

Analysis of Speaking Skill Learning Difficulties in Students of the Arabic Language Education Study Program at State Islamic Institute

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Abstract

Speaking skill (*maharab kalam*) is one of the four main skills that must be mastered by students of the Arabic Language Education Study Program at Islamic universities. The main goal of learning speaking skill is to develop the ability to speak in Arabic fluently, effectively, and accurately. Students are expected to be able to express thoughts, feelings, and information clearly and relevant in a variety of communication contexts. But in reality, there are still students who encounter obstacles in the learning process of speaking skill so that the expected goals are not achieved, as happened to PBA IAIN Ternate students. For this reason, this article discusses the difficulties of students in learning speaking skill at PBA IAIN Ternate with those explored from the results of field research with a qualitative descriptive approach, where the data obtained through questionnaires and interviews are processed by library triangulation. The results show that students of the PBA IAIN Ternate study program are still experiencing difficulties in learning speaking skill, from linguistic and non-linguistic aspects. In the linguistic aspect, it can be seen in the difficulty of understanding vocabulary, stringing sentences, and difficulty in capturing information from the interlocutor. Meanwhile, on the non-linguistic side, it can be seen in the students' lack of confidence in

communicating. This affects the achievement of the learning goal of speaking skill, which emphasizes communication skills using Arabic.

Keywords: Arabic; speaking skill; learning difficulties

Introduction

Learning Arabic in Islamic universities has a very significant role in the development of students' language and scientific skills. Arabic is not only the language of daily communication in several countries, but also the main language in understanding and interpreting Islamic religious texts such as the Qur'an, Hadith, and other classical religious literature. In this case, there are two typologies of Arabic studies in Indonesia, the first typology is better to consider that the study of Arabic is part of the branch of Islamic science and treasures, while the second typology is better to consider that the study of Arabic is the soul in studying Islam itself, without Arabic it is impossible to learn Islam.¹

However, many students experience difficulties in the process of learning Arabic. This difficulty can be caused by various factors, both internal and external. Internal factors include learning motivation, basic abilities possessed, and learning methods used, and these must be addressed immediately. Collaborative problem-solving skills like this are essential in the context of developing 21st-century learning skills today. These skills include critical thinking, creativity, collaboration, and communication (4Cs).² Meanwhile, external factors can come from the teaching methods applied, the curriculum is not supportive, and the limitations of supporting facilities and infrastructure.³⁴ For learning Arabic for non-Arabs, including in Indonesia, more variety and innovation are needed,⁵ This includes the selection of teaching materials, learning methods, and learning media.

¹ Hasnil Oktavera, "The Influence of Arab Spring on the Existence of Arabic Language Learning in the Multicultural Society of North Sulawesi," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 633, <https://doi.org/10.29240/jba.v6i2.4108>.

² Tang Tang, Valentina Vezzani, and Vikki Eriksson, "Developing Critical Thinking, Collective Creativity Skills and Problem Solving through Playful Design Jams," *White Rose*, 2020, <https://eprints.whiterose.ac.uk/165265/>.

³ Agustang K, "Penerapan Media Instruksional Pembelajaran Dalam Meningkatkan Hasil Belajar Bahasa Arab Peserta Didik Di MTs Yapit Taretta Ke. Amali Kab. Bone" (UIN Alauddin Makassar, 2015).

⁴ Moh. Munir, "Fikrah Rusydi Ahmad Th'aimah Wa Mahmud Kamil Al-Naqah Fi Ta'lim Al-Lughah Al-'Arabiyyah 'Inda Dhu'i Al-Madkhal Al-Itthishal," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 613, <https://doi.org/10.29240/jba.v6i2.4060>.

⁵ Siti Nikmatul Rochma, Umi Mahmudah, and Yuangga Kurnia Yahya, "Utilizing Technology in Arabic Teaching: Implementation of Media 'Learning Aljazeera.Net' on Listening Skill Teaching at University of Darussalam Gontor,"

Maharah kalam or speaking proficiency in Arabic is one of the four main skills that must be mastered by students of the Arabic Language Education Study Program at Islamic universities. The main goal of learning *maharah kalam* is to develop the ability to speak in Arabic fluently, effectively, and accurately.⁶ Students are expected to be able to express thoughts, feelings, and information clearly and relevant in various communication contexts. In addition, this learning also aims to enrich vocabulary, increase understanding of language structure, and build students' confidence in communicating.⁷ In general, Mastery of these speaking skills helps students participate in conversations and discussions well. This skill is important because it reflects effective communication skills in Arabic, both in academic and professional contexts.

