

Teacher Methods in Teaching Arabic: A Case Study of One Senior High School in Jambi City

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Abstract

This research was conducted in one state senior high school in Jambi city aiming to get the whole picture about the methods of teachers in teaching Arabic vocabulary. We used a qualitative study with a case study approach. The participants of this research were teachers who taught Arabic vocabulary. The data were collected through interviews, documentation, and observation. The results showed that the methods used by the teachers in teaching Arabic vocabulary were mostly lecturing and demonstration. The obstacles faced by the teachers in Arabic vocabulary teaching were covered in several points namely, limited time allocation, teacher education background, infrastructure and lack of student interest in religious learning and expanding Arabic knowledge. We also presented the efforts by teachers to overcome the obstacles such as to motivate the students by telling them the importance of Arabic in international community as one of international students, to give practice tasks implementation, to sustainable evaluation and task.

Keywords: methods, teachers, Arabic vocabulary

Abstrak

Penelitian ini dilakukan di salah satu SMA Negeri di Kota Jambi yang bertujuan untuk mendapatkan keseluruhan gambaran tentang metode pengajaran guru dalam pengajaran kosakata bahasa Arab. Kami menggunakan studi kualitatif dengan pendekatan studi kasus. Subjek penelitian ini adalah guru bahasa Arab. Data dikumpulkan melalui wawancara, dokumentasi, dan observasi. Hasilnya menunjukkan bahwa metode yang digunakan oleh guru dalam mengajarkan kosakata bahasa Arab kebanyakan adalah ceramah dan demonstrasi. Hambatan yang dihadapi guru dalam pengajaran kosa kata bahasa Arab dibahas dalam beberapa poin yaitu, alokasi waktu yang terbatas, latar belakang pendidikan guru, infrastruktur dan kurangnya minat belajar agama dan pengembangan pengetahuan bahasa Arab. Kami juga mempresentasikan upaya para guru untuk mengatasi hambatan seperti memotivasi siswa dengan memberi tahu mereka pentingnya bahasa Arab di masyarakat internasional sebagai salah satu siswa internasional, untuk memberikan pelaksanaan tugas praktik, hingga evaluasi dan tugas yang berkelanjutan.

Kata kunci: metode, guru, kosa kata bahasa Arab

Introduction

In running this life, human being cannot escape from education, because education is a means for human mainly focused on how to do and behave. The deeds and attitudes of man in his life are mirrors of the science and education he possesses. Good and expected education is not just a transfer of knowledge, but also a transfer of value. Due to the transfer of knowledge and good values, it is possible that human beings are not only intelligent brains, but also intelligent morals. In the letter of Al-Mujadalah: 11 it is said that;

O you who have believed, when you are told, "Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and those who were given knowledge, by degrees. And Allah is Acquainted with what you do. (QS. AlMujadalah:11)

The above verse conveys the importance of a person to learn and possess knowledge. Even in Q.S. Al-Alaq 1-5 as the first verse revealed to the Prophet Muhammad contains the first command to read, because reading is the window to science. By reading (education), people will know what they have never known, and by reading (education), humans can distinguish between good and bad ones as well as education as an effort in helping people (learners) to be able to live according to their human dignity (Wahyudin, 2009).

The success of an education can be seen either if there is a change in humans or learners or if it has undergone a change in the field of humanitarian character. Someone cannot be said as one having education if she or he does not have good character. Prayitno and Manulang (2011) said that "The end of education is character". Thus, all education activities should lead to character formation. The last result of education is not just an intellectual knowledge only, but the most important thing is the birth of a quality character humanizing human beings. Humanizing humanity is not oppressing others, not rebukes, is not rude, does not hurt, and has other positive behaviors.

One of the most important components of an educational success is to use effective methods to achieve a goal because the method of education is seen as a way of delivering the lessons to the students. The commonly known methods of education are lecture, question and answer, discussion, experimentation, assignment, demonstration, socio-drama, group work, simulation, tour work and so on.

