

## LINGUISTIC APPROACHES IN TEACHING ARABIC LANGUAGE AT MADRASAH ALIYAH NEGERI 1 MAMUJU, WEST SULAWESI

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### Abstract

The aim of the research is to determine the linguistic approach in teaching Arabic at Madrasah Aliyah Negeri 1 Mamuju, West Sulawesi (Empowering the Arabic Literature Program). The research is qualitative research. The nature of this research is exploratory. The results of this research have revealed that Madrasah Aliyah Negeri 1 Mamuju, West Sulawesi still uses traditional methods in teaching Arabic. Thus updates approach and methods are needed to gain effectiveness in learning Arabic using a linguistic approach.

**Keywords:** Linguistic, Tagmemic, Arabic, Madrasah (Islamic School)

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### Introduction

Many oriental books were written by orientalist, especially regarding the Islamic religion relating to the al-Quran, hadith, Islamic history and culture, Islamic law and so on. To investigate this knowledge, Arabic is the main bridge for them. They studied Arabic first to express this knowledge into a European language. Their ability to learn Arabic in detail makes them able to translate Arabic books into their

language. This should also encourage Muslims to seriously study Arabic in order to deepen their knowledge.<sup>1</sup>

Based on this, people who want to understand the good teachings of Islam must try to learn Arabic. Because the Al-Qur'an was revealed in simple Arabic, the rules needed to understand it are based on Arabic rules. Mastery of these rules is needed to understand their principles, feel their principles, and know their secrets.<sup>2</sup>

Basically, language is a set of linguistic dichotomies called language competence and performance. The competency aspect refers to what the speaker intuitively knows and masters about the language system, while the performance aspect refers to what the speaker says in various forms of language. The performance aspect of language is built by speech sounds into two parts, namely voice or speech sounds and system sounds called language sounds. The science that discusses sound regularities is called Phonology. Order and balance in linguistics have been discovered by language experts such as Tammam Hasan and Chomsky. These discoveries and regularities can be explored if someone studies phonology, morphology, syntax, discourse and semantics.<sup>3</sup>

Linguistic research or language research needs to be utilized for language teaching and education, in other words the extent to which linguistic research and discoveries are applied for the benefit of language teaching and language learning, especially Arabic. A language education graduate or a language teacher uses the results of language research wherever possible for language teaching. The results of linguistic research help a language education scholar or teacher in preparing lesson materials, updating language teaching and learning methods, and carrying out analysis and evaluation of language results and teaching.

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<sup>1</sup>Abidin Ja'far, *Orientalisme dan studi tentang Bahasa Arab*. Yogyakarta Bina Usaha, 1987. h. 1-2

<sup>2</sup>Hasbi Ash -Shiddieqi, *Ilmu ilmu Al-Qur'an : Media pokok dalam menafsirkan Al-Qur'an* Beirut: Daar al -Adab, 1972, h. 284.

<sup>3</sup>Muhammad Ali al-Khuliy, *Mu'jam Ilm al-Lughah al-Nasariy*, Beirut maktabat Lubnan, 1982, h.279.

Based on this, the aim of this research is to describe the form of Arabic language teaching found at Madrasah Aliyah Negeri 1 Mamuju, West Sulawesi and explain the linguistic approach applied at Madrasah Aliyah Negeri 1 Mamuju, West Sulawesi.

This research uses qualitative research, this research is exploratory. The research method and data analysis are descriptive, presenting findings analyzed based on existing theory, and concluding these findings as the final result of this study.

Research on linguistic approaches in learning Arabic has basically found several literatures that discuss this matter. As in the *Al Qalam* journal written by Achmad Satori Ismail entitled "Optimizing the role of linguistics in teaching Arabic in Indonesia" explains that to develop Arabic language lessons in Indonesia at this time various efforts need to be made. Among the efforts that need to be made is optimizing the role of linguistics, especially applied linguistics, in teaching Arabic. This is because basically the language teaching process requires knowledge of the principles of the language being studied. Without the help of linguistic theory, Arabic teachers will find it difficult to provide accurate descriptions of the language and the situations of its users. For this reason, general linguistic theories, sociolinguistics and psycholinguistics need to receive attention in the Arabic language teaching process. The use of linguistics in teaching Arabic can at least be done in the process of selecting learning materials, determining teaching stages, the process of delivering teaching materials, and carrying out language teaching evaluations.<sup>4</sup>

In the *Al-Azhar Indonesia Humanities Series* journal written by Zaqiah Mardiah entitled "Learning Arabic linguistics in the Arabic literature study program at the UAI literature faculty" discusses that linguistics is a tool used to study other fields of science related to language. That's why linguistics courses in the Language and Literature Study Program are mandatory. However, the learning process itself experienced several obstacles. These obstacles very significantly influence the process

