

Education theory

PROBLEMATICS OF ARABIC AND ENGLISH LANGUAGE LEARNING FOR STUDENTS IN ISLAMIC INSTITUTE OF PANGERAN DIPONEGORO (IAI PD) NGANJUK JAWA TIMUR

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ABSTRACT

Problems in language learning is familiar even something old issue anymore, moreover regarding on the subject who is considered as “non-language” department students. Even though having foreign language skills is very important as academics, this is still not considered a big thing for several college students especially they who study at IAI PD Nganjuk. Based on those, this paper will talk about what makes students ignorant of second language learning in Islamic University which is contained in several discovery factors. The method used is qualitative for a linguistic case. After doing a study, it turned out that what happened at IAI PD Nganjuk, especially in the PAI department, the majority of students had low motivation in learning Arabic and English so that from universities that lacked facilities to create an effective and efficient language environment.

Keywords: *Problems, Language Learning, English, Arabic*

INTRODUCTION

Educational Technology is often defined as a complex and integrated process that involves people, procedures, ideas, tools, and organizations to analyze problems, find ways to solve, implement, evaluate, and manage problem solving that involves all aspects of human learning (AECT, 1986: 1) Learning problem solving can be done by utilizing theoretically and practically 5 domains (design, development, utilization, management, and evaluation) in the Educational Technology area. Theory is composed of concepts, constructs, principles, propositions that contribute to the repertoire of knowledge. While practice is the application of that knowledge to solve problems (Seels & Richey, 1994: 11). The design domain is a process of specifying learning conditions.

Learning conditions which are one of the scopes of learning strategies in the design domain, are often identified with learning models (Seels & Richey, 1994: 32). Learning models and learning strategies need to implement different models according to the learning situation, the nature of the learning content and the type of learning desired. According to Degeng, learning conditions are learning variables that cannot be manipulated and therefore must be accepted as given by the learning designer. However, this acceptance must be accompanied by an in-depth analysis of learning. (Degeng, 1988: 37).

This analysis is needed to better understand the various components of learning conditions, so that it is easier to describe the relationships between various learning variables. With this it is expected that learning will provide theoretical and practical meaning for learning designers. In the perspective of Arabic and English, learning conditions also have a significant influence on learning

outcomes. However, there is not much study about the conditions for learning Arabic and English. The study of learning Arabic and English, so far has been more oriented towards learning methods. Even though learning methods and learning conditions have the same effect in improving learning outcomes (Ali, 1996: 105).

Learning outcomes in Arabic and English are characterized by the ability of students to be able to master Qiraah / reading material, Kalam / speaking, English / listening', and Kitabah / writing. This ability can be achieved if the learning variables, including learning conditions, have a significant contribution to learning. For this reason, the learning conditions in learning Arabic and English cannot be ignored (Ali, 1996: 128).

This research deepens insights as a solution to learning problems especially in the problem of learning Arabic and English for students at the Pangeran Diponegoro Islamic Institute (IAI PD) Nganjuk.

Learning a second language (B2) means trying to be able to use that language other than mother tongue. In this case he is able to understand B2 symbols when he listens to them, is capable of speaking, reading and writing. From the side it is understood that there are two stages taken by language learners, first accepting the language, and Second, using it. So that in its ideal goal, the learning process of Arabic and English is expected to reach the following stages (Rusydi Ahmad Thaimiyah, 44): 1)

Mastering sound and its specifications is to understand the connotation of the sound it hears or as Karl's term "master sound symbols". 2) Understanding various aspects in the pattern of formation (syntax) and compilation of sentences (tarakib) or what Karl calls "Grammatical Sensitivity". 3) Mastering the general rules that form the expression of sentences, including understanding aspects of synonyms, himonimy and so on. 4) Able to use Arabic and English correctly according to the culture of the native speaker.

In the context of teaching, teaching languages or other sciences is nothing but reconfiguring abilities, knowledge, orientation and values obtained by students. This principle is considered to be more effective than just presenting students with many kinds of knowledge. The same thing was conveyed by Bruner; states that when we teach certain knowledge to someone, it is not intended so that the brain is full of "brain burden", but we teach how students participate in the process. We teach a science rather than aiming to produce a concluding record, but we lead teachers to think independently (Bruner as quoted by Hamid, 1982; 262).

