaking skills of students who have just graduated from primary school. This book does not emphasize grammar mastery but emphasizes aspects of everyday communication through the short dialogues available. This book can increase students' interest in Arabic because they are not surprised by such complex grammar, and what they learn can be put into practice in everyday communication.



In the second grade, the textbook used was the *Kitab Durus Al-Lughah Al-Arabiyyah Lighoiri Natiqiina Biha* volume 1. In the third grade, the book used was the *Kitab Durus Al-Lughah Al-Arabiyyah Lighoiri Natiqiina Biha* volume 2. In the fourth grade, the book used is the Book of *Durus Al-Lughah Al-Arabiyyah Lighoiri Natiq Biha* volume 3. Shaykh Prof. Dr. V. Abdurrahim, a professor of Arabic at the Islamic University of Medina, Kingdom of Saudi Arabia, wrote this book. *Durusul Lughah's* book is very comprehensive and easy to follow. Early lessons begin with conversations and illustrations to make understanding easier. Next, enter Nahwa and Sharaf's materials for more in-depth lessons. All of this is adapted to the Islamic University of Medina curriculum at the language preparation stage for non-Arabic speaking students.

In grades five and six, the activities in learning Arabic are debates, free dialogue, and drama. This activity is very useful for strengthening the communication of learners. A heated debate will sharpen the outcome of the conversation. Both sides of the problem can be presented, those who have an idea and those who argue or disagree like a debate to find a more appropriate idea about an issue. In the process of debate, free dialogue and drama force learners to re-express vocabulary they have already memorized. Furthermore, this is very useful in strengthening students' oral communication skills.

### Arabic Grammar Textbook

The textbooks used for Arabic grammar at Darussakinah Batu Bersurat Islamic Boarding School are as follows.

2005-2017			2018-2022		
Subjects	Class	Textbook	Subjects	Class	Textbook
VII	Nahwu	Matan Ajrumiyyah	VII	Nahwu	Matan Ajrumiyyah
	Sharf	Matan Bina Wal Asas		Sharf	Sharf Dasar

VIII	Nahwu	Mukhtashor Jiddan	VIII-XII	Qowaid	Text Analysis
	Sharf	Syarhu Al- Kailani			
IX - XII	Nahwu	Al-Kawakib Ad-Durriyah			
	Sharf	Syarhu Al- Kailani			

The textbooks used in learning Arabic grammar from 2005 to 2017 in the first grade used the *Matan Ajrumiyyah* book for Nahwu, and *Matan Bina Wal Asas* for sharf science, the second grade used *Mukhtashor jiddan* for Nahwu and *syarhu al-Kaylani* for science sharf, in grades three to six using *Al-kawakib ad-durriyah* for Nahwu and *syarah al-kailani* for sharf science. Where all of these books use Arabic in totality, this book makes it difficult for students to learn grammar independently. This is because they are not Arabic speakers. The students can only learn with the help and guidance of the teacher. So it can be understood that learning Arabic grammar at this time is teacher center and students are passive. Learning Arabic grammar using these books emphasizes the mastery of grammar in-depth and intensively, but this learning is theoretical, leaving aside the practical aspects.

Whereas in 2018 until now, the Arabic grammar textbook used in class VII for sharf science is the basic shorof for beginners. This book uses Indonesian, making studying independently easier for students. With students learning independently, two major benefits will be obtained, namely; first, Before the learning process begins, students already have an initial knowledge about the material to be studied. Second, In the learning process, students can reconstruct the knowledge they already have and the new knowledge gained in the grammar learning process. This causes the students to be actively involved in the learning process of grammar.

Moreover, for the science of Nahwu, the teacher uses the *Matan ajrumiyyah* book, but the teacher has developed and adapted the material

to suit the students' comprehension. The teacher presents learning in a very simple language and teaches grammar by comparing it with the student's mother tongue so that students can understand the science of Nahwu well. These two books were studied in grade VII.

From Class VIII to class XII in 2018 until now, Nahwu and sharf subjects are integrated into one subject, Qowaid, to get maximum results, and students can apply the theories they have learned when analyzing Arabic texts. In this Qowaid subject, teachers no longer use special books for teaching grammar. The teacher provides Arabic text to be analyzed from the aspect of Nahwu and sharf science. Grammar learning in 2018 until now puts more emphasis on the application of grammar that has been studied previously. The teacher will explain the grammar in detail when language rules have not been learned. And in the learning process like this, students get new Arabic grammar and sentence patterns that they can use in oral and written communication.