In higher education, *maharah kalam* learning is focused on developing student's ability to speak fluently and accurately in accordance with Arabic grammar rules. This is an important basis in efforts to produce graduates who are competent in Arabic and are able to apply these language skills in the world of work.⁸ Especially when holding a bachelor's degree in Arabic language education, which is the indicator of public assessment of proficiency in Arabic and the ability to speak Arabic.

The ideal learning of *maharah kalam* (the ability to speak in Arabic) requires a creative approach and a variety of techniques to help students develop fluency and accuracy in speaking. Effective techniques include dialogue, role-play, language games, the use of audio-video media, simulation, and technology.⁹ It is also important to enrich students' vocabulary and facilitate oral interaction through relevant discussions. Teachers act as facilitators who provide materials according to students' needs, emphasize listening skills, and create an environment that supports speaking skills.¹⁰

Arabiyatuna: Jurnal Bahasa Arab 5, no. 2 (2021): 197, <https://doi.org/10.29240/jba.v5i2.2730>.

⁶ Erlina, Idham Khalid, and Ahmad Bukhari Muslim, "Integration of Prismatic Science and Development of Arabic Education Master Curriculum," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 591–612.

⁷ Yazid Hady, "Pembelajaran Mahārat Al-Kalām Menurut Rusdy Ahmad Thu'aimah Dan Mahmud Kamil Al-Nāqah," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (2019): 63–84, <https://doi.org/10.14421/almahara.2019.051-04>.

⁸ Darwati Nalole, "Meningkatkan Keterampilan Berbicara (Maharah Al-Kalam) Melalui Metode Muhadatsah Dalam Pembelajaran Bahasa Arab," *Jurnal Al Minhaj* 1, no. 1 (2018): 129–45.

⁹ Mahfuz Rizqi Mubarak et al., "Zoom Cloud Meeting: Media Alternatif Dalam Pembelajaran Maharah Kalam Di Tengah Wabah Virus Corona (Covid-19)," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 2 (2020): 211, <https://doi.org/10.29240/jba.v4i2.1445>.

¹⁰ Bani Amin, "Konsep Pengajaran Maharah Al Kalam Pada Tingkat Pemula," *Jurnal Seumubeuet: Jurnal Pendidikan Islam* 2, no. 1 (2023): 35–48, <https://doi.org/10.23971/altarib.v9i1.2585>.

However, the learning process of *maharah kalam* in universities, especially in Islamic Universities such as the State Islamic Institute (IAIN) Ternate, is often faced with various challenges. One of the main problems is the limitation of facilities and infrastructure, such as the lack of interactive and adequate teaching resources to train students' speaking skills.¹¹ In addition, the limited time allocated for teaching speaking skills is also an obstacle in achieving optimal *maharah kalam* competence. As a result, students often have difficulty in achieving fluency and accuracy in speaking Arabic, which is an indicator of the success of *maharah kalam* learning.

A learning culture that does not support collaboration between students can also be an obstacle.¹² In some Islamic universities, there is a tendency to learn individually rather than collaborating in groups. In fact, effective language learning often requires interaction and joint practice to improve communication skills. This culture that is less supportive of collaboration limits students' opportunities to practice speaking and listening to Arabic actively.¹³

Previous research has identified various difficulties faced by students in learning *maharah kalam*. A study conducted by Ifi Erwhintiana and Abdul Basid (2017) found that students often feel less confident when speaking in Arabic because they are afraid of making mistakes, especially related to the use of complicated grammar.¹⁴ Therefore, it is very important to apply guthrie theory as a problem solver in overcoming students' learning difficulties towards *maharah kalam*.¹⁵ In addition, Yeniati Ulfah, and Anyes Lathifatul Insaniyah (2023) also show that the factors that make it difficult to learn Arabic are lack of motivation and interest in learning Arabic, minimal mastery of Arabic vocabulary, a less supportive environment for learning Arabic orally and in writing, and difficulties in the application of *nahwu* and *sharf* learning.¹⁶ These difficulties cause the

¹¹ Sayuthi Atman Said, Dosen *Muhadatsah* IAIN Ternate, Wawancara, 15 September 2023

¹² Nasional Bahasa Arab and Rahmat Iswanto, "Problematika Pembelajaran Bahasa Arab Pada Mahasiswa Lulusan Non Madrasah Di Prodi Pendidikan Bahasa Arab Iain Sultan Amal Gorontalo" 3, no. 1 (2022): 1–16.

¹³ Mohd. Nasir, Mukhlis, and Meutia Rahmah, "Eksistensi Bīah Lughawīyyah Di Dayah Terpadu Al-Muslimun Lhoksukon Aceh Utara," *Ihya Al-Arabiyyah* 2, no. 1 (2016): 117–36.