Learning Arabic and English in Indonesia, has been taught in schools in general, and religious schools in particular, from the level of Madrasah Ibtidaiyah to the level of Higher Education. The material taught in the schools is very varied according to the level of knowledge of students. For children aged MI, learning Arabic and English usually starts with the introduction of Arabic letters and how to read them correctly, without having to understand it in terms of meaning. As for the higher levels, namely since grade 3 MI, they have begun to be taught with Arabic vocabulary that is light and easy to memorize. This ability continues to be increased little by little until the child is able to hear, speak, read and write Arabic and English properly and correctly.

In Islamic higher education, both public and private, learning Arabic and English is taught in the form of Arabic and English Language Courses which are directed at encouraging, guiding, developing and developing fusha Arabic and English skills, both productive and receptive, and foster positive attitudes towards the language itself. The ability of Arabic and productive English is the ability to use the language as a communication tool both oral and written.

Receptive language skills are the ability to understand other people's speech and the ability to understand reading. The ability to speak Arabic and English and a positive attitude towards Arabic and English is an important element, because it can help students understand Islamic sources such as the Qur'an, hadith and books in Arabic and other English

Learning Objectives of Arabic and English Generally have different functions and objectives according to the objectives to be achieved in the learning. According to Abid Taufiq Al-Hasyimi in his

book "Al-Muwajih Al-Amali Limudarrisi Al-Lughah Al-Arabiyah" it is explained that the general purpose of language teaching is among others; (Al-Hasyimi, 1983: 16)

1. Beautify the composition of the sentence in speaking and writing. By learning Arabic and English, students are expected to be able to compose short and long sentences, both in oral and written languages.
2. Get used to using fushah language in speaking and writing.
3. Familiarize accuracy in giving harakah and breadfruit to each letter.
4. Recite each letter correctly.
5. Enriching pronunciation skills.
6. Shows the correct and beautiful way of writing.
7. Growing a sense of language.

Based on the objectives and explanations above, it can be concluded that learning Arabic and English in general is capable as a means to train and familiarize students or students to use Arabic and English correctly and correctly with oral and written forms, followed by fertilization a sense of beauty in language and communication.

RESEARCH METHODS

This study uses a qualitative approach. Data collected by observation, interviews, and documentation. While the instruments used are other; cameras, tape recorders, interview guidelines, and other tools that are incidentally needed. To check the validity of research data do several things like; 1) observation, 2) test triangulation, 3) look for conflicting cases, 4) involve informants to review, 5) discuss data with experts 6) re-examine field notes, 7) match data on research objects (Moleong, 1990 : 175)

RESULTS OF FINDINGS AND DISCUSSION

1. Learning Objectives of Arabic and English at IAI PD Nganjuk

Encouraged by the desire to realize the "Professional Intellectual Ulama" and "Ulema Professional Intellect", IAI PD Nganjuk, seeks to integrate the mastery of modern science with the religious sciences.

The general aim of the special program for Arabic and English language lectures is to build the ability of students in Arabic and English which is then used as a tool for Islamic studies. Through this intensive and creative learning of Arabic and English, it is hoped that students will be able to study Arabic and English language literature independently, so that the hope that students can develop further knowledge can be realized.

It can be said that the general objectives of Arabic and English lectures at IAI PD Nganjuk adalah provide four language skills, namely listening, speaking, reading and writing in a simple and meaningful manner. This can be categorized as a special purpose and general purpose.

Specific goals among others; (1) Students are able to introduce themselves and others simply, (2) Students are able to recite and make sentence patterns that contain elements of nouns, (3) Students are able to pronounce and make sentence patterns that contain verb elements, (4) Students master in simple terms four proficiency in Arabic and English, namely istima ', Kalam, Qira'ah and Kitabah. (documentation of IAI PD Nganjuk, 2017).

Based on observations and interviews with related lecturers who teach Arabic and English courses, the objectives of learning the desired Arabic and English are difficult to achieve well because during the lecture process most students, especially the Islamic Education Department (PAI), have never learn Arabic and English and some even cannot write hijaiyah letters properly and do not have Arabic and English vocabulary. These are the reasons why the language lecture cannot be achieved properly.