In education applied in the west, educational methods are almost entirely dependent on the interests of learners, while teachers only act as motivators and stimulators (Arifin, 1987). This causes teachers to only encourage and stimulate learners to learn, while the formation of personality less attention of teachers. It is different in Islam point of view. In Islam, the existence of Prophet Muhammad SAW as an educator, not only as a motivator and stimulator but also as an example in the educational process. In Islamic education, the method used by the teacher should always refer to the formation of morals and noble personality on the learners in accordance with the guidance of the Qur'an and Sunnah of the Prophet Muhammad SAW. This means that in choosing and implementing educational methods, teachers should always pay attention to educational goals to be achieved.

In addition, in Islamic Education, the methods used in delivering teaching materials to learners must be in accordance with the basic and sources of Islamic education, namely the Qur'an and Sunnah Rasulullah SAW. Alquran put many forward principles of Islamic education methods that are generally contained in the word of Allah SWT QS Al-Nahl verse 125 which means:

Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided (QS. AN-Nahl:125).

In this verse, there are three general principles of Islamic Education methods: (1) *Al-Hikmah*, (2) *Al-Mau'izah Al-Hasanah*, and (3) *Al-Mujadalah*. These three principles demand a teacher to not only become as a means of science troubling, but also as a transformation of values of goodness that lead to the formation of the character of the students. For the implementation, they are implemented gradually, as stated by Pasaribu (1987), which is "adapted to the level of ability of learners, ranging from easy to difficult" (p. 43). Language has an important role in the intellectual, social, and emotional development of learners and its success roles in studying all areas of subjects. Language is expected to help learners recognize themselves, their culture, and other people's cultures. It expresses ideas and feelings, which participate in societies using the same language. Arabic is one of the many foreign languages studied by Indonesian students especially in Islamic schools (Arsyad, 2004). Therefore, it is necessary to deliver appropriate language teaching and learning for non-Arabs. Foreign language learning including the Arabic language can be done in various ways and methods. The learning includes vocabulary learning (*al-mufradât*).

Vocabulary is one of the elements of language must be possessed by foreign language learners including in Arabic. An adequate vocabulary of Arabic can support students in communicating and writing in the language (Arsyad, 2004; Effendy & Fuad, 2005). Thus, it can be said that speaking and writing which is a language proficiency cannot be, must be supported by knowledge and mastery of a rich, productive, and actual vocabulary. In addition, language experts opined that vocabulary is considered as an important part of either the learning process of a language or the development of one's ability in a controlled language (Arsyad, 2004; Effendy & Fuad, 2005; Hermawan, 2013; Muna, 2011; Zaenal, 2011). School students are frequently taught new words as part of a particular subject and many people consider the formation of vocabulary as an interesting educational activity. In order to have appropriate teaching and learning, we need adequately correct method in order to learn Arabic vocabulary so that the need for vocabulary in Arabic learning would be achieved.

Arabic is one of the world's languages, and has progressed in line with the social development of society and science (Rosyidi, 2009). Studying Arabic is difficult because it is a foreign language and various problems. There are constraints faced by someone who wants to learn the language, whether linguistic such as sound, vocabulary, writing, or non-linguistic, that is related to socio-cultural or socio-cultural (Arsyad, 2004; Effendy & Fuad, 2005; Hermawan, 2013; Muna, 2011; Zaenal, 2011). Learning a foreign language is a complex process with a variety of complicated phenomena so it is not surprising that this can mean different things to everyone and it is similar to the people who are eager to learn Arabic. They must have the ability to speak, in order to understand Arabic sentences (Henry, 2011; Mercer, 2011; Pujolar & Puigdevall, 2015; Wiley & García, 2016). The ability includes listening ability, speaking ability, reading ability, and writing skills. (Rosyidi, 2009; Arsyad, 2004; Effendy & Fuad, 2005; Hermawan, 2013; Muna, 2011; Zaenal, 2011).

