



Challenges of Arabic Language Learning: Identity of Factors Affecting Students' Difficulties in Speaking

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Abstract: Arabic as an international language has a very significant role in the realm of education in Indonesia. However, many students face difficulties speaking Arabic. This study aims to explore the factors that influence Arabic-speaking difficulties and find effective solutions to overcome them. Using a qualitative method and a case study approach, the research involved 15 students from classes X-1 and X-2 of SMA Muhammadiyah 5 Jakarta as research subjects. We obtained data through interviews, observations, and documentation. We carried out data analysis through methods such as data reduction, data presentation, and verification. The results of this study indicate that students in grades X-1 and X-2 at SMA Muhammadiyah 5 Jakarta are still not maximized in pronouncing Arabic words and sentences due to several obstacles faced, such as educational background, lack of motivation, anxiety, and fear. Other factors include the environment, teaching materials, and the teaching process. The efforts that can be made by Arabic teachers are: giving extra attention and additional focus; providing a special approach; providing leniency; and creating interesting and effective teaching media. Based on the findings, it can be concluded that students' difficulties in speaking Arabic at SMA Muhammadiyah 5 Jakarta is a problem that needs to be addressed comprehensively. The implications of this study include encouraging students to learn more actively. Teachers use it as a guideline to enhance their learning strategies. It serves as the foundation for the school's efforts to enhance the Arabic language curriculum. This research could potentially assist students at SMA Muhammadiyah 5 Jakarta in overcoming their challenges in speaking Arabic.

Keywords: *Difficulty Factors, Speaking Skills, Solutions*

INTRODUCTION

Teaching Arabic to high school students brings many difficulties and problems if the learning objectives are not achieved as expected, especially maharah al kalaam. Speaking is one of the complex language skills and needs to be trained intensively. When learning Arabic, students often face obstacles in developing their maharah al kalaam. Every student has the right to perform well when they learn to speak Arabic in a natural way, and free from various difficulties and problems. But some students experience difficulties and problems that make it difficult for them to speak Arabic (Rafita, 2021). Some of the problems students face when learning Arabic are due to a lack of motivation to learn and an unsupportive environment. Many people are interested in learning Arabic, whether for educational, career, or personal purposes. However, many of them find it difficult to speak Arabic, especially if they have never used the language before (Ulfah, 2023).

Arabic has played an important role in the advancement of science, especially during the glory days of Islam. As the language of the Qur'an and hadith, Arabic became the main language in the Islamic world. It was used to compile, translate and develop various disciplines. During the Abbasid era, educational centers such as Baitul Hikmah in Baghdad played an important role as evidence of the spirit of Islamic civilization. They took and refined knowledge from all corners of the world (Osman & Hassan, 2022). Arabic became the link for Islamic scholars to access scientific works from Greek, Persian, and Indian civilizations and translate them into Arabic. This Arabization process is not only related to translation, but also includes aspects of interpretation, development, and innovation in existing knowledge. Muslim scientists such as Ibn Sina, Al-Khwarizmi, and Al-Razi have made valuable contributions to the development of medicine, mathematics, astronomy, and chemistry through their works compiled in Arabic (Gajah et al., 2023). The

contribution of Arabic to science was not only relevant in the past. Even today, Arabic is used in a wide variety of fields of study, especially in the study of Islam and the study of the Middle East region. Many universities around the world offer degree programs in Arabic and Islamic studies, giving students direct access to original Arabic sources. This gives students the opportunity to delve deeper into the Arabic language and religion. Furthermore, Arabic is also the language of academic communication in conferences and scholarly publications in the field of Islamic studies (Nurjana, 2022).

Speaking can be said to be a very vital element at the beginning of language learning, because it has a significant role in communication. In the process of learning Arabic, *maharah al kalaam* is a very important skill to be used in conversation and has a broad importance. Arabic was previously used more as a means to understand the teachings of Islam, then developed as a language of knowledge. Speaking is one of the language skills that must be achieved in learning Arabic (Bamualim, 2020). In language activities, speaking becomes a means of two-way communication in social life (Naziha et al., 2023). In the classroom, speaking should be an interesting part of language learning so that the classroom atmosphere becomes livelier. Students will also be more active. Forms of language development will develop naturally in active and communicative conditions. Everyone will develop cognitive aspects and linguistic competence simultaneously when speaking. Especially in Arabic, students will unconsciously start speaking the language when they use the words they learn as a mixture of their native language (Wulandari, 2024).