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<sup>4</sup> Achmad Satori Ismail, *Optimalisasi Peran Linguistik Dalam Pengajaran Bahasa Arab*, *Al Qalam* Vol.19. No. 95 oktober-desember 2002 h. 67

of applying linguistic material from the beginning of the lecture until students write their final assignment. After analyzing the data from respondents, several things were found as follows, namely internal factors, this section includes student motivation, academic competence, those whose manifestations can be in the form of social studies, TOEFL scores, and expressions of logical and analytical reasoning in oral and written form, and their perseverance. Then external factors, these factors are closely related to the curriculum, teaching methods, linguistic materials and linguistic libraries.<sup>5</sup>

In the Islamic Education journal written by Masnun, entitled "Linguistic and psychological theory in teaching Arabic in Islamic Education Institutions" discusses a person's proficiency in a language does not guarantee his proficiency in teaching that language to others. Being proficient in a language is one thing and being proficient in teaching a language is another. An Arabic language teacher must master at least three things, namely: (1) Arabic language proficiency, (2) knowledge of Arabic language and culture, (3) skills in teaching Arabic. Apart from that, Arabic language teachers must also know that foreign language learning involves at least three scientific disciplines, namely: Linguistics, Psychology and Education. Linguistics provides information about language in general and about specific languages. Psychology describes how people learn things, and education makes it possible to combine all the information from linguistics and psychology into one way or method that is suitable for use in the classroom to facilitate the language learning process by students.<sup>6</sup>

Based on several studies above, it can be concluded that this research presents novelty to the research object located at Madrasah Aliyah Negeri 1 Mamuju, West Sulawesi on the topic of linguistic approaches in teaching Arabic. After conducting

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<sup>5</sup>Zakiah Mardiah, Pembelajaran linguistik Arab di program studi sastra Arab fakultas sastra UAI jurnal Al Azhar Indonesia Seri Humaniora , vol 3 No. 3 Maret 2016, h. 229

<sup>6</sup> Masnun, Teori linguistik dan psikologi dalam pengajaran Bahasa Arab di Lembaga Pendidikan Islam, Jurnal volume 08 nomor 01, juli 2018, h. 172

research, it was found that Madrasah Aliyah Negeri 1 Mamuju, West Sulawesi had not implemented a linguistic approach in learning Arabic..

## Discussion

### 1. Forms of Arabic Language Learning at Madrasah Aliyah Negeri 1 Mamuju

The presence of foreign languages in Indonesia is a phenomenon that is attracting attention. Apart from being a science, language is also part of a means of communication between humans in a global context. Even though languages globally have the same characteristics and basics as languages, learning a foreign language has characteristics that other languages do not have. So learning a foreign language has its own characteristics in the process. It is these characteristics that make studying and learning a foreign language mandatory to be recognized carefully starting from the variable terminology to the basic concepts of its implementation.

According to Wenden and Rubin defined learning strategies as any set of operations, steps, plans, routines used by the learner to facilitate the acquisition, storage, retrieval, and use of information. Learning strategies are a series of activities, steps, plans, routines used by students to facilitate the acquisition, storage, search and use of information.<sup>7</sup>

Nana Sudjana said that teaching and learning strategies are teachers' efforts so that students can achieve learning goals by using teaching variables (goals, methods, tools and evaluation). There are three stages in learning strategies, namely pre-instructional, instructional, and evaluation.

Learning strategies have meaning as the appropriate way that can be chosen to convey lessons. Language learning strategies are the right way to convey and carry out language learning activities.<sup>8</sup>

From the definitions above, it can be concluded that a learning strategy is a teacher's effort or way to convey learning material so that students can easily

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<sup>7</sup>Shu Feng Tseng, *Language Learning Strategies in Foreign Language Education*, An Interdisciplinary Journal, (online) 49:321-328, ([http://www2.cma.edu.tw/u\\_edu/journal](http://www2.cma.edu.tw/u_edu/journal))

<sup>8</sup> Andayani,

understand the material and obtain information so that learning objectives can be achieved.

The strategy or form of teaching Arabic at Madrasah Aliyah Negeri 1 Mamuju, West Sulawesi, uses a traditional form of teaching which is still based on terms from traditional b or what is commonly known as yellow b (bald). However, if we look at the effectiveness of learning, even though they still use traditional techniques, the madrasah still adheres to the four components of Arabic language skills, namely speaking, reading, listening and writing skills.