In addition to language skills to be achieved, language learning is also influenced by several factors and the main factor, which is closely related to the acquisition of a foreign language, is the language learners themselves or self-motivation (Coleman 1996; Lamb, 2004; Ushioda, 2006). In recent decades, several foreign language motivation studies have pointed to the importance of considering the specific native language and foreign language involved. For instance, Lamb (2004) found that learners of foreign language may not aspire to integrate with native speakers but rather with speaker communities using the foreign

language. Coleman (1996), meanwhile, found that students of a foreign language in Austria, Germany, and Italy showed more instrumental motivation for their study than either conational students learning other European languages, or British anglophone students of French, German, Spanish or Russian.

In the context of Arabic, it is assumed that adequate vocabulary treasures will be helpful in learning Arabic especially four language proficiency (Arsyad, 2004; Effendy & Fuad, 2005; Hermawan, 2013; Muna, 2011; Rosyidi, 2009; Zaenal, 2011). In fact, the less the vocabulary of a student, the more it will hinder the language development of the student. For example, students should understand chapter 1 of Arabic lessons, the student should try to use the vocabulary related to the chapter 1. As a result they will understand the contents of the texts. In addition, Arabic also has a grammatical order that is not easy to understand and use and it varies according to existing *nahwu* rules. Some of them have sentence patterns beginning with a noun, called the number of *ismiyah*. There is also a sentence pattern that begins with a verb, known as the number of *fi'liyah* (Arsyad, 2004; Effendy & Fuad, 2005; Muna, 2011; Zaenal, 2011; Hermawan, 2013). Therefore, the mastery of Arabic vocabulary is necessary and important. It can help and facilitate students in achieving language skills, whether listening, speaking, reading, or writing.

One of the causes of the difficulty of students mastering Arabic vocabulary is the method used by teachers (Rosyidi, 2009; Arsyad, 2004; Effendy & Fuad, 2005; Muna, 2011; Zaenal, 2011; Hermawan, 2013). If in the process of teaching and learning, the students are not directed clearly in the mastery of vocabulary, it will cause less development of the vocabulary mastery. In teaching and learning activities the methods required by teachers and their use vary according to the goals to be achieved after the lesson ends (Zaenal, 2011). It happens in many schools in the world that include Arabic into their curriculum including in many Indonesian schools.

One school in Indonesia that is located in Jambi as part of Sumatra Island has included Arabic as one taught object in the school curriculum. With the students having heterogeneous backgrounds, it is thought provoking to conduct research on the area of Arabic teaching and learning because this school is a public school where mostly student parents have less motivation to achieve the mastery of Arabic language. The questions, which guide the research, are:

1. How is the teacher's method in teaching Arabic vocabulary?
2. What are the constraints faced by teachers in teaching Arabic vocabulary?
3. How is the effort done by the teacher to overcome the obstacle?

Methodology

This study used a qualitative approach that is viewed from an educational point of view with a case study approach. We used interview, observation, and documentation as the instruments of data collection. The goal of conducting a qualitative study has historically been “to explore, explain, or describe the phenomenon of interest” (Merriam, 1998) and a case study is one of the qualitative traditions (Mukminin, Kamil, Muazza, & Haryanto, 2017; Prasojo, Habibi, Mukminin, Muhaimin, Ikhsan, & Saudagar, 2017; Mukminin, Ali, & Fadloan, 2015; Mukminin, Muazza, Hustarna, & Sari, 2015). It is commonly used to understand people’s experiences and to express their perspectives (Creswell, 1994). Meanwhile, according to Johnson and Cristensen (2008), a case study is a form of qualitative research that is focused on providing a detailed account of one or more cases. This research utilizes the qualitative method within a case study in order to describe the problems. Sampling procedure of this research is purposive sampling. In purposive sampling, the researcher

specifies the characteristics of participants and then tries to locate individuals who have those characteristics (Patton 2002; Creswell, 1994).

