



The application of the Similar Method in Learning Arabic for Indonesian Students

Idrus Muchsin Bin Agil

Corresponding email: idrus.agil@gmail.com

ABSTRACT

Learning Arabic as a second language in Indonesia certainly requires the right methods in teaching it. And in producing a particular method, it is necessary to pay attention to several factors that influence it, including: the background of the learner's language and the foreign language being studied, the student's background, cultural background, the learner's experience in learning Arabic, certain learning objectives or needs (for reading skills, speaking, translating, as well as for the sake of theoretical knowledge of the language), and the allocation of Arabic language teaching (both curriculum and time devoted to teaching foreign languages). In this paper, the author wants to offer a solution to the Arabic language teaching method and explain its application, namely the Al-Musyabahah Method (Cognate Method) for Indonesian students. This method seems to have never been tried in learning Arabic in Indonesia, even though besides being easy this method can also be helpful for novice students who have not mastered much Arabic vocabulary, while they have to learn Arabic. The use of this word equation method is felt to be very appropriate because learning Arabic in Indonesia, namely in Islamic educational institutions, both public and private, generally still focuses on grammatical and translation methods.

Keywords: Al-Musyabahah Method, Learning Arabic.

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INTRODUCTION

Teaching Arabic is an educational process facing encouragement, supervision, development, and development of students' language abilities where each student has different strengths and weaknesses. One of the areas of teaching Arabic in schools is vocabulary education.

According to Ahmed Dajanan Asif El-Din, vocabulary learning is the process of communicating educational materials in the form of words or vocabulary as an element of learning the Arabic language. From the definition given by Dajanan Asifuddin, he shows us that vocabulary is the basic stage because the discussion area is just words and of course its general function is to increase vocabulary and then combine it into a complete sentence, in both cases to get it through listening or reading.

Learning Arabic as a second language in Indonesia definitely requires the right methods of teaching it. In producing a particular method, it is necessary to pay attention to several factors that affect it, including: the learner's language background and the foreign language being studied, the student's background and cultural background, the learner's experience in learning Arabic, and some learning goals or needs (for reading, speaking, and translation skills), as well as for theoretical knowledge of the language, and allocating Arabic language teaching (both curricula and the time allotted for teaching foreign languages).

In this research, the researcher wants to present a solution to the method of teaching Arabic and explain how to apply it, which is the similar method for Indonesian students. It seems that this method has never been tried in learning Arabic in Indonesia, although it is easy, this method can also be useful for beginner students who have not mastered a lot of Arabic vocabulary, while they have to learn Arabic.

The use of this word equivalency method is very convenient because learning Arabic in Indonesia, specifically in Islamic educational institutions, both public and private, still generally focuses on grammatical methods and translation. Therefore, the researcher was interested in discussing this cognitive method specifically.

METHOD

In this paper, the researcher uses the type of writing a biblical study (library research). The study of writing uses this master data by examining various information from various material sources in the library such as documents, books, historical stories, magazines, etc. (Mardalis, 1999)

To support a comprehensive theoretical basis regarding the problem under investigation, a study of biblicalism can also use various sources of reference books and similar prior writings (Sarwono, 2006). Similarly, data collection techniques are implemented in this written study by reviewing various books, literature, notes and reports related to the problem being studied and to be solved (Nazir, 1998). Another source explained that the biblical study is a theoretical study, and a study of references and other scientific literature related to culture, values and norms that have developed in the social situation under study (Sugiyono, 2012).

FINDING

1. Learning method

According to Pupuh method literally means way. In general usage, a method is interpreted as a method or procedure used to achieve an objective. If it is related to education, learning methods are ways of presenting educational materials to students to achieve the goals that have been set (Fathurrahman, 2007).

The method is used to implement the plans made in the strategy. So one strategy may not require just one method to apply it. There are many learning methods for implementing learning strategies. Among them are lectures, demonstrations, discussions, simulations, questions and answers, discussions, etc (Sanjaya, 2008).

In order for the material presented to be well understood, assimilated and used by students, there are several principles that must be observed when using learning methods related to student development, including the following: (Zainal, 2016)

- a) The teaching method should be able to arouse more students' curiosity about the topic.
- b) Teaching methods should allow students to learn collaboratively.

c) Teaching methods should allow students to be more motivated in their learning.