Language performance refers to language skills, namely skills in using language in the language used. In the context of foreign language learning, students' ability to use language for real-life purposes in a communicative nuance as a vehicle for meeting life's needs. So, the frame of reference shifts from the classroom to the real situation in which the language is used.

Therefore, Arabic language skills imply the fulfillment of grammatical competence, communication competence and language skills. Arabic language skills which include speaking, listening, reading and writing are related to each other.

- a. Listening and speaking are considered sound skills that require communication to other people or parties.
- b. Reading and writing are considered visual skills that are used to overcome time and place boundaries when communicating with certain people or parties.
- c. Listening and reading are skills to absorb information from the source. Both are receptive skills because the activity that occurs is receiving messages, therefore they are also called receptive skills.
- d. Speaking and writing are skills in composing symbols to give to other people or parties, because they involve message sending skills. These two skills are called productive skills.

## **2. Linguistic Approach to Teaching Arabic at Madrasah Aliyah Negeri 1 Mamuju, West Sulawesi**

Linguistics is a science that studies and examines language, sounds, human signs related to language phenomena. In Arabic literacy there are various terms related to linguistic study and interpretation, including the terms:

- a. Lughoh Science (word science) which studies human conversation, vocabulary forms, and scientific disciplines about the Arabic language. Meanwhile, linguistic experts are nicknamed al-lughawi.
- b. Fiqh al-lughah contains material related to language, the same as other linguistic books such as: nahwu, shorof, isytiqaq, balaghah, linguistic problematic themes and grammar.
- c. Al-oral science is a means of speech, language. This science includes:
  - 1) mastery of vocabulary and knowledge of its indications,
  - 2) know the rules of the Arabic language,
  - 3) istiqaq, bina', voice changes, and linguistic topics.

Language learning is an effort that involves all components of language learning to optimize student learning outcomes which have an impact on students' creativity, productivity and language skills.<sup>9</sup>

Many people learn Arabic with different goals, including just to understand, to be able to converse fluently, and various other specific goals. Learning Arabic for Indonesians is something that cannot be denied, because the urgency of Arabic for people around the world is quite high. This can be seen from various learning institutions in various countries, one of which is LIPIA in Jakarta. Formally learning Arabic is learning a foreign language, because Arabic is not a mother tongue or a language used in everyday life for Indonesian people. Arabic is not a language of instruction in communication but is used as material in learning.

Linguistics contributes to Arabic language teaching indirectly but through various winding and branching paths. In reality, linguistics is an important tool for

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<sup>9</sup> Abdul Hamid, dkk. *Pembelajaran Bahasa Arab Pendekatan Metode, Strategi, Materi, dan Media*, (Malang, UIN-Malang Press), H. 67.

determining language teaching targets and explanations because linguistics is a tool used by language teachers to describe and analyze language, which of course will help the language teaching process. Even though it is not the only tool, linguistics is considered the most important tool in this field. Linguistics provides knowledge about the nature of the Arabic language and the process of its use in various situations and the various relationships that occur between speakers and listeners in society.

Language teaching is essentially a process of developing deep and conscious knowledge in students to. Using language in society. Without relying on linguistic theories, a teacher will not be able to provide a thorough description of language and the situations in which it is used.

Questions that are often asked to Arabic teachers are: What language materials are taught to their students? What do teachers need to teach it? Which linguistic theories do teachers rely on to meet their pedagogical needs? The answers to all of these are applications of practical linguistics in the field of language teaching.

To answer the question, what linguistic material should be taught to students. Teachers need general linguistic, socio linguistic and psycho-linguistic theories.

First, viewed from a general linguistic perspective. can say that what language teachers must teach their students are:

1. *Matters related to nahwu (semantic) elements such as; isim, fi'l, letters etc.*
2. *Various rules for constructing sentences.*
3. *List of lexical mufrodāt (vocabulary).*
4. *Phonetic list of languages*
5. *Various syllables and sound stress etc.*

In these fields, linguistics has made a major contribution in describing language, classifying its elements and studying the relationships between these elements.

Second, viewed from sociolinguistics. Based on this aspect, language can be seen as a collection of speech acts in society. In this scope, a teacher must teach his students the rules of language use in society and develop their language competence so that they have the ability to use their language in various situations in their society.



Modern sociolinguistic studies have made a major contribution to helping language teachers determine the language materials they should teach.

Third, viewed from psycholinguistics. From a psycholinguistic perspective, it can be described that what language teachers must teach is a set of language skills, especially speaking skills or linguistic activities that reflect human experiences, thoughts and interactions with nature. Sociolinguistics helps language teachers in the process of determining the language material they teach and understanding language as a special characteristic of humans.

