Analysis of Pronunciation Difficulties In Arabic

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Abstract: The integrated system used in language learning in class V of MI Ddi Kanang makes the hour for learning Arabic in four hours with two meetings for one week. This makes learning opportunities with Arabic speaking less considering that the lesson requires a lot of practice. This study aims to analyze the difficulties of pronunciation in Arabic in class V MI DDI Kanang. This type of research is qualitative research with a descriptive design. This study describes the Analysis of Arabic Pronunciation Errors in Class V of V MI DDI Kanang. The data in this study consists of primary data in the form of data collected directly by researchers from the first source (respondents) in the field. The main source in this study is the class V education student of MI DDI Kanang. Meanwhile, secondary data is data obtained indirectly through intermediary media. The results of the observation from the analysis of pronunciation difficulties in Arabic in class V MI DDI Kanang Polewali Mandar include the factors that cause difficulties in pronunciation of Arabic for students in class V MI DDI Kanang, The first, is the lack of proficiency of students in reciting the Qur'an, the second is the lack of interest and motivation from the students themselves to learn Arabic, the third is the lack of attention from parents to students regarding awareness and encouragement to learn outside of school, the Fourth is the teacher's delivery technique that is too monotonous, namely only using lecture techniques and package book facilities provided by the school are very limited so that Arabic learning is less effective and raises various obstacles.

Keywords: Analysis, Difficulty, Arabic pronunciation.

Abstrak: Sistem terpadu yang digunakan dalam pembelajaran bahasa di kelas V MI Ddi Kanang menjadikan jam pembelajaran bahasa Arab menjadi empat jam pelajaran dengan dua kali pertemuan selama satu minggu. Hal ini membuat kesempatan belajar berbicara bahasa Arab menjadi berkurang mengingat pelajaran tersebut membutuhkan banyak latihan. Penelitian ini bertujuan menganalisis kesulitan-kesulitan pengucapan dalam berbahasa Arab di kelas V MI DDI Kanang. Jenis penelitian ini adalah penelitian kualitatif dengan desain diskriptif. Penelitian ini mendeskripsikan Analisis Kesalahan pengucapan Bahasa Arab di kelas V MI DDI Kanang. Adapun data dalam penelitian ini terdiri dari data primer berupa data yang langsung dikumpulkan oleh peneliti dari sumber pertama (responden) yang ada dilapangan. Adapun sumber utama dalam penelitian ini adalah pesera didik kelas V MI DDI Kanang. Sedangkan data skunder adalah data yang diperoleh secara tidak langsung melalui media perantara. Adapun

Hasil pengamatan dari analisis kesulitan pengucapan dalam Bahasa Arab di kelas V MI DDI Kanang Polewali Mandar meliputi faktor penyebab kesulitan pengucapan Bahasa Arab para siswa kelas V MI DDI Kanang, pertama kurang mahirnya siswa dalam mengaji al-Qur'an, kedua yaitu kurangnya ketertarikan dan motivasi dari diri siswa sendiri untuk mempelajari Bahasa Arab, ketiga kurangnya perhatian dari pihak orang tua terhadap siswa mengenai kesadaran dan dorongan belajar diluar dari sekolah, keempat adalah tehnik penyampaian guru yang terlalu monoton yakni hanya menggunakan tehnik ceramah dan fasilitas buku paket yang disediakan oleh sekolah sangat terbatas sehingga kurang efektifnya pembelajaran Bahasa Arab dan memunculkan berbagai kendala-kendala.

Kata kunci: Analisis; Kesulitan; Pengucapan Bahasa Arab

Introduction

Language functions as a means of communication and liaison in daily interactions, both between individuals, individuals and communities, as well as between certain societies and nations. Arabic is one of the world's major languages, spoken by more than two hundred million people, and is recognized as an official language in nearly twenty countries. Arabic belongs to the Semitic language family. In its use, Arabic is divided into two categories: Fushha Arabic (formal) and 'Ammiyah (non-formal). The 'Ammiyah language is used in daily conversation by the people of Arab countries, while the Fushha language is used in the Qur'an, hadith, books of turats, modern books, administration, as well as in scientific seminars both at the national and international levels.