2. Characteristics of Arabic and English Courses at IAI PD Nganjuk

Arabic and English courses include institute courses and compulsory subjects in all majors. Thus, each student is required to take Arabic and English courses as lecture prerequisites, (1) Arabic and English Language Lecture Materials, Arabic Language and English Language material for the first semester and in the sixth semester (TOAFL courses) prepared by the Team Experts from each faculty. The Arabic and English courses in the first stage are introduced with nouns such as muannas and muzakar, word places, person pronouns, adjectives, superlative words, color and shape of objects. And in the second stage, the verb includes the past verb (Fi'il Madhi) present verb (Fi'il Mudhori ') and command verb (Fi'il Amar). (documentation of IAI PD Nganjuk, 2017)

Based on observations and interviews with lecturers in Arabic and English in IAI PD stated that "The material taught is too dense to be taught in 14 times face-to-face outside of the Semester Exams and Final Semester Exams. This is in the background because the majority of students graduate from high schools, vocational schools, and MAN, so the ability of students is also very less than those graduating from boarding schools. "

3. Management of Arabic and English Language Courses

Independently, the management of Arabic and English is distinguished by other courses because in language learning continuous continuity and evaluation are needed, both for the learning participants and for the lecturers. So as to facilitate the achievement of all the learning objectives, the Arabic and English language lectures are managed specifically by each faculty at IAI PD Nganjuk. Especially lectures in Arabic and English. According to lecturers of Arabic and English, the Arabic and English Language courses are actually managed by the Language Study Center Institute, namely Arabic and English, both in terms of lecturers and lecture material, but cannot be realized until now still managed by their respective faculties. (Interview, in 2017) when this is confirmed to the head of the language center institution, justifying this. Due to limited funds and personnel and a lack of coordination with language lecturers and departments, the idea could not be implemented. (interview, in 2017).

4. Language Proficiency, in learning Arabic and English emphasizes four language skills

Listening skills (maharatul istima '), Speaking skills (maharatul kalam), Reading skills (muthala'ah) Writing skills (kitaabah insya'iyah). The purpose of learning Arabic and English compiled by IAI PD Nganjuk is quite clear that students are expected to master the four Arabic and English language skills above.

5. Obstacles to Learning Arabic and English at IAI PD Nganjuk

1) When lecturing, Arabic and English language learning is carried out with the time according to the number of credits from Arabic and English courses 2 credits and the time provided is 100 minutes, with 100 minutes the student should ideally quickly absorb the material provided by lecturers, also enough time for language exercises. Based on observations and interviews, the saturation of students in learning Arabic and English among the causes is limited time with a fairly dense composition of material and lectures in Arabic and English are mostly carried out during the day, at less effective hours of learning Arabic and English

. 2) Lack of learning facilities, supporting factors in the success of the language learning process, one of which is learning media because the function of learning media is to generate enthusiasm and concentration on lessons. Learning media for Arabic and English include language laboratories, satellite dishes, and language games. The number of facilities available is very unbalanced with the number of Arabic and English language lecture students. When viewed from the number of new students in 2017 there are 471 students, while the language laboratory owned by IAI PD Nganjuk is only 1 language laboratory. (Observation and documentation of the Nganjuk 2017 IAI PD).

3) Student Saturation, in learning Arabic and English, saturation of students in learning Arabic and English because students do not understand the language well. Based on the observations of the researchers, it appears that students who are able and motivated to learn Arabic and English are students who have a basic Islamic boarding school.

6. Characteristics of students participating in Learning Arabic and English at IAI PD Nganjuk

1) Differences in Educational Background, students who have different abilities in Arabic and English. There are those from Islamic boarding schools with Aliyah Diniyyah Madrasah education levels that have good Arabic and English language skills, some are from Religious Aliyah Madrasas, but some have weak Arabic and English skills, some even at all, have never studied Arabic and English before, because they are from high school or vocational school and the like.

2) Lack of motivation, lack of motivation of students to learn Arabic and English, especially students in general majors. They entered the IAI PD Nganjuk with the aim of deepening their knowledge in accordance with their chosen majors, so that the lectures for Arabic and English for them were only side courses, which were not so important to them. There were a number of students who actually went to college at the height of their parents' wishes, so they were not of their own volition, so when they got lectures in Arabic and English, their learning motivation was low.

CONCLUSION

The general objective of lecturing Arabic and English at IAI PD Nganjuk is to build students 'abilities in Arabic and English, both istima', kalam, qira'ah and kitabah. Characteristics of Arabic and English Language Courses at IAI PD Nganjuk are lecture material for Arabic and English, management of Arabic and English is managed independently and in language proficiency. The obstacles to learning Arabic and English at IAI PD Nganjuk are: Less effective lecture time, Lack of learning facilities for Arabic and English and too many students in each class, saturation of students learning Arabic and English. Characteristics of students are differences in student education background and lack of motivation in learning Arabic and English.

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