In the process of learning Arabic, students will be faced with various factors that make Arabic speaking difficult. When students learn Arabic, such as *muhadatsah*, reading texts, memorizing vocabulary, *nahwu*, *sharaf*, and other things, they often encounter challenges that must be overcome (Masturi et al., 2021). These difficulty factors can be grouped into two, namely internal factors and external factors. Internal factors include background, because each student certainly has a different educational background. Students who have never studied Arabic will certainly find it difficult when speaking in Arabic. In addition, lack of motivation or lack of enthusiasm can make it difficult to speak Arabic. The presence of feelings of fear and anxiety can have an impact on the ability to speak freely and confidently in communicating Arabic. In addition to internal factors, student difficulties are also caused by external factors. Like the environment, the environment can have a good or bad impact on learning Arabic by students. In addition, there are teaching materials provided in the form of learning media. If the media provided does not encourage students to speak Arabic, this can be a factor that makes it difficult for students to speak Arabic. Moreover, in the teaching

process, besides the media that can affect students' difficulties in speaking Arabic, the method can also determine whether the method used by the teacher can attract students' interest or vice versa (Nurlaela, 2020).

Previous research shows that many students struggle to pronounce Arabic letters correctly, especially letters that are not written in their native language. Errors in pronunciation can result in misunderstandings and affect the comprehension of the message being conveyed. To overcome this difficulty, various learning innovations have also been developed to address this challenge. However, not all have yielded the expected results. Some previous studies that are relevant to this study include the following: First, Fitriatus Sholihah, Akla, and Walfajri's research (Sholihah et al., 2020) entitled "Teaching Arabic (Study of Students' Learning Interest and Speaking Ability)" discussed that test data on 52 students revealed the level of students' Arabic language skills at an average of 61.03, in the range of <75, which means less. Second, Rafita's research, Muhammad Yusran (Rafita, 2021) entitled "Analysis of the Factors of Difficulty in Speaking Arabic in Class XI IPA Students at MAN 2 Kota Bima" discusses the difficulties faced by students at the school, including: lack of mastery of *mufrodat* and not used to speaking Arabic, lack of interaction using Arabic, lack of student interest in learning, and lack of Arabic lesson hours given by the school. Third, research conducted by Yayah Robiatul Adawiyah, Rahmawati, Sri Wulandari, Inni Muthmainnah (Adawiyah et al., 2024) entitled "Analysis of the Difficulties of Speaking Arabic for Final Year Students of the Arabic Language Education Study Program at Nurul Jadid University, Probolinggo" which shows the results that the factors that cause difficulties in speaking Arabic include: lack of motivation and interest, feeling insecure or inferior, lack of vocabulary mastery, absence of a language environment, and no special place for Arabic. Based on these three previous studies, it can be concluded that in the process of learning Arabic, problems are often found that must be sought for solutions, especially in speaking Arabic, there are several factors that cause students to have difficulty in speaking Arabic.

Previous research has identified the difficulties of speaking Arabic generally focus on the lack of motivation and interest in learning, feeling insecure or insecure, lack of vocabulary mastery, the absence of a language environment, and there is no forum or place specifically for Arabic, lack of Arabic learning hours. However, the research to be conducted will take a more comprehensive approach by analyzing internal factors, among others: students' educational background and a sense of anxiety and fear. In addition to internal factors, the research will also analyze external factors, among others: teaching materials and methods in learning Arabic. The research to be conducted will be more specific in identifying efforts to overcome the difficulties experienced by students. Thus, it

is expected that the research will be able to identify not only the factors that cause students' difficulties in speaking Arabic, but also the efforts to overcome students who have difficulties in speaking Arabic.