¹⁴ Ifi Erwhintiana and Abdul Basid, "Analisis Diagnostik Kesulitan Belajar Maharah Kalam Mahasiswa Bahasa Dan Sastra Arab 2017 Dalam Perspektif Edwin R. Guthrie," *Seminar Nasional Bahasa Arab Mahasiswa I Tabun 2017 HMJ Jurusan Sastra Arab Fakultas Sastra Universitas Negeri Malang*, 2017, 109–24.

¹⁵ Ifi Erwhintiana and Abdul Basid, "Analisis Diagnostik Kesulitan Belajar Maharah Kalam Mahasiswa Bahasa Dan Sastra Arab 2017 Dalam Perspektif Edwin R. Guthrie," *Seminar Nasional Bahasa Arab Mahasiswa I Tabun 2017 HMJ Jurusan Sastra Arab Fakultas Sastra Universitas Negeri Malang*, 2017, 109–24.

¹⁶ Yeniati Ulfah, "Kesulitan Belajar Bahasa Arab Bagi Mahasiswa Program Studi Pendidikan Agama Islam Universitas Islam Zainul Hasan Genggong," *TADRIS AL-*

communication process in Arabic to be hampered, both in terms of understanding and the production of correct sentences.

Various researches carried out to find solutions to students' skills in increasing their understanding of *maharah kalam* have been massively carried out. Most recently, by Fahrur Rosikh et al. (2023) which produced findings that learning speaking skills based on constructivism can develop students' 21st century skills. The 21st century skills developed include critical thinking, creative thinking, collaboration, and communication skills. Critical thinking skills are reflected in the ability to analyze learning materials and resources, find social facts, choose mufrodad used in socio-drama practice, and use Arabic grammar.¹⁷ Although this study does not reveal in detail the difficulties faced by students.

At IAIN Ternate, the problems faced in learning *maharah kalam* also reflect the findings of the research. Students often have difficulty memorizing vocabulary, building grammatically appropriate sentences, and understanding conversations from interlocutors. Lack of confidence is also a significant factor in lowering their speaking skills. Some of the main factors causing this problem include teaching methods that are still limited to traditional approaches, the lack of use of interactive learning media, and the lack of opportunities for students to practice active speaking in and out of the classroom.

In order to detect more concrete problems faced by students of the Arabic Language Education and *Maharah kalam* learning program, this research is focused on finding the learning problems of *Maharah Kalam*, both in linguistic aspects, as well as in non-linguistic aspects.

This article is the result of research conducted with a qualitative descriptive approach, to identify the map of difficulties faced by students in learning *maharah kalam* in the Arabic Language Education study program at IAIN Ternate. The research was carried out using data collection techniques in the form of questionnaires and interviews. Aimed at students of the Arabic Language Education study program and lecturers of the *maharah kalam* course. The data obtained were then processed and analyzed in a narrative and discursive manner with a respondent's phenomenological approach during teaching and learning activities. The use of narrative and discrete data analysis was carried out to examine the learning experiences of the respondents in the learning process of *maharah kalam* at IAIN Ternate. The data obtained was tested by the literature triangulation technique, which is synchronizing with data with relevant literature from the latest references in the form of books and

ARABIYAT: *Jurnal Kajian Ilmu Pendidikan Bahasa Arab* 3, no. 1 (2023): 79–92, <https://doi.org/10.30739/arabiyat.v3i1.1824>.

¹⁷ Fahrur Rosikh et al., "Improvement of 21st Century Skills in Constructivism-Based Maharah Al-Kalam Learning in Tertiary Institutions," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 479–504.

scientific attriculleles, as a comparative reference obtained from various sources, most of which are sourced from reputable journals at national and international events.

Literature triangulation is one of the techniques in research used to increase the validity and accuracy of research findings by combining various sources of literature or different theories. This technique aims to enrich the perspective or viewpoint of a phenomenon being researched, so that the research results are stronger and more comprehensive. In the context of literature triangulation, researchers do not rely on just one source or theory, but take several relevant references to strengthen the argument or explanation.

Here are some types of triangulation that can be applied in literature research:

1. Source Triangulation: Using a variety of different sources of literature (e.g. journals, books, articles) to ensure consistency and validity of the information obtained.
2. Theory Triangulation: Using several different theories to understand a phenomenon or explain research findings from different perspectives.
3. Triangulation Methodology: Combining various data collection methods covered in the literature to gain a deeper understanding of the topic being studied.
4. Time Triangulation: Using literature published in different periods to look at the development of thought or trends over time-related to a research topic.¹⁸

The benefits of library triangulation are reducing bias, increasing reliability, and providing a more holistic view of the topic being researched. This is especially important in qualitative research or literature reviews that require a strong theoretical foundation to support the analysis.