Primary data was obtained directly from 5 main informants/teachers related to Teachers 'Method in teaching Arabic students' vocabulary. The secondary data that the authors refer to in this study are data obtained from documented data relating to the title, which includes historical and geographical schools, school organizational structures, teacher and student circumstances, and school facilities and infrastructure conditions. While the data sources that the authors use in this study are Arabic language teachers, student, and staff. The subjects studied were Arabic teachers and their students. The Arabic teacher is the key informant (key informant) while the students as additional informants.

In qualitative research, the trustworthiness features consist of authenticity and credibility (Mukminin & McMahan, 2013; Mukminin, 2012). Validity does not carry the same connotation as it does in quantitative research, neither is a companion of reliability. Validity is seen as a strong factor and it is used to determine whether the findings are accurate from the standpoint of the researcher, the participants, or the readers of an account (Creswell, 1994). To establish the trustworthiness of the study or to verify the accuracy of the data, findings, and interpretations, several measures take to insure the trustworthiness of the data collected (Creswell 1994).

We did triangulation, member checking, and reflexivity to strengthen the trustworthiness in this study. Triangulation is a method used by qualitative researchers to check and establish validity in their studies by analyzing a research question from multiple perspectives. Patton (2002) cautions that it is a common misconception that the goal of triangulation is to arrive at consistency across data sources or approaches; in fact, such inconsistencies may be likely given the relative strengths of different approaches. In Patton's view, these inconsistencies should not be seen as weakening the evidence, but should be viewed as an opportunity to uncover deeper meaning in the data.

We transcribed the interview excerpts. After transcribing the data, We gave it back to the participants that have been interviewed to make sure what they said are right, as a system of checks of the data or member checking (Patton, 2002). In this research, names of the participants are a pseudonym, that's to keep the participants confidentially and makes them feel well- being as a participants.

In qualitative research, Creswell (1994) stated that researchers have to explicitly identify their biases, values, and personal interest about their research topic, process, and access to the research participants. The problem with qualitative research is that the researchers find what they want to find, and then they write up their result. One potential threat to validity that researchers must be careful to watch out for is called researcher bias. Researcher bias tends to result from allowing one's personal views and perspectives to affect how the data are interpreted and how the research is conducted. Here, the key strategy that is used to understand researcher bias is called reflexivity, which means that We actively engages in critical self-reflection about his potential biases. Through reflexivity, researcher becomes more self-aware to control her biases (Mukminin, 2012).

We noted down what he saw, as well as relevant insight and thought, and described any matters concerning to teaching and learning process in accordance with the 2013 curriculum. The observation data in the form of narrative description was explained into descriptions. The process of data analysis started with the transcription of the pre-determined or structured interview. After transcribing the interviews, We used coding to suit the themes and patterns. Miles and Huberman (1994) wrote, "coding is analysis", and Christensen and Johnson (2008) stated, "coding is a process of marking segments of data (usually text data) with symbols, descriptive words, or categories". We suited the excerpts of the interview. Finally, We analysed and reanalysed the individual interviews data and connected the data

with the research questions. We used within-case and cross-case displays to deepen understanding and explanation of the data from the participants, to create meaning from the interview, and to remove or reduce overlapping and the repetitive data (Mukminin, 2012; Mukminin, Haryanto, Makmur, Failasofah, Fajaryani, Thabran, & Suyadi, 2013).

In the research principle ethics, respect for persons requires a commitment to ensuring the autonomy of research participants where autonomy may be diminished and to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives (Patton, 2002). In this research, names of the participants are a pseudonym in order to keep the participants confidentially and make them feel well-being as the participants.