It can be concluded that the factors that cause students to experience difficulties in speaking Arabic need to be discussed specifically in this study. With the hope of solving the problem, which can be used to overcome the problems faced by students when speaking Arabic. The problem that often arises regarding speaking Arabic is that many students still do not master the basic lessons of Arabic, especially when speaking Arabic. This is a situation that needs to be taken more seriously. It creates feelings of anxiety and low confidence when they try to speak Arabic. When conducting observations at SMA Muhammadiyah 5 Jakarta, it was revealed that students in grades X-1 and X-2 had difficulties in speaking Arabic. When doing storytelling exercises with the theme "At the market," there were some significant barriers seen in the students' Arabic language skills. This phenomenon was reflected in their performance, which showed limitations in vocabulary acquisition, difficulties in understanding sentence structure, and challenges in pronunciation. The students' facial expressions also portrayed anxiety and lack of confidence when using spoken Arabic. This observation indicates that of the many students, only a few can speak Arabic well. Many of them have never studied Arabic before, so many face difficulties in reading, listening, speaking, writing, and memorizing vocabulary. The aim of this study, then, is to explore the factors that influence Arabic speaking difficulties and find solutions that can help overcome these difficulties.

Based on the background that has been discussed, the research problems are formulated as follows: 1. "What factors cause students' difficulties in speaking Arabic at SMA Muhammadiyah 5 Jakarta?" 2. "What efforts are made to overcome difficulties in speaking Arabic at Muhammadiyah 5 Jakarta High School?" This research will not only explain the difficulties or obstacles in speaking Arabic but will also provide solutions so that students can overcome the difficulties they face.

METHOD

This research uses a qualitative method with a case study approach (Akbar & Agustini, 2021). The data collected consisted of interviews with students and Arabic teachers, as well as on-site observations. This happened because the case study method was used. The case study research process involves several stages, the first stage starting from the selection of student samples. Next, data from interviews, observations, and documentation were analyzed. After clearly defining the research problem, the researcher conducted in-depth data collection to identify the factors that cause students' difficulties in speaking Arabic. The collected data were then analyzed qualitatively

to find the main themes related to these difficulties. The results of the analysis were then presented in the form of a comprehensive research report. The report is complemented by references to previous research and relevant theories (Wahdah, 2020). In addition, what is collected is likely to be the key to what has been researched. Studies conducted to study or analyze subjects in the form of physical objects or a process or ongoing activities, so case studies require researchers to go to the field to obtain these data (Assyakurrohim et al., 2022). This research was conducted from September to November at SMA Muhammadiyah 5 Jakarta. The main data sources were students from classes X-1 and X-2. The researcher conducted interviews with about 15 students and Arabic teachers at SMA Muhammadiyah 5 Jakarta.

According to (Rijali, 2019) Data collection techniques in this study include: First, in-depth interviews with students who have difficulty speaking Arabic and who are not yet proficient in Arabic, as well as interviews with Arabic teachers regarding how they help students overcome difficulties in speaking Arabic. Second, observation was conducted through active participation as well as direct observation to understand the Arabic language learning process and the Arabic speaking obstacles faced by students. Third, capturing all research activities from beginning to end, after observing and interviewing the students, Transcripts of student and teacher interviews were made. Also, transcripts included what the researcher saw, heard, and felt during observation and research in the field. The data instruments used in this study consisted of interview guide, observation guide, and documentation (Ardiansyah et al., 2023).

Data processing in this study used qualitative descriptive analysis. Data processing according to (Rifa'i, 2023) involves three stages of analysis: first, data reduction: data reduction involves simplifying, transforming, and selecting data obtained during research at SMA Muhammadiyah 5 Jakarta. This allows the data to provide meaningful information and make it easier to draw conclusions. This stage includes the opportunity to understand students and the challenges they face. Second, data presentation. The data is presented in a structured format so that the data that has been sorted can be neatly organized, then the resulting data will be smoothly understood by the reader. Third, conclusion and data verification: The data presented is based on observations made in the field, referred to as preliminary conclusions in the research. With the results of interviews conducted with students and Arabic language teachers, the process of obtaining valid evidence is known as data verification (Rusandi & Muhammad Rusli, 2021).