### Arabic Learning Process

The implementation of Arabic language learning at the Darussakinah Batu Bersurat Islamic Boarding School is as follows;

2005-2017		2018-2022	
The first stage	The teacher starts the lesson by greeting the students in Arabic, attracting attention, and motivating students. Then reflect on past learning and relate it to the lessons learned today.	The first stage	The teacher starts the lesson by greeting the students in Arabic, attracting attention, and motivating students. Then reflect on past learning and relate to the lessons learned today.
Second Stage	Teacher Writes New Vocabulary on the Blackboard, and students write the vocabulary.	Second Stage	The teacher provides a vocabulary by the topic of discussion, and the vocabulary must be spoken and memorized by students before entering the next stage.

Third phase	The teacher reads the vocabulary and is followed by the students	Third phase	After the students memorized the vocabulary, the teacher asked the students to dialogue with each other using the vocabulary. The students were divided into several groups; each consisted of 4 students. The teacher's task at this stage is as a supervisor of the dialogue between groups of students.
Fourth Stage	The teacher records the reading text, and the students write the text	Fourth Stage	After the teacher assessed that the students' vocabulary memorization had reached a good degree, the teacher continued the learning activities, namely reading the textbook related to the topic of discussion that day that contained the memorized vocabulary. The teacher asked the students to translate the text into their mother tongue so that students could understand it well.
Fifth Stage	After finishing writing the text, the teacher and students translate the text.	Fifth Stage	After students understand the content of the text, students will be asked to write what they know in their language style in Arabic.
Sixth Stage	The teacher closes the lesson because the study time will be over	Sixth Stage	Then students will be asked to tell what they wrote in Arabic. One of the students came to the front of the class and told a story. Then there was a discussion in the form of questions and answers about what had been conveyed. At this time, the teacher plays his role as a corrector of language errors made by students. Correction directly by the teacher aims so that students' mistakes are not ingrained in him.
		Seventh stage	After finishing this last activity, the teacher will ask two students to conclude today's lesson. And before closing the class, the teacher conveys the material to be studied at the upcoming meeting. After that, the class ended.

The table above shows the process of learning Arabic at the Darussakinah Batu Bersurat Islamic Boarding School from 2005 to 2017 and from 2018 to 2022. There are significant differences in the steps of learning Arabic that is carried out. From 2005 to 2017, teachers dominated learning, where the teacher wrote down the subject matter on the blackboard, and then the students recorded the material. Whereas in 2018 to 2022, learning takes place in interactive conditions, meaning that all students in the class carry out learning. Learning is student center; the teacher's function is as a facilitator. This can be seen in the third stage: After the students memorized the vocabulary, the teacher asked the students to dialogue with each other using the vocabulary.

Learning Arabic from 2005 to 2017 caused students' boredom and reluctance to learn Arabic. This is because the learning process carried out is just writing, reading, writing, and reading; students are not trained to use what they learn in their real lives, so they consider the subject matter studied just a useless thing that does not provide benefits for their real life. While learning Arabic in 2018 until now forces students to be active in the learning process. This will help encourage students' enthusiasm to learn Arabic because they feel the benefits of learning materials in their daily communication process. This increases students' Arabic interest and ability in oral communication—Arabic-speaking students in their classrooms, canteens, bathrooms, libraries, and playgrounds.

### Arabic Grammar Learning (Nahwu Sharf)

The implementation of Arabic grammar learning at Darussakinah Batu Bersurat Islamic Boarding School is as follows;

	2005-2017		2018-2022
The first stage	The teacher opens the lesson by praying and motivates the students	The first stage	The teacher starts the lesson by greeting the students in Arabic, attracting attention, and motivating students. Then reflect on past learning and relate to the lessons learned today.

Second Stage	The teacher reads the textbook (the book of Nahwu Sharf mentioned above) and translates it into Indonesian, and the students listen and take notes on the teacher's translation.	Second Stage	The teacher presents the Arabic text that will be studied that day.
Third phase	The teacher explains the text from the textbook being studied.	Third phase	The teacher asks students to look up vocabulary they don't know in the dictionary and to give the value of each vocabulary in the text.
Fourth Stage	The teacher concludes the lesson, and the lesson is finished.	Fourth Stage	After the third stage of the process has been completed, the teacher asks five students to read the Arabic text that has been studied independently.
		Fifth Stage	After five students read the text, the teacher discussed and analyzed the text with the students by reviewing Nahwu and Sharf Science. Starting with vocabulary analysis, then analyzing sentences.
		Sixth Stage	The teacher guides students to formulate a good and correct translation of Arabic text into Indonesian.
		Seventh stage	The teacher records and explains the sentence patterns found in the text to the students. After that, the learning ends.