The instrument used in this study is in the form of a questionnaire that is shared online through *google forms* and interview sheets. The results of the questionnaire and interviews became primary data that was processed and analyzed qualitatively. The main respondents were 2 *Muhadatsab* lecturers and 37 students of the Arabic Language Education study program which is the 4th semester at IAIN Ternate for the 2022/2023 period. This respondent was chosen because he had gone through the learning process of *Muhadatsab 1, Muhadatsab 2, and Muhadatsab 3 courses*, which became the main basis for the development of *maharah kalam*.

¹⁸ Andarusni Alfansyur and Mariyani, "Seni Mengelola Data : Penerapan Triangulasi Teknik , Sumber Dan Waktu Pada Penelitian Pendidikan Sosial," *Historis* 5, no. 2 (2020): 146–50.

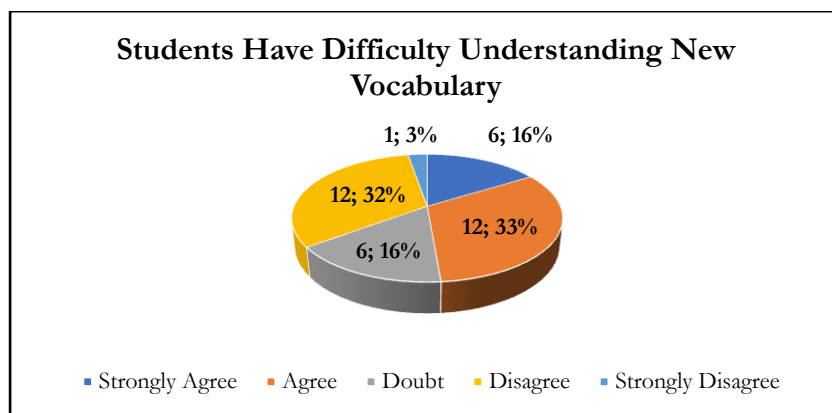
Result and Discussions

Based on the results of the questionnaire that has been distributed to students of the IAIN Ternate Arabic Language Education study program, it was found that several difficulties faced by students in understanding the material of mahara kalam. Types of learning difficulties for Arabic Language Education students at IAIN Ternate include the following:

Linguistic Problems

1. Difficulty Understanding Vocabulary

In the *Muhadatsah* course, lecturers usually provide new vocabulary at each meeting. This is important for the initial foundation in communication.¹⁹ Without vocabulary, it is difficult to express the message that will be conveyed orally. Vocabulary is provided by listening directly by the lecturer.²⁰ However, students still find it difficult to capture information and messages through mastery of vocabulary given by lecturers. Data on difficulties in understanding the new vocabulary of students of the Arabic Language Education study program can be seen as follows:



Of the 37 students who filled out the questionnaire given it was seen that 16% of students answered that they strongly agreed with the difficulty in understanding the new vocabulary given. 33% answered yes, 16% answered hesitantly, 32% answered disagree and 3% answered strongly disagreed. This means that most students have difficulty understanding Arabic vocabulary.

¹⁹ Nurmasiyithah Syamaun, "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara Mahasiswa Program Studi Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry Banda Aceh," *LISANUNA Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2015): 343–59, <https://ejournal.iainkendari.ac.id/al-tadib/article/view/412>.

²⁰ Hamdi M. Zen, Dosen Muhadatsah PBA IAIN Ternate, *Wawancara*, 10 Juni 2023

In order to obtain more accurate data, the researcher conducted an interview with one of the Arabic lecturers at IAIN Ternate, namely Hamdy M. Zen. He explained that:

"Students are indeed in the process of learning Muhadatsah, it is very difficult to understand new vocabulary, even though there are parts that are quick to understand. This can be seen from his speed in memorizing, difficulty in reading Arabic words, and incorrect pronunciation of hijaiyyah letters. This is all influenced by their basic knowledge of Arabic which is adequate, because some of the students are alumni from high schools where there are no Arabic lessons at all. However, it is always good to learn to be good and should be appreciated".²¹

The main purpose of learning *maharah kalam* is actually the ease of speaking.²² This ease of speaking begins with the ability of students to mention and understand Arabic vocabulary. Starting from the understanding of vocabulary, both in terms of translation, type and pronunciation, it will also make it easier to assemble a sentence later. In their article, Apri Wardana et al, (2021) mentioned that one of the ways that can be taken to make it easier to understand vocabulary is the use of *the Bayna Yadaik textbook*, in the process of learning *maharah kalam*.²³