Findings and Discussions

Teacher's method in teaching Arabic vocabulary

Based on the observations and interviews that we have conducted, it can be said that the methods of the teachers in teaching Arabic vocabulary in the research site are as follows:

Lecturing

The results of interview show that lecturing was one of the most common methods used by the teacher in teaching Arabic vocabulary. As mentioned by one of the teachers,

Lecturing is a method that may be considered as a traditional one because this method has been used as a means of oral communication between teachers and students in the process of teaching and learning. Although this method is more demanding for the teacher activeness than that of the students, this method still cannot be abandoned in Arabic teaching and learning activity. (Ak)

Furthermore, in planning the teaching method of Arabic, one of the teachers in the interview also revealed that they have to prepare for every detailed plan they had to teach the students in learning Arabic vocabulary. One of the teachers had his say on this interview excerpt,

First of all you have to limit the lecture time according to the student's age. In the most ideal of circumstances, a half-hour lecture has been too long for a student, no matter how old he is. Then, planning the lecture, presumably the best way is to prepare a lecture note in the form of an overview, listing words or parts of the sentence that can help them memories and use the words. (Zn)

It appears that before the start of the lessons in the observation session, Arabic language teachers planned the lecture by making an overview of the material to be conveyed by composing questions and making good examples according to the subject matter learned at the time. At the time of the observation, we understood that in the implementation of lecture method, the voices of the teacher were quite clear with some crowded condition and big classes. The words in the delivery of Arabic lesson materials used were quite simple and a little difficult to understand by the students. However, the teachers did not engage much movement of body tools and rarely walked around the class.

Demonstration

The process of learning Arabic language will be more in-depth with demonstration. It was realized by the participants of the interview and they said that they had done their maximal efforts to deliver a good demonstrating action in their teaching. Another response addressed to this matter conveyed by Tn who in the interview session held in the school tried to explain the meaning and what best applied in the classroom especially in Arabic teaching and learning process,

A demonstration method is a way of presenting lesson material by modeling or showing students a particular process, situation, or object being studied in real or imitation, often accompanied by an oral explanation. With the method of demonstration, the process of receiving students to the lessons will be more memorable in depth, thus forming a good and perfect understanding. Students can also observe and pay attention to what is being noticed during the execution. (Tn)

When we observed the teaching and learning activities, we found that the demonstration carried out by the teachers was limited due to some problems found such as less motivated teachers to engage the demonstration, less planned for demonstrative activities, less infrastructure and facilities including projectors, Arabic language labor, and other facilities. These factors are certainly influential on the planning of good teaching and other shortcomings. Students are not required to make a demonstration report, this is important because students can have a clear conclusion on Arabic subject matter at the time when implemented. When interviewing one of the students, we found out that she felt bored during the Arabic teaching and learning process. As quoted in below excerpt,

One thing I do not like about the Arabic teachers who teach in our classroom in the process of teaching and learning is that while giving their teaching material most teachers are boring and we are reluctant to learn Arabic, a very monotonous activity. (S1)

The activities carried out by the teachers in the observation from beginning to the end of the process mostly exclude demonstration. The steps were commonly carried out by the teachers in the observation were the teacher checked students attendance, filled in the attendance list, repeated lesson learned, delivered some lecturing in line with the subject matters.

Constraints

Some constraints found in the research related to time allocation for Arabic subject, teachers' education background, facilities and infrastructure, and students' learning interest.

Time allocation

The time allocation set for Arabic in the school was very limited with two meetings a week (one hour/ meeting). Therefore, it was revealed as one of many constraints in the teaching and learning processes. One of the teachers in the interview session had her saying,

The time allocation for Arabic subjects in this school is two meetings a week. I think it is very limited due to the importance of the subject to improve students understanding and use of Arabic. (Tn)

This time allocation problem is similar to what expressed by Ak who has taught Arabic for almost a decade in the interview. He said that he often gave additional hours to students to teach extra materials for the students. Time allocation is one of important factors in achieving the learning objectives. If the available time is not sufficient, the delivery of the material will not reach the target as planned. As seen in the observation, the material has not been delivered thoroughly when the time is up. Arabic language especially in terms of vocabulary mastery should be implemented with sufficient time allocation. The students need to practice their language with their peers or teacher and it need appropriate time allocation.