RESULT AND DISCUSSION

The results of the research observation show that some students in grades X-1 and X-2 at SMA

Muhammadiyah 5 Jakarta have difficulty in speaking Arabic. Not all of them are able to pronounce Arabic sentences fluently and correctly quickly. Some can only understand the meaning of the sentence heard, while others cannot understand at all. After analyzing the results of interviews with students, there are two factors that influence this situation, among others:

Internal Factors Causing Students' Difficulties in Speaking Arabic

a. Educational Background

There must be inhibiting factors in learning Arabic due to differences in students' educational backgrounds, both from public schools and Islamic boarding schools (Khumairoh, 2020). Some students in grades X-1 and X-2 at SMA Muhammadiyah 5 Jakarta stated that many of them had never studied Arabic before, including: Kharida Raihanah, Citra Wahyu Mulia, Najla Olivia Savitri, Mohamad daffa, Akmal ramadhan hidayat, Kafil Falihsanya, Ellferie attar, Aqeela Parsya Rezanova, Davin Rashad Athaya, Muhammad fachri azis. There are also those who have learned Arabic when they were still in elementary school, including: Chiarra Shahanisaa, Syafira Nur Nadhifa. In addition, there are those who have studied Arabic since elementary school and then when they were in junior high school, including: Ibrahim Ardanu Darmawan, Naila Syakira Athavidra. Even so, it is possible that students who come from pesantren also find it difficult to communicate using Arabic, including: Dhafin razaqa effendi. Researchers, when observing the learning process in class also saw that there were differences between students who had a public-school background and students who had a pesantren background who used Arabic as their daily language.

In field observations, there are obstacles to the difficulty of speaking Arabic from the educational background factor, this was also conveyed by an informant named Mohamad Daffa "Because by looking at my friend's background, I can see the difference in Arabic between me who has never learned Arabic and my friend who has spoken Arabic before" (Daffa, 2024). As for Kharida Raihanah, she said "Educational background is one of the factors I find it difficult to speak Arabic, because previously I had never studied Arabic and suddenly entered a school that did have Arabic language subjects, so I found it difficult to learn Arabic, especially in speaking Arabic" (Raihanah, 2024). Thus, the educational experience of students in grades X-1 and X-2 of SMA Muhammadiyah 5 Jakarta is influenced by their educational background in learning Arabic. Not only that, (Sehra, 2022) said that challenges in learning Arabic also arise due to the lack of basic and mastered vocabulary. Students who come from public schools lack a basic understanding of Arabic, while

the lack of memorized vocabulary can make it difficult for them to speak fluently in Arabic.

b. Motivation

Motivation can be said to be an important fundamental force for learning a language, including Arabic. If students lack enthusiasm when learning Arabic, it will directly impact their speaking ability. When enthusiasm is lacking, students are usually not very diligent in practicing speaking, remembering vocabulary, or may even be indifferent to learning. As a result, it becomes a challenge to improve students' speaking ability. In addition, the absence of encouragement can also lead to feelings of disappointment and hopelessness, making students more likely to give up when facing challenges (Sa'diyah & Abdurahman, 2021). This is as stated by Najla Olivia Savitri "From the beginning I was not interested in learning Arabic and I didn't want to try to speak Arabic, because I didn't have the motivation to try to learn and speak Arabic" (Savitri, 2024). As for what Citra Wahyu Mulia said, "I am less interested in speaking Arabic because I have no basic Arabic language and only a few vocabularies that I master" (Mulia, 2024). According to Kafil Falihsanya "It is difficult for me to understand Arabic, the vocabulary is difficult, and every verb will always change, therefore I do not have strong motivation in learning Arabic" (Falihsanya, 2024). Thus, the lack of enthusiasm of students in classes X-1 and X-2 of SMA Muhammadiyah 5 Jakarta is triggered by their lack of interest in Arabic, difficulty in understanding complex language structures, lack of basic Arabic language, lack of practice in pronouncing words.