2. Difficulty in Stringing Sentences

Stringing sentences is necessary to express ideas and goals to the interlocutor, so that they are easy to digest. Spontaneity in expressing sentences in conversation, is a sign of proficiency in communication, which is able to express the same meaning with the redaction of different sentences.²⁴ Arabic, which is pronounced differently from Indonesian, certainly requires mastery of the correct pronunciation of letters in order to be able to be digested properly by the interlocutor. Learning Arabic for Indonesian speakers should focus on how they correctly identify, distinguish, and articulate these sounds. For this purpose, the study of these sounds can adopt three forms, namely mi'yari (prescriptive), intaaji (productive), and washfi (descriptive) learning. Meanwhile,

²¹ Hamdy M. Zen, Dosen *Muhadatsah* IAIN Ternate, Wawancara, 15 September 2023

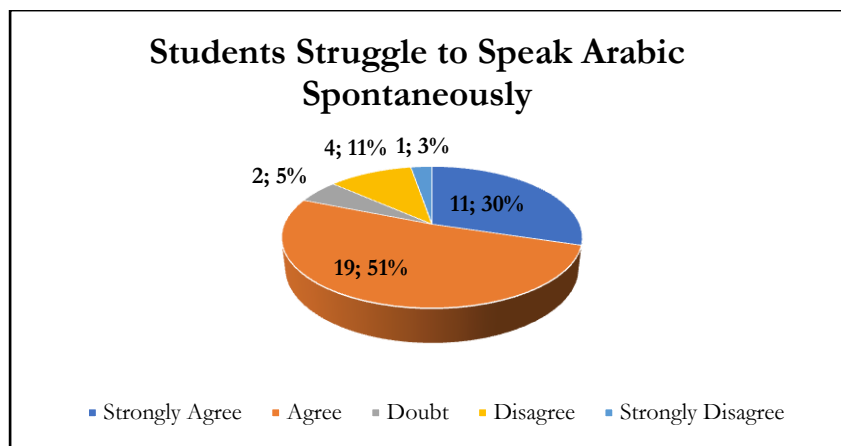
²² Kuswoyo, "Konsep Dasar Pembelajaran Maharah Al-Kalam," *An-Nuba* 4, no. 1 (2017): 1–10.

²³ Apri Wardana Ritonga et al., "Teaching Maharah Kalam on the Basis of Culture Using the Textbook 'al-'Arabiyah Baina Yadaik' at the Middle School/Ta'Lim Maharah Al-Kalam 'Ala Asas Al-Tsaqafah Bi Istikhdam Kitab Al-'Arabiyah Bayna Yadayk Fi Marhalah Al-Mutawassithah," *Arabiyatuna : Jurnal Bahasa Arab*, 2021, <https://doi.org/10.29240/jba.v5i1.1942>.

²⁴ Mabrouka Ben-Sghaier, Wided Bakari, and Mahmoud Neji, "Classification and Analysis of Arabic Natural Language Inference Systems," *Procedia Computer Science* 176 (2020): 551–60, <https://doi.org/10.1016/j.procs.2020.08.057>.

practice can apply various patterns, namely *ta'arrufi* (identifying), *tamyiizi* (differentiating), and *nuthqi* (articulating).²⁵

However, based on the results of the questionnaire given to students, with questions about the difficulty of spontaneity in speaking, 30% answered strongly agree, 51% answered yes, 5% answered hesitantly, 11% answered disagree and 3% answered strongly disagreed. In other words, students of the Arabic Language Education study program need more intensive training in practicing spontaneity in stringing sentences to speak using Arabic. The practice of speaking for a long time will certainly increase the spontaneity of stringing sentences when speaking in Arabic.²⁶ The results of the questionnaire as intended, more details can be seen in the following diagram:



This was also revealed by Hamdy, one of the lecturers of *Muhadatsab* IAIN Ternate, that in the process of learning *maharah kalam*, the series of sentences expressed by students in speaking Arabic, often cannot be understood so that miscommunication is often created in conversation.²⁷

Seeing this kind of thing, it is necessary to strengthen the learning material by giving more time to students to practice stringing sentences in each learning process, of course with a fun learning atmosphere such as the use of Vlog media by Muthmainnah (2020)²⁸, The use of videocscribe by Hasan et al

²⁵ Nasaruddin, "Difficult Arabic Sounds and It's Teaching for Indonesian Speakers," *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (2022): 1–24.