Teachers' education background

From the interview with all teacher who teach Arabic in the research site, none of them whose education backgrounds are Arabic. With this fact, it can hardly be a fruitful effort including Arabic in the school curriculum. The teachers did speak Arabic. However, they did not have any capability in Arabic pedagogical aspects,

I think the problem is on our Arabic background. I graduated from religious study but not Arabic. I do speak Arabic. However, it is not measured by how well you speak Arabic rather than how good you delivered the lesson. (Ak)

As far as I know, all teachers here [Arabic teachers] do not graduate from Arabic major. That's why I think we have so limited knowledge in the delivery of the material. (Zn)

Based on the above statements, it is clear that the teachers' education background can be an obstacle for the teachers to convey material to students. Even though the teachers speak Arabic, they have no appropriate pedagogical understand on how to teach Arabic in their classrooms.

Facilities and infrastructures

Facilities and infrastructures in the field of education have significant roles in supporting the process of teaching and learning. Supporting facilities and infrastructures are complementary equipment beside existing equipment to fully support the teaching and learning activity. Students' handbooks must be provided to support the process of teaching and learning. With the availability of good handbooks, students could have the opportunity to either learn by themselves or learn with their peers,

The books that we use in the teaching and learning activities are not really appropriate. In addition, they sometime have errors in the sentence writing, a very disappointing situation. (Aj)

Other constraints in line with the infrastructures and facilities revealed in the observation were unavailability of language labor, lack of supporting media in the process of teaching and learning, and electricity problems.

Students' learning interest

Interest in learning is very influential on Arabic teaching and learning process. Students who are genuinely interested in learning Arabic would gain great attention to the learning materials and be serious about learning it. The fact that we met through observation at the time of the show that there were many students who did not pay attention to the teaching process as revealed previously that they felt bored learning Arabic. We interviewed one of the teachers and also revealed a similar fact. He stated,

Not all students have good interest in Arabic lessons, there are some students when I explain or give the materials are busy with themselves in their seat, this is a constraint for the implementation of teaching and learning process because it will be seen on the learning outcomes the students. There are some students who love to make a fuss at the rooms, and disrupting the learning process. (Aj)

Students who are interested in a subject will study it in earnest, because there is an appeal to it. Students are easy to memorize when the lesson is interesting. With the interest of high students in learning Arabic will be very helpful for the achievement of learning objectives, especially on students' vocabulary abilities.

Efforts by teachers to overcome the obstacles

The efforts of the Arabic teachers in improving student learning outcomes, especially the ability of students' vocabulary based on observations, interviews, and documentation are likely on the area of motivation encouragement by telling the students the importance of Arabic in international community as one of international students, practice implementation, sustainable evaluation and task. Two of these quotation represent the findings I this part,

I always motivate my students the students by telling them the importance of Arabic in the world community. I also evaluate their work of study. (Ak)

I keep telling the student that they have to practice their language in order to help them improve their Arabic language. (Tn)

Conclusion

The results show that the methods applied by the teachers in teaching Arabic vocabulary were likely lecturing and demonstration. It is concluded that in the implementation of lecture method, the voices of the teacher were quite clear with some crowded condition and big classes. The words in the delivery of Arabic lesson materials used were quite simple and a little difficult to understand by the students. However, the teachers did not engage much movement of body tools and rarely walked around the class. The demonstration carried out by the teachers was limited due to some problems found such as less motivated teachers to engage the demonstration, less planned for demonstrative activities, less infrastructure and facilities including projectors, Arabic language labor, and other facilities.

The obstacles encountered by the teachers in Arabic vocabulary teaching were covered in several points namely, limited time allocation, teacher education background, facilities and infrastructures, and lack of student interest in religious learning and expanding Arabic knowledge. The efforts by teachers to overcome the obstacles such as to motivate the

students by telling them the importance of Arabic in international community as one of international students, to give practice tasks implementation, to sustainable evaluation and task

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