c. Anxiety and Fear

The difficulty that students in grades X-1 and X-2 at SMA Muhammadiyah 5 Jakarta often experience in speaking Arabic is anxiety and fear. When students are asked to speak in Arabic, whether it is during a presentation in class or interacting with the teacher, they often feel anxious and afraid of making mistakes (Observation, 2024). According to (Naziha et al., 2023) continuous anxiety and fear can reduce students' motivation to learn. When students feel constant anxiety, they tend to avoid opportunities to speak in Arabic, which in turn can limit their ability to practice and improve language skills. This was also conveyed by Dhafin Razaqa effendi "I am afraid of wrong words and letters when I speak Arabic, and also afraid if the meaning I say is wrong and I will be embarrassed" (Effendi, 2024). As according to Naila Syakira Athavidra "I am afraid to speak Arabic, because reading the Koran and speaking Arabic are different so I am afraid there will be mispronunciations and end up with the wrong meaning" (Athavidra, 2024). In the observation of researchers, there are some students who have difficulty in stringing vocabulary into correct

sentences, this is due to the lack of vocabulary mastery. This is a problem in the process of learning Arabic, as stated by Davin Rashad Athaya "I want to try to speak Arabic because my mother wants me to be able to speak Arabic, but I am afraid that when I speak Arabic, I choose the wrong vocabulary to be assembled into sentences" (Athaya, 2024). This anxiety can cause various bodily and mental responses, such as increased heart rate, sweating, confused thinking, and difficulty remembering words. As a result, students' ability to express their ideas clearly and fluently decreases (Naili et al., 2023).

External Factors Causing Students' Difficulties in Speaking Arabic

a. Environment

The impact of the environment is very significant on students' ability to speak Arabic. An inadequate learning environment, both inside and outside the classroom, can hinder students in honing their language skills (Abdullah et al., 2021). In SMA Muhammadiyah 5 Jakarta, it is not common to use foreign languages, especially Arabic, for they mix foreign languages together with their mother tongue to communicate. Therefore, it is rather difficult if you want to use Arabic words and expressions that we learn in school classes. Not only that, most students in grades X-1 and X-2 of SMA Muhammadiyah 5 Jakarta only speak in their mother tongue when they are at home with their families. This condition causes the ability to communicate in Arabic to not develop optimally. Syafira Nur Nadhifa argued "For me the school environment is not enough to support me to speak Arabic, because in this school it only focuses on learning Arabic in class, and the school also does not provide extracurricular activities for Arabic" (Nadhifa, 2024). (Kamilaini et al., 2024) stated that extracurricular Arabic not only supports students in learning Arabic academically but also provides communication skills that are useful in social and professional life.

In addition to the school environment, the family environment also has a significant influence on the growth of children's language skills, including Arabic. The family is the initial and essential environment where children acquire knowledge and skills to communicate and interact. If none of the family members are proficient in Arabic or no support is given to create conditions that support Arabic language learning, then students will face difficulties in improving their Arabic language skills (Abdullah et al., 2021). As a statement from Muhammad Fachri Aziz "From my family, no one has a supporting role in learning Arabic, especially in speaking Arabic, it can be said that my family does not really care about my Arabic speaking ability" (Aziz, 2024). Thus, the environment greatly influences the language growth process of students at SMA Muhammadiyah 5 Jakarta, especially in grades X-1

and X-2. According to (Shidqi & Mudinillah, 2021) if students live in an environment with little exposure to Arabic, whether at home, school, or around the community, they will face difficulties in getting opportunities to learn to speak actively. The inability to interact with teachers or peers who are proficient in Arabic can reduce students' confidence in speaking (Farhan Bahrin et al., 2024).

b. Teaching Materials

Teaching materials are crucial in the process of learning Arabic. If the teaching materials chosen are not suitable for the needs and abilities of students, then their speaking learning process can be disrupted (Zaki, 2022). From the results of an interview with Chiarra Syahanisaa "For the book I am currently using, it seems that there is a mistake in choosing a book, the book currently used is not suitable for beginners and students who do not have a basic Arabic language at all" (Syahanisaa, 2024). As stated by Akmal Ramadhan Hidayat "The book that I am currently using is not enough to help me speak Arabic fluently" (Hidayat, 2024). The teaching method used by the teacher in the classroom also has a big influence on students' Arabic speaking ability. If the learning media chosen is not tailored to the needs and abilities of students, then it can be an obstacle for students in improving their speaking skills (Laubaha et al., 2024). In observations, Arabic teachers at SMA Muhammadiyah 5 Jakarta are quite interesting in making teaching materials, many educational games have been used such as blooket, quizizz and others. As Ibrahim Ardanu Darmawan stated, "The media used by my Arabic teacher in class is quite interesting, not only learning but also accompanied by playing, such as quizizz then we are also always assigned to make projects in each chapter then presented in front of the class" (Darmawan, 2024). So, with the existence of creative and innovative teaching media, students will not experience problems when learning Arabic (Nurchasanah & Fahmi, 2024). That way, learning materials that are inappropriate, uninteresting, or too difficult can make students feel bored, frustrated, and lose enthusiasm in learning. The impact is that students will have difficulty in understanding the material and applying it in real life (Prananingrum et al., 2020).