²⁶ Abdul Jalil, "Analisis Faktor-Faktor Yang Mempengaruhi Kesulitan Insha' Mahasiswa Pendidikan Bahasa Arab Universitas Muhammadiyah Makassar Angkatan 2018," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022): 106–14, <https://doi.org/10.26618/almaraji.v6i2.10765>.

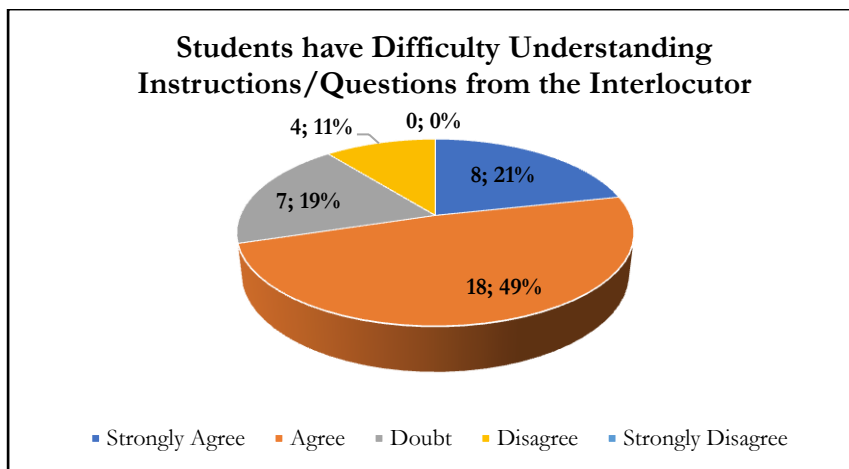
²⁷ Hamdy M. Zen, Dosen *Muhadatsab* IAIN Ternate, Wawancara, 15 September 2023

²⁸ Muthmainnah Muthmainnah and Azwar Annas, "Pemanfaatan 'Vlog' Sebagai Media Pembelajaran Dalam Meningkatkan Maharah Kalam Bagi Mahasiswa IAIN Kudus," *Arabia* 12, no. 2 (2020): 123, <https://doi.org/10.21043/arabia.v12i2.8073>.

(2019)²⁹, ICT-based Learning media by Dariyadi and Moch. Wahib³⁰ and the use of the local culture-based multiliteracy learning model as revealed by Hadiyanto et al. (2020)³¹.

3. Difficulty in Capturing Information from the Interlocutor

What is also more important in communicating using Arabic is the ability to capture information conveyed by the interlocutor. It is often encountered that students are able to express ideas and messages well, but are not able to digest the information conveyed by the interlocutor well, so they are slow to respond to the information provided. The warm results that have been given to students of the Arabic Language Education study program at IAIN Ternate show that there are difficulties for students in understanding the instructions given by the don't or the interlocutor. The results of the questionnaire can be seen in detail in the following diagram:



Students of the Arabic Language Education study program IAIN Ternate, 21% of 37 students answered strongly with statements related to difficulties in understanding instructions or questions asked by lecturers or interlocutors when speaking Arabic. 49% answered yes, 19% answered hesitantly, 11% answered disagree and no one answered strongly disagreed.

²⁹ Adtman A. Hasan and Umi Baroroh, "Pengembangan Media Pembelajaran Bahasa Arab Melalui Aplikasi Videoscribe Dalam Meningkatkan Motivasi Belajar Siswa," *Lisanuna Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 9, no. 2 (2019): 140–55.

³⁰ Moch Wahib Dariyadi, "Penggunaan Software 'Sparkol Videoscribe' Sebagai Media Pembelajaran Bahasa Arab Berbasis ICT," *Prosiding Konferensi Nasional Bahasa Arab IV*, 2018, 272–82.

³¹ Andy Hadiyanto, Cendra Samitri, and Siti Maria Ulfah, "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri," *Hayula: Indonesian Journal of Multidisciplinary Islamic Studies* 4, no. 1 (2020): 117–40, <https://doi.org/10.21009/004.01.07>.

This data proves that in improving *maharab kalam*, not only practicing expressing ideas and information as a speaker, it is also necessary to develop the ability to capture information from the interlocutor so that spontaneous interaction occurs. This can be achieved by increasing students' practice in communicating in pairs in front of the class, or by using a more relaxed method, such as *riblah* to discuss selected themes.

Confirming the data obtained, the researcher conducted an interview with Sayuthi, who is also a *Muhadatsah* lecturer at IAIN Ternate. The results of the interview are as follows:

*"It is clear that when conducting conversation practice with students, some of them are unable to understand sentences from the vocabulary that has been given before, which in the end the message conveyed is not able to be digested by the interlocutor."*³²

The information from the interview conducted strengthens the learning difficulties faced by students in learning *maharab kalam*, so that the seriousness of lecturers is needed in creating fun learning that is able to attract and provide stimulus for students to learn Arabic.