Appropriate methods can be used as a tool for extrinsic motivation in teaching and learning activities in schools (Syaiful, 2010). With motivation, students can be motivated to participate in the learning process. As a teacher, you must have the ability to understand students for their uniqueness so that you can help students overcome learning difficulties. In addition, the teacher is also required to understand the different ways of learning in order to guide the students optimally.

Acquiring a foreign language is different from acquiring a mother tongue or first language. A native or first language is acquired naturally and easily, while acquiring a foreign language, according to experience, is not easy (difficult) (Henry, 1984:234). Therefore, Arabic language teachers need to use methods (easy ways) to overcome the difficulties they face in learning foreign languages. Since Arabic in the context of Indonesian students is a foreign language, foreign language learning methods can also be applied in learning Arabic.

According to Molianto Somardi, quoted by William Francis Mackie, there are at least fifteen language learning methods that are in common use to date (Mulyanto, 1995: 32). These methods are: direct method, natural method, psychological method, phonemic method, reading method, grammatical method, translation method, grammatical translation method, selective method, unit method, language control method, transcription and remembering method (simulation method), theoretical method Practice, Analogous Method and Dual Language Method.

Among the fifteen methods, according to the researcher, the method that can be applied in learning Arabic in Indonesia is the similar method or the similar method, because this similar method uses Indonesian vocabulary similar to Arabic. It seems that this method has never been tried in learning Arabic in Indonesia, although it is easy, this method can also be useful for beginner students who have not mastered a lot of Arabic vocabulary, while they have to learn Arabic.

Therefore, the cognate method will be discussed in detail. The use of this similar method is very convenient because the learning of Arabic in Islamic educational institutions, both public and private, still generally focuses on grammatical methods and translation.

2. Similar method

The method is an educational procedure focused on achieving the goals that have been set (Suharsimi, 1993). This method relates to selection of materials, arrangement of materials, presentation of materials, and repetition of materials (Djuariah).

Cognate means words of the same origin (Poerwadarminta, 1993). Materials are presented in this way by prioritizing the inventories of the same words, the same root words, the same letters or meanings as the student's language, or the same meaning between the target language and the student's mother tongue (Abu Ahmadi, 1997). For example, in teaching Arabic, we will consider using the following common language materials:

Good deed = amal saleh

action = beramal / kerja

you think = berfikir

pen = qolam / pena

pregnant = hamil / mengandung

By arranging words with the same letters or meanings between the foreign language that the student is learning and his or her mother tongue, it will be easier for him to remember or understand the language and he will master it faster as well. After students have acquired

sufficient vocabulary, they will continue to train them to practice it often, especially in the form of oral exercises and written exercises.

The basis of this method is the similarities or similarities between the language under study and the mother tongue. The application of this method begins with student activities that search for similarities in form and meaning between the two languages, ie between the language under study and the mother tongue. Then the found words were applied in the form of oral exercises and written exercises. This method is similar to the constructive analysis approach.

While the advantage of this method is that the students will get used to learning in direct comparison of the acquired vocabulary with their mother tongue. It will be easier for students to remember or understand the language and they will also master it faster. After students have acquired sufficient vocabulary, they will continue to practice it more often, especially in the form of oral exercises and written exercises.

The application of this familiarization method should also take into account the level of Indonesian students who are learning Arabic, in order to adjust the level of vocabulary difficulty or vocabulary to be studied. There are three levels for students to learn Arabic, including: (Ainin, 2006)

- (1) Beginners, it is the first level in learning the Arabic language, and the most suitable subjects for this level are usually: memorizing vocabulary, simple conversation, and directed composition. This is usually used at lower levels because it involves writing activities that begin with the order of letters and then words and sentences.
- (2) Intermediate, when the student is at this level, it means that he has received some material about the Arabic language, and the teacher's task at that time is to strengthen the material that the students have obtained, so that they can master this material.
- (3) Applicants, for this level students are already proficient in Arabic language subjects and the subject suitable for students who are already at this level is free writing. This is usually used at a high level because this is where the skill and creativity of the writer depends the most.

3. Determine the words absorbed or taken from the Arabic language

The linguistic contact that takes place between one community and another will affect the language in question. Linguistic contact cannot be separated from the cultural communication that occurs, but rather is viewed as an aspect of cultural communication. The influence of other languages on a particular language is the spread of culture and its culture, and the effect appears in the vocabulary that a particular language picks up. It is a universal property of language. No single language escapes the influence of other languages or dialects.