c. Teaching Process

The teaching process is one of the stages that must be passed in the classroom. Ineffective teaching methods from an educator can affect students' learning progress which is not optimal. The teacher's ignorance of the method to be taught, the unsuitability of the method, and the lack of interest in the method greatly affect the Arabic language learning process (Hafidz et al., 2024). Therefore, it is important to prepare a method before giving instructions. However, keep in mind that choosing the

right method is crucial. This is because students may lose interest in learning if the method chosen does not suit their needs and preferences (Syahril et al., 2023). From the results of the interview with Ellferie Attar "the role of the Arabic teacher is very large, because during the learning of Arabic in class my teacher was very helpful in improving my Arabic speaking ability and patiently educating me even though I did not understand Arabic at all" (Attar, 2024). As stated by Aqeela Parsya Rezanova "My teacher gave me and my friends the opportunity to try speaking Arabic, like asking me and my friends to present in front of the class using Arabic, with that it helped me to be more confident" (Rezanova, 2024). As for the results of interviews with Arabic language teachers at SMA Muhammadiyah 5 Jakarta, Mrs. Rania Aulia said "it is difficult to teach students who have different backgrounds, where they are generalized and they must be able to follow what I say and practice it, because it is seen again from the background of the students and also the characteristics of the class and also the situation. But I don't just give up, I have a way for them to follow the learning in class well" (Rania, 2024). Therefore, teachers have a very crucial role in guiding students to overcome the challenges of speaking in Arabic. A teacher who is full of creation, innovation, and attention is able to create a pleasant and effective learning atmosphere for students to achieve their best potential (Susanto et al., 2023).

Efforts to Overcome Difficulties in Arabic Speaking Faced by Students of Class X-1 and X-2 SMA Muhammadiyah 5 Jakarta.

To help students overcome their Arabic speaking difficulties, teachers need to explore the root of the problems that affect their speaking ability in Arabic. The first step in dealing with Arabic learning difficulties is to understand the root of students' problems. By identifying the causes of difficulties and finding appropriate solutions, students will be helped to overcome obstacles in speaking Arabic. Some steps that can be taken to support students to overcome difficulties in speaking Arabic in the future include:

1. Organizing seminars on the uses and benefits of Arabic aims to motivate students to feel interested in learning Arabic. In field observations, many of the students do not have the motivation to learn Arabic, especially speaking Arabic. No matter how good the techniques apply in educating, if the students' interest in learning is not touched, the learning objectives will certainly not be achieved. Seminars can also affect the way students see or judge something, such as when students consider Arabic difficult, boring, and less interesting, and this language seminar is able to change the situation.

2. Accustoming students to interact in Arabic with fellow students to form an environment as a step to bring a more pronounced Arabic language atmosphere. During the observation process, there were no students who used Arabic for students to communicate, and no students who used Arabic as a mixed language for them to communicate, therefore this step can help familiarize students to speak Arabic. An Arabic-speaking environment provides useful support in developing Arabic language skills, such as listening, speaking, and writing. Establishing an environment for communicating in Arabic can start by getting to know classmates and Arabic teachers at school.

3. Evaluate students' speaking skills regularly to help understand their learning progress. By carrying out regular evaluations, teachers can get a detailed picture of students' progress in various aspects of Arabic including vocabulary, grammar, reading, writing and speaking. To determine progress and improve student learning, formative evaluation can be used, some examples of which include oral questions, short quizzes or group discussions. The information obtained from assessment is valuable and can serve as a basis for decision-making to improve the learning process and meet students' personal learning needs.