Research conducted by Ihwan Mahmudi and his colleagues shows that, to increase the response to the interlocutor in communicating using Arabic, it can be done with various things, one of which can be done by using textbooks, which are developed by lecturers according to the capacity and environment of students. The use of textbooks by Ihwan Mahmudi is said to help students better in memorizing Arabic.³³

Non-Linguistic Problems

No less important thing in *maharab kalam* is self-confidence.³⁴ Even though students have mastered theory in conversation, but are not confident in expressing their ideas and ideas, it will also be difficult to communicate using Arabic. Being confident allows a person to communicate more smoothly and effectively. When they feel confident, they are more likely to speak clearly and use the right intonation. Being confident helps reduce the nervousness and anxiety that often arise when speaking in a foreign language. With high self-

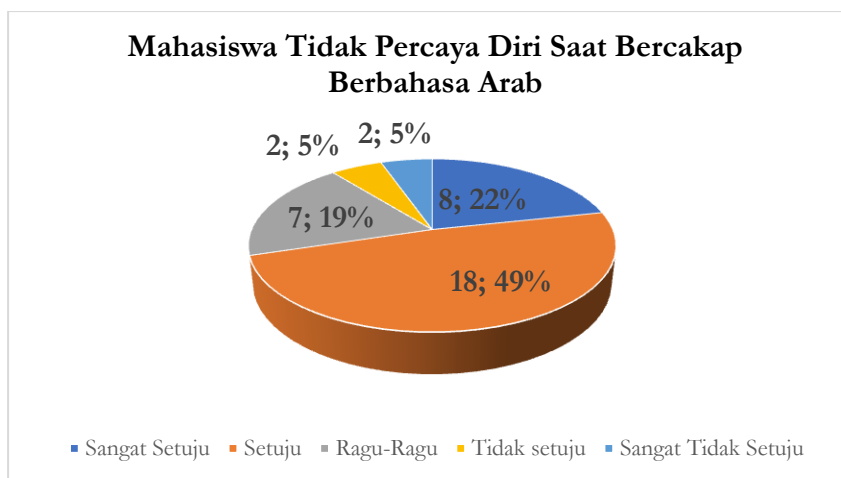
³² Sayuthi Atman Said, Dosen *Muhadatsah* IAIN Ternate, Wawancara, 15 September 2023

³³ Ahmad. Mahmudi, Ihwan. Br Maha, Marheni., Lubis, Zulfahmi., Silmy, Ahmad Nahidh., Zaluzli, "The Effectiveness of Al- Muhādastah Textbook to Improve," *Arabiyatuna : Jurnal Bahasa Arab* 7, no. 2 (2023): 417–36.

³⁴ Naja Alwi An-Najaa, "Metode Muhaddatsah Pada Mahasiswa Jurusan Bahasa Dan Sastra Arab UIN Sayyid Ali Rahmatullah Tulungagung," *Tatsqifjy: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 102–11, <https://doi.org/10.30997/tjpb.v4i2.8929>.

confidence, a person can be calmer and more focused when speaking.³⁵ This is often referred to as non-linguistic problems that affect students' mastery of their linguistic understanding.³⁶

Students of the Arabic Language Education study program at IAIN Ternate, it seems that they still need to build their confidence in communicating using Arabic. They are still not confident in their ability to communicate in Arabic. This was obtained from the results of a questionnaire that had been distributed by researchers which showed a very striking number of these confidences. Here are the results of the questionnaire:



Of the 37 students who responded to the questionnaire given, 22% answered strongly in agreement with the statement of not being confident when speaking Arabic with friends. 49% answered yes, 19% answered hesitantly, 5% answered disagree and 5% also answered strongly disagreed.

Regarding the issue of student self-confidence, Hamdy, a lecturer at *Muhadatsah* IAIN Ternate, expressed in an interview as follows:

*"Student self-confidence is the main obstacle in the process of improving the ability of kalam students at IAIN Ternate. Even though in theory brands have understood well, but to uncover ideas and ideas in communication is often constrained due to students' lack of confidence."*³⁷

Self-confidence in learning, it is necessary to continue to build with various tricks and the right methods. Lecturers have a very fundamental role in developing students' confidence to express ideas and ideas in Arabic. The self-

³⁵ Dina Fatia et al., "Problematika Non Linguistik Pembelajaran Bahasa Arab Di Man I Pesawaran Lampung," *Pendas: Jurnal Ilmiah Pendidikan Dasar* 9, no. 1 (2024): 4726–35, <http://repo.iain-tulungagung.ac.id/5510/5/BAB 2.pdf>.