The problem that is not easy to deal with the absorption elements from Arabic found in the Indonesian language is the identification of elements from Arabic and the original elements of the Indonesian language. It is probably not too difficult to determine if the absorbent element is still close to its original (foreign language form). You will encounter difficulties if the tax component has undergone a process of change and dissolution.

According to Newman Tosti Eddy, the assimilated words or terms from foreign languages will be difficult to trace due to several factors, namely: 1) Too many changes, so it is difficult to find their identity. 2) The frequency of use is too large, so it is no longer felt as an absorbent. 3) The use element is too large, so it is no longer felt as an absorption element. 4) The absorbent element is in two different languages. Elements of Arabic assimilation cannot always be demonstrated with certainty (Nyoman, 1989).

In the context of language and writing learning, knowing the origin of the comprehension items is very important, so there must be some kind of criteria that can be used as criteria for determining the source of the comprehension item. According to Newman, there are criteria suggested by many linguistic writers, namely: (a) similarity in pronunciation, (b) close contact, used only in certain cases, and (c) linguists' opinions.

DISCUSSION

A similar method, which in English is called cognate method, in Indonesian is called cognate method or equivalent method (Mulyanto, 1989). Cognitive method is a method of learning by teaching the basic words of a foreign language that are similar to words in the student's mother tongue, in terms of form and meaning, which are then used to express thoughts and feelings through speech or writing (Mulyanto, 1997).

In terms of learning Arabic for Indonesian students, students will learn Arabic words that are similar to Indonesian words in terms of form and meaning. The words themselves are used as practical training materials in the formation of sentences or expressions in Arabic. The real purpose of applying this method is not to teach students Arabic vocabulary similar to Indonesian, but to train students to express feelings or speak Arabic with the help of the same words, because the students have not mastered much Arabic vocabulary.

This method of similarity of words is suitable for learning Arabic for beginners in the sense of students who are new to Arabic, who have mastered little Arabic vocabulary, including students who still have little knowledge of Arabic grammar. When viewed by students' age or education level, beginning students include both elementary school level students and middle school students. Meanwhile, for other levels, it can be compared to the abilities of school-age children as mentioned above (Fathul, 2010).

There are several stages that teachers can take to apply this similar method to learning Arabic for Indonesian students:

- (1) Students learn basic words that are made up of similar or similar words in their language, both in root form and in their meaning. These words are then used to express feelings and thoughts in both spoken and written form. For example: chair = kursi, good deeds = amal soleh, ilm = ilmu, book = kitab, reflection = berfikir, pregnant = hamil.
- (2) By arranging vocabulary whose letters or meanings are similar between the Arabic and Indonesian languages, with the aim of facilitating students' remembering of the language and facilitating students' comprehension between the two languages.
- (3) After students are able to simplify vocabulary in large numbers, students should get used to practice, especially oral and written practice.
- (4) The teacher prepares the abstract words in Arabic to train the cognitive students to think in the search for equivalent words in the Indonesian language.
- (5) The teacher provides listening exercises and continues the speaking exercises to practice the sounds of vocabulary that are assimilated with different but almost similar letters. For example, the difference between the pronunciation of the letters "s" and "y" in the word "sar wa sar", and between the "s and th" in the word "sar wa thar".
- (6) Teachers should pay attention to the exercises to improve students' knowledge, especially Arabic words into Indonesian and their sound changes, for example in the letter "q" in the word "tribe", so that the sound of the letter "k" becomes in the Indonesian word "kabilah". The sound of the letter "y" in the Arabic vocabulary for "luta" becomes the "z" sound in the Indonesian word "lezat" and so on.

CONCLUSION

The result of the research showed that can be concluded that the word-similarization method is a learning method categorized as an activity learning model, using a teacher-centered approach (teacher-centred approaches), and the learning strategy includes direct learning that is more teacher-centered where the teacher is a lecturer. For techniques and tactics, it depends on the teacher who will carry out the learning using the method of similar words because each individual (teacher) has a different way of implementing the techniques and tactics in the learning process.

This similar method is suitable for students at the beginner or intermediate level, specifically at the level of elementary school and middle school, in order to facilitate the memorization of Arabic vocabulary that searches for equations in the Indonesian language cognitively. For the advanced level, this similar method can be applied by finding more difficult vocabulary to expand students' understanding of learning Arabic.

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