Based on the theoretical framework of sociolinguistics and psycholinguistics, teaching Arabic is in accordance with the following:

1. Language teaching as a speaking activity
2. Talking as a social interaction
3. Social interaction is as movements and also as reactions to these movements.
4. Social interaction movements are born from certain targets to be achieved.
5. These targets are part of the rules of the rules that are in accordance with special functions.
6. Interaction in the classroom is determined according to teaching targets.
7. Target analysis. teaching through notes to. Activities that occur in class.

These are some simple illustrations of the range of relationships between linguistics and language teaching. If you want to develop Arabic language teaching in Indonesia. It is necessary to optimize the role of linguistic theories, especially new ones in the field of language teaching.

The linguistic approach in teaching Arabic refers to a learning approach that focuses on aspects of the language itself. This means that in this method, learning Arabic is focused on understanding the structure and rules of the language, phonology, morphology, syntax and other linguistic elements. The linguistic approach aims to understand how Arabic functions and how students can learn the language effectively.

Following are some of the main aspects of the linguistic approach in teaching Arabic:

#### 1. Focus on Language Structure

In the linguistic approach, students understand the basic structure of Arabic, such as letters, words and sentences. They learn about Arabic phonemes, graphemes and phonology to recognize and understand its sounds.

#### 2. Morphology

Students learn word formation in Arabic, including word roots, word forms, and common morphological patterns. This helps them understand new words and identify relationships between words in Arabic texts.

#### 3. Syntax

Syntax is related to the arrangement of words and sentences in Arabic. Students learn about proper sentence construction and how to combine words correctly.

#### 4. Semantics

The linguistic approach also pays attention to the meaning of words and phrases in a particular context. This helps learners to understand the nuances and deeper meanings in Arabic.

#### 5. Grammatical Application

Students are given practice in applying Arabic grammar rules in conversation and writing. This helps them to practice and master the understanding of the rules of the Arabic language.

#### 6. Text Based Learning

This method emphasizes learning Arabic through authentic materials, such as texts, dialogues or conversations in Arabic. In this way, students can become familiar with various contexts of everyday language use and vocabulary.

#### 7. Communication

Even though the linguistic approach places greater emphasis on understanding language structure, students are still encouraged to communicate in

Arabic. The practice of speaking, listening, reading, and writing in Arabic remains important for the development of their language skills.

#### 8. Emphasis on the Use of Formal and Informal Language.

In this approach, students are also taught the difference between formal and informal language in Arabic. They understand when and where to use formal language and informal language.

#### 9. Cultural Context

10. A linguistic approach to teaching Arabic can include an understanding of the cultural context in which the language is used. This helps learners understand the social and cultural aspects that may influence the use of Arabic.

The linguistic approach in teaching Arabic allows students to build a strong foundation in understanding the structure of the language, but it is also important to complement this approach with practical aspects, such as speaking in the context of everyday life and interacting with native Arabic speakers.

From the explanations above, it can be understood that linguistics is a form or perspective for studying a language by using terms that can make it easier for educators or instructors to understand their students about language learning itself.

Madrasah Aliyah Negeri 1 in Mamuju still uses traditional methods in teaching Arabic. The traditional method in question is that the teacher uses terms that are very focused on what is stated in the yellow/bald book. This traditional method is very common at the madrasa level, especially at Islamic boarding schools. Because basically it is the activity of learning Arabic in Islamic boarding schools that propagates this method.

Language teaching methods that use traditional techniques (the yellow book) are considered very relevant considering that the yellow book, which is the written work of a language expert, is written in Arabic. Because Arabic is taught, it can be said to be effective as a teaching model.

As science develops, and the emergence of many experts and linguists, of course the methods and techniques for teaching languages, especially Arabic, also develop. The linguistic approach is slowly starting to show its existence as an option

that can be used in teaching Arabic. Even though it is still used very minimally, this does not mean that the linguistic approach cannot be used.

This research will more or less show a perspective from Madrasah Aliyah Negeri 1 in the city of Mamuju, West Sulawesi, that the effectiveness of language learning is still dominated by traditional methods. This is not a mistake in teaching, but rather a momentum to be able to make the seven madrasas a place for linguistic approach methods to be applied there.