³⁶ Fatia et al.

³⁷ Hamdy M. Zen, Dosen *Muhadatsah* IAIN Ternate, Wawancara, 15 September 2023

distrust of students to speak Arabic is partly influenced by the inadequate learning methods applied in the classroom, so that the transfer of information from lecturers to students is stalled. For students, a good psychological relationship is needed between lecturers and students or students with other students so that the expression of ideas and ideas in communication is wide open. The fun atmosphere that is built in the learning environment will have a positive impact on increasing the effectiveness of learning Arabic³⁸, Especially on the *maharah kalam* side.

Observing the various difficulties faced by students in learning *maharah kalam* in the *Muhadatsah* course, of course, must be a serious concern for stakeholders. These learning difficulties certainly do not come out of nowhere without anyone affecting, both internally and externally, as expressed by Moh Munir (2022) who quoted the opinion of Rusydi Ahmad Thuaimah³⁹. This can be a joint evaluation to find solutions and concrete steps in overcoming these problems.

By knowing the identification of the problem of difficulties in learning *maharah kalam* in students of the PBA IAIN Ternate study program, the main lecturers, the *Muhadatsah* lecturers, have an initial idea to unravel and solve the problems faced by students related to the difficulties of learning *maharah kalam* Ini. In fact, for students of the Arabic Language Education study program, good Arabic language skills are an identity that must be built from the beginning, so that in the future when they enter the community as Arabic language teachers, they will be able to transmit their skills to their students at the MI, MTs and MA levels or equivalent.

To overcome this problem, a more innovative solution is needed in learning *maharah kalam*. One of the proposed solutions is the application of *task-based learning* methods, where students are given practical tasks that emphasize the use of Arabic in real situations. In addition, the use of technology such as interactive digital media can also help students improve their speaking skills through more varied and contextual exercises. This approach has been proven effective in previous studies, such as the use of Vlog media by Mutmainnah (2020)⁴⁰, the use of video scribe by Hasan et al. (2019),⁴¹ ICT-

³⁸ Noza Aflisia et al., "Tathbiq Al-Thariqah Al-Ihaiyyah Fi Ta'lim Al-Lughah Al-Arabiyyah Fi Indunisiya," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 2 (2021): 249, <https://doi.org/10.29240/jba.v5i2.3128>.

³⁹ Munir, "Fikrah Rusydi Ahmad Th'aimah Wa Mahmud Kamil Al-Naqah Fi Ta'lim Al-Lughah Al-Arabiyyah 'Inda Dhu'i Al-Madkhal Al-Itthishal."

⁴⁰ Muthmainnah and Annas, "Pemanfaatan 'Vlog' Sebagai Media Pembelajaran Dalam Meningkatkan Maharah Kalam Bagi Mahasiswa IAIN Kudus."

⁴¹ Hasan And Baroroh, "Development Of Arabic Language Learning Media Through Videoscribe Application In Increasing Student Learning Motivation."

based Learning media by Dariyadi and Moch. Wahib⁴² and the use of the local culture-based multiliteracy learning model as revealed by Hadiyanto et al. (2020)⁴³.

With the implementation of this model and learning media, it is hoped that *maharah kalam* learning in higher education, especially at IAIN Ternate, can be more effective and help students overcome the difficulties they face. As a result, students will be better prepared to communicate in Arabic with confidence and competence, thereby improving the quality of graduates of the Arabic Language Education study program.

Conclusion

The results of the analysis that have been carried out from this study show that students of the Arabic Language Education study program at the Faculty of Tarbiyah and Teacher Training IAIN Ternate, experience various difficulties in learning and improving *the ability of maharah kalam*, both from linguistic and non-linguistic aspects. In the linguistic aspect, students have difficulties in three things, namely, difficulties in understanding new vocabulary, difficulties in arranging sentences, and difficulties in catching the interlocutor's response when communicating using Arabic. As for the non-linguistic aspect, students are not confident in expressing messages, ideas and ideas during the learning process of *maharah kalam*. For this reason, it is a big concern for lecturers to always provide active and fun learning, by paying attention to the current development of *maharah kalam* learning.

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⁴² Dariyadi, "The Use of 'Sparkol Videoscribe' Software as an ICT-Based Arabic Language Learning Media."

⁴³ Hadiyanto, Samitri, and Maria Ulfah, "Model Pembelajaran Bahasa Arab Multiliterasi Berbasis Kearifan Lokal Dan Moderasi Islam Di Perguruan Tinggi Negeri."

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