The table above shows the process of learning Arabic grammar at Darussakinah Batu Bersurat Islamic Boarding School from 2005 to 2017 and from 2018 to 2022. From 2005 to 2017, Arabic grammar learning is a teacher center; the teacher dominates learning. This can be seen in the second stage of the learning process: The teacher reads the Nahwu or sharf science textbook and translates it into Indonesian, and the students listen and take notes on the teacher's translation. This kind of learning is passive; there is not enough interaction between teachers and students and

between students and students. The negative effect of a learning process like this is the number of students sleepy during the learning process. With these conditions, learning Arabic grammar will pass without providing significant benefits for students. And learning like this is only delivery of theory to students. Students are less trained to apply the memorized and learned theory in analyzing existing Arabic-language texts. Learning like this has given birth to failure in achieving the objectives of learning Arabic grammar.

While learning Arabic grammar in 2018 until now, is active and interactive, which can be seen in the third stage, namely; The teacher asks students to look for vocabulary that they do not know in the dictionary and invites students to give the value of each vocabulary in the text, and in the fifth stage; The teacher guides students to formulate a good and correct translation of Arabic text into Indonesian. Arabic grammar learning like this is carried out in class VIII Madrasah Tsanawiyah, where in the learning process, this grammar focuses on applying theories learned in class VII. This analysis process uses the analysis of Nahwu and sharf science. In this learning process, students are no longer presented with theory at the beginning of learning. They will get a grammatical theory that has not been studied before when they analyze the Arabic text.

Students are also guided to translate Arabic-Arabic texts into good and correct Indonesian in this learning process. This positively impacts students' Indonesian language skills, and students can compare the structure of Indonesian and Arabic. Of course, this will make it easier for students to translate Arabic texts they encounter in the future. Besides being trained to translate, students also get a new style of expressing Arabic sentences according to their wishes. Arabic grammar learning in 2018 until now has had a big impact on students' mastery of Arabic grammar.

In addition to training students' independence, the teacher also trains students' thinking skills; this can be seen by analyzing vocabulary and Arabic sentences that the teacher has provided. Arabic grammar learning

carried out by this teacher is to memorize theory and apply theory in analyzing vocabulary and sentences. In short, learning Arabic grammar is applicable. Moreover, this applicative grammar learning supports the mastery of Arabic grammar well. In addition to analyzing the text, students also get uslub / new sentence patterns in Arabic that students can use in oral communication in everyday life.

## **Discussion**

### **Arabic Learning Objectives Purpose**

The findings of this study indicate that the Arabic language learning objectives set by the Darussakinah Batu Bersurat Islamic Boarding School are by the Arabic language learning objectives set by Arabic language experts, namely Rusydi Ahmad Tu'aimah, Muhammad Kamil Naqah, and Abdurrahman Al-Fauzan. Learning objectives affect the activities to be carried out in the learning process. This can be seen clearly between the objectives of learning Arabic from 2005 to 2017 and from 2018 to 2022. So when learning a foreign language to acquire a second language, you must have a clear goal, so the operational steps are also clear.

### **Learning Methods**

The findings of this study indicate that the learning method used by teachers in learning Arabic for second language acquisition is a communicative method. This method is suitable for training students to communicate verbally in the target language. As stated by Hermawan, the communicative method emphasizes students' creativity in doing practice or exercises. In this activity, students have more opportunities to speak (Hermawan, 2018). And as Mordaunt and colleagues say, the Communicative method allows for immediate error correction before errors become ingrained. This encourages or enables the learner to express like a native speaker in the target language. Discussions in the target language inside or outside the classroom can open students' eyes to the real-world



value of language learning and influence their engagement with the material (G. Mordaunt, Naprstek, & McGuire, 2019).

In addition to the communicative method, the method used in learning Arabic at Darussakinah Batu Bersurat Islamic Boarding School is the audiolingual method. This method is more emphasizes word pronunciation and intensive practice many times. Conducting drills consistently will give birth to a good habit in the language (Hermawan, 2018). Based on the results of Yang Mei's research, it is stated that the combination of the communicative and audiolingual methods has a good impact on language acquisition for beginners (Mei, 2018; Qin, 2019).