However, there are several factors that need to be considered when teaching linguistic methods in a school or place of study, namely:

Teacher factors play a very important role in teaching Arabic, as in teaching other languages. Here are some key factors that influence the teaching of Arabic by a teacher:

1. Arabic language competency: Teachers who teach Arabic must have in-depth mastery of the language. They must be fluent in speaking, reading, writing and understanding Arabic well in order to teach it effectively.
2. Experience and qualifications: Arabic teachers who are experienced and have appropriate educational qualifications will be better able to face different challenges in the teaching and learning process.
3. Teaching methods: Teachers need to use effective and innovative teaching methods so that students are interested and involved in the Arabic language learning process. An approach that is student-centered and involves the use of technology in teaching can help improve learning outcomes.
4. Understanding Arabic culture: Teachers who have a good understanding of Arabic culture will be able to integrate cultural elements in teaching Arabic. This will help students better understand the context and use of language in everyday life.
5. Motivation and personality: Teachers must have a pleasant, enthusiastic personality and be able to motivate students to learn Arabic. Their positive

attitude and support for students can increase students' enthusiasm for learning.

6. Assessment and feedback: Teachers need to provide clear and constructive assessment and meaningful feedback to students to help them track their progress and improve their Arabic language skills.
7. Appropriate use of resources: Teachers must use textbooks, teaching materials, multimedia, and other learning resources that are appropriate to students' ability levels and needs.
8. Class setting: Environmental factors in the classroom also play an important role in the Arabic language learning process. Teachers must create an inclusive and supportive learning environment to optimize learning opportunities for all students.
9. Understanding of students' difficulties: Teachers must understand the difficulties students face in learning Arabic and find ways to overcome these challenges.
10. Collaboration with students and parents: Involving students and parents in the Arabic learning process will help create positive partnerships and encourage support at home to strengthen learning.

Overall, teachers who are qualified, knowledgeable about Arabic, and highly dedicated will play a key role in helping students achieve good and sustainable Arabic language proficiency.

This is considered to be the main factor in reviewing a new method to be implemented. However, you also need to know that curriculum involvement will also influence a more conducive teaching atmosphere. The problems of the Arabic language teaching curriculum can involve a number of challenges and issues that affect the effectiveness and efficiency of the learning process. The following are some common problems that often occur in the Arabic language teaching curriculum:

1. Curriculum that is less relevant

Some Arabic language teaching curricula may not meet the real needs of students or the communities where Arabic is taught. Irrelevant curriculum can result in students' lack of interest and motivation to learn the language.

## 2. Teaching methods are less effective

Traditional and less interactive Arabic teaching methods can cause learning to be boring and uninteresting for students. Using inappropriate methods can also affect students' ability to communicate effectively in Arabic.

## 3. Limited amount of time

Some educational institutions may devote little time to the teaching of Arabic in the overall curriculum. It can be a challenge for instructors to cover enough material and enable students to achieve a sufficient level of competency in the language.

## 4. There is no focus on speaking skills

In many cases, Arabic curricula may focus too much on reading and writing, but neglect the development of students' speaking skills. In fact, speaking ability is important in understanding and communicating in Arabic effectively.

## 5. Inadequate assessment

The assessment system in the Arabic curriculum can also be problematic. If assessments focus only on certain aspects, such as grammar or vocabulary knowledge, while speaking ability or reading comprehension are not properly tested, then students may not be able to develop comprehensive competence in the language.

## 6. Lack of resources and learning materials

Many educational institutions may face limitations in resources and learning materials for teaching Arabic. A lack of quality and varied teaching materials can hinder students' learning experiences.

## 7. Teacher qualifications

The Arabic curriculum requires qualified teachers who are proficient in the language. Challenges can arise if there is a shortage of competent and trained teachers to teach Arabic.

To overcome this problem, it is important to carry out continuous evaluation and improvement of the Arabic language teaching curriculum. A more innovative and interactive approach is needed in teaching Arabic and paying attention to various aspects of language skills in a balanced way. The use of technology and digital resources can also help improve the learning experience and access to a variety of learning materials. In addition, support and training for teachers is also very important so that they can provide Arabic language instruction more effectively.

### **Conclusion**

Based on research on linguistic approaches in teaching Arabic at Mamuju Madrasah Aliyah, Mamuju City, West Sulawesi, using tagmemic analysis focused on Arabic syntax, it was found that seven state-based and private Madrasah Aliyah still use traditional approaches or methods in teaching Arabic. So the effectiveness of the linguistic approach cannot yet be measured considering that this approach has not been implemented in the seven Aliyah Mamuju madrasas in the city of Mamuju, West Sulawesi.

It is hoped that this research will be able to increase scientific insight, especially in the field of Arabic language teaching, in order to maximize the propaganda of the linguistic approach as a teaching method in schools or madrasas so that students are able to adapt to scientific developments, especially in the field of linguistics. Then this research is still very far from perfect so it is hoped that it can become reference material for further research using the linguistic approach of tagmemic analysis in teaching Arabic.

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