4. Arabic extracurricular activities, improving students' Arabic language skills can be done through Arabic extracurricular activities. In addition to fluency, students are also guided to organize sentences effectively, convey ideas clearly, and adapt to various communication situations. The results of observations in the field show that the lack of extracurricular activities related to language, especially Arabic, is in line with the statement from an informant named Syafira Nur Nadhifa. She stated that the difficulty of students at SMA Muhammadiyah 5 Jakarta in speaking Arabic is due to the lack of opportunities to practice Arabic intensively, in addition to only learning additional vocabulary in class. The lack of Arabic language clubs can also be a factor in students' difficulties in speaking Arabic. Thus, it is important to organize extracurricular Arabic classes to support students' ability in Arabic.

The Teacher's Efforts in Overcoming Students' Difficulties in Speaking Arabic in Students at SMA Muhammadiyah 5 Jakarta.

After knowing the factors of students' difficulties in speaking Arabic, the research here will describe the efforts made by Arabic language teachers at SMA Muhammadiyah 5 Jakarta in overcoming the difficulties of speaking Arabic, a statement from Mrs. Rania Aulia "overcoming students who are new to Arabic is by giving more attention, providing different approaches, leniency in learning and doing the assignments I give, and using

interesting teaching media" (Rania, Efforts to Overcome Difficulties, 2024). The results of these interviews can be described as follows:

1. Giving extra attention and additional focus to students who are struggling in Arabic is one way to provide special help and support to students. This can take the form of additional explanation, more practice, or personal support. The aim is to help them overcome their difficulties and gain more confidence in using Arabic.
2. Provide a special approach to students who have difficulty speaking Arabic because students who already have good Arabic language skills can learn alone or with peers more smoothly. However, for students who are having difficulties, more in-depth help is needed from teachers. Teachers need to provide personalized guidance to students, customize the subject matter, and provide helpful reviews. Through good methods, students who face difficulties can feel more confident and motivated to continue developing their speaking skills.
3. Provide relief to students who are experiencing difficulties as a variety of methods can be incorporated to help students who face difficulties in communicating in Arabic. For example, teachers can give easier tasks, allow more time to complete, or utilize interesting learning media such as videos or audio materials.
4. Create interesting and effective teaching media for students who face difficulties with Arabic that are engaging and interactive. For example, using colorful images, videos, and animations can help students to understand new concepts more easily. Also, interactive games or quizzes can boost learning enthusiasm and make the learning process more fun.

CONCLUSION

Based on the findings of research conducted on students in classes X-1 and X-2 at SMA Muhammadiyah 5 Jakarta, it shows that the problems they experience in difficulty speaking Arabic are caused by several factors, including: Educational background, lack of motivation in speaking Arabic, anxiety and fear in students to try to speak Arabic, the absence of an environment that can support speaking Arabic, less precise in the selection of teaching materials, and the teaching process. To overcome the difficulties caused by several factors, Arabic teachers at SMA Muhammadiyah 5 Jakarta have efforts made in overcoming students who have difficulty speaking Arabic, including: giving extra attention and additional focus to students who have difficulty in speaking Arabic, then providing a special approach to students who have difficulty speaking Arabic, giving waivers to students who have difficulties, creating interesting and effective

teaching media for students who face difficulties with Arabic. In addition, there are several suggestions to overcome the difficulties experienced by students, including: holding seminars on the uses and benefits of Arabic, getting used to interacting in Arabic, evaluating the development of students' speaking progress, and holding Arabic extracurricular activities. This research on the factors that cause students to have difficulty speaking Arabic has great potential to improve the quality of Arabic language teaching. The findings from this study are useful not only for improving classroom learning methods but can also serve as a foundation for crafting better educational policies. However, the focus of this study was on students in grades X-1 and X-2 at SMA Muhammadiyah 5 Jakarta. Therefore, it is likely that the results of this study cannot be applied to students in other schools or classes. Moreover, this study only lasted for three months, so it cannot provide a comprehensive picture of the development of students' Arabic language skills in the long term. Hopefully, this study can make an important contribution to the development of the theory and practice of learning Arabic as a foreign language. By identifying specific and in-depth factors of difficulty, this research provides an opportunity to make improvements to existing learning models. The understanding gained can be a foothold for educators and researchers in creating more effective and innovative learning strategies. In addition, this research can also encourage further research to create learning materials that are more suitable and relevant for students in Indonesia.

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