The method used for teaching Arabic grammar is the Grammar Translation Method. This method helps students to memorize and understand grammar and express ideas by translating the mother tongue into the foreign language being studied or translating a second language into the student's mother tongue, equipping students to be able to understand foreign language texts by translating them into everyday language or the other way around (Hermawan, 2018).

Differences in learning methods used in the learning process significantly influence the achievement of learning objectives. So the task of a teacher is to choose a learning method that is by the teaching material so that the learning objectives can be realized properly. This is in line with research conducted by Munawaroh, which states that teachers should use learning methods that are appropriate to the conditions of students and the material to be taught (Munawaroh, 2017).

### **Arabic Textbook**

The findings of this study indicate that the Arabic language textbook used is the Arabic language textbook used in Arab countries for teaching Arabic to non-Arabs. Textbooks play a very big role in the process of learning Arabic. The language of the textbook for second language acquisition must use the target language. This is to support the acceleration of the acquisition of the second language. This is in line with what Al-

Fauzan, As-Sa'diyyah, Choudhury, and Hamid expressed: textbooks have a large role in the learning process (Al-Fauzan, 2010; As-Sa'diyyah, 2016; Choudhury, 2014; Hamid, Hilmi, & Mustofa, 2019).

### **Arabic Grammar Textbook**

Research findings on aspects of grammar textbooks show that the language of textbooks used for teaching grammar must use the students' mother tongue; this is to make it easier for students to understand grammar theory. That way, their motivation and enthusiasm are getting stronger to learn grammar. This is supported by the words of Tamara Lucas, Anne Katz, and Penny Ur that grammatical explanations given in the learner's mother tongue are "a more accessible and cost-effective alternative than the sometimes lengthy and difficult explanations of the target language" (Paradowski, 2007).

### **Arabic Learning Process**

The research findings on learning Arabic show that Arabic teachers at Darussakinah Batu Bersurat Islamic Boarding School elaborate on communicative methods. However, as is known, the communicative method emphasizes aspects of speaking and ignores other aspects of communication. To overcome these weaknesses, the teacher includes writing activities in the learning process to strengthen students' Arabic writing skills, and the teacher also include reading activities to train students' reading skills. The results obtained from the elaboration of this method are that students actively speak the target language in the learning process, and students can read and write in the target language.

### **Arabic Grammar Learning Process**

The research findings on the Arabic grammar learning process at the Darussakniah Islamic Boarding School Batu Besurat are that learning grammar is theoretically applicable. After students master the theories of grammar, then the theory is used to analyze Arabic texts. Learning like this makes students feel meaningful in learning Arabic grammar. By feeling

meaningful, students become more enthusiastic about learning grammar, which most people find very difficult. This is in line with Chi-Kim Cheung's expression, which states that when English activities and exercises are meaningful and interesting for students, they will have immediate goals to achieve, which will help develop a long-term desire to learn (Cheung, 2001). Mastery of Arabic grammar is beneficial for students in reconstructing memorized vocabularies into complete sentences, thus creating a sense of confidence in speaking (Azhar, Wahyudi, & Promadi, 2022).

#### **D. Conclusion**

Aspects that must be considered to improve Arabic learning for non-Arabs are aspects of learning objectives, learning methods, textbooks, and the learning process. Clear learning objectives guide the process of implementing the learning process to be more focused. The purpose of learning Arabic at the Darussakinah Batu Bersurat Islamic Boarding School is receptive and expressive, increasing from the last goal, which was only receptive. The Arabic language learning methods and Arabic grammar used in this pesantren are the rules and translation method, the audiolingual method, the communicative method, and the direct method. The teacher independently compiles Arabic grammar textbooks by first analyzing and critically examining the needs and abilities of students; the results obtained are students master Arabic grammar well and can apply it when analyzing Arabic texts. Using textbooks without a needs analysis will hurt students and achieve predetermined goals. The language of Arabic textbooks at Darussakinah Batu Bersurat Islamic Boarding School uses Arabic textbooks; this accelerates the process of acquiring Arabic. This condition is different from the language of Arabic grammar textbooks, which use the students' mother tongue to make it easier for students to understand the rules of Arabic well. The process of learning Arabic at the Darussakinah Batu Bersurat Islamic Boarding School is well designed so students can learn to communicate orally and in writing.

The results of this study can be used to improve the quality of learning Arabic and Arabic grammar in institutions that teach Arabic. The limitation of this research is that it only examines the progress of learning Arabic at the Darussakinah Batu Surat Islamic Boarding School from learning objectives, learning methods, textbooks, and the process of learning Arabic and Arabic grammar. Future research can examine Arabic teachers and aspects of the language environment.

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