Arabic is not only closely related to the religious dimension, but also functions as the language of science and international relations in various forums such as international seminars, meeting sessions, as well as the language of business communication, international trade, and the media. Arabic plays an important role in human interaction in today's era of information and communication globalization. Therefore, learning Arabic is important not only for religious purposes, but also for relationships between individuals and between nations. The United Nations has recognized Arabic as an official international language since 1973, demonstrating its role as a means of communication at the international level. More and more people are

interested in learning Arabic not only for religious reasons, but also for commercial, political, and educational reasons. (Mu'in, 2004) Therefore, in the context of education, learning Arabic is very important by applying more innovative and creative strategies and methods. This is so that the language skills acquired can be applied effectively, especially in Arabic communication skills. (Marlina, 2016)

For this reason, Arabic should be a source of pride for Muslims, and learning Arabic should be one of the main subjects in Islamic madrasas and universities in Indonesia. Arabic language skills, like any other foreign language, include four important interrelated components, namely *maharah al istima'*

Muskar, according to Sri Ningsih Siagian's quote, explained that language is a system that utilizes speech sound symbols that are arbitrary or arbitrary, and can be amplified with concrete body movements. Language is seen as a symbol because the series of sounds produced by speech instruments must be given a certain meaning. A symbol is a meaning applied to something that can be received by the five senses, or in other words, the sounds are organized in a certain system so that they can be understood by the listener. (Siagian, 2017)

Languages are a fundamental need for humans, and they involve several interrelated skills, namely listening, speaking, reading, and writing. This also applies in the context of Arabic. Arabic is recognized as an important religious language, so the teaching of Arabic starts from the first grade of Ibtidaiyah and continues to the university level in Islamic Higher Education Institutions. Currically, Arabic is a compulsory subject, reflecting how important this language is in education and daily life for students at various levels of education. (Arsyad, 2004) Arabic is a subject that trains speaking and writing skills to understand and convey information, thoughts, and feelings, as well as enrich abilities in the fields of religion, general knowledge, and socio-culture.

Speaking skills are one of the most desirable abilities in the teaching of modern languages, including Arabic. The process of learning a foreign language will be more successful if students are actively involved in communication. Just as we learn to read through reading activities, we also learn speaking skills by practicing speaking directly. Active involvement in conversation and verbal interaction allows learners to hone their speaking skills, making the learning process faster and more thorough. (Aziez dan Alwasilah, 1996)

One of the drawbacks of traditional language teaching methods in Indonesia is the lack of intensive oral training, so few learners are able to express their thoughts and feelings verbally. Because Arabic is a foreign language for students, they face various challenges in learning it, both linguistic (such as phonology, vocabulary, sentence structure, and writing) and non-linguistic.

Arabic is one of the languages used in daily life and is the official language in various countries, including Saudi Arabia, Morocco, Algeria, Libya, Tunisia, Egypt, Sudan, Lebanon, Syria, Iraq, Kuwait, Iran, the United Arab Emirates, Palestine, Israel, as well as several countries in the Arabian Peninsula. (Ja'far, 1987) Arabic is one of the means of communication among its users. In addition, Arabic also functions as a means of communication between humans and their creators through worship rituals and prayers.

Arabic is considered a foreign language for those who are not native speakers. However, Arabic has a special advantage over other languages because it is the source language of law for Muslims (such as the Qur'an and Hadith). Arabic is also taught in the official curriculum in Islamic schools. The importance of Arabic motivates many people to learn it. According to Muljanto Sumardi, the purpose of learning a foreign language, including Arabic, is so that a person can communicate effectively and appropriately in the language, both orally and in writing. (Sumardi, 1974)

In learning Arabic, students often make mistakes in pronunciation. From a linguistic point of view, pronunciation is related to phonetics and phonology. To solve this problem, linguists have developed a method of language error analysis. According to Ellis quoted in Tarigan, language error analysis is a technique used by researchers and language teachers, involving steps such as sample collection, identification of errors in the sample, explanation of the error, classification of errors based on their causes, and assessment of the severity of the error. (Tarigan, 2021)

Several studies have described various suitability and solutions, especially in the pronunciation and understanding of Arabic such as the research entitled: *Factor-faktor kesulitan siswa dalam membaca Teks Bahasa Arab*, written by Yuniarti Amalia Wahda (Wahda, 2018), research conducted by Andi Arif Pamessangi with the title: *Analisis Kesulitan Belajar Bahasa Arab Mahasiswa Program Studi Pendidikan Bahasa Arab IAIN Palopo*, (Pamessangi, 2019) The study was titled: *Analisis Faktor Kesulitan Membaca Teks Bahasa Arab Siswa Sekolah Madrasah Tsanawiyah Kelas Tujuh Di Kota Makassar*, written by Dinda Lestari Hamka, Mantasiah R, Enung Mariah. (Hamka dan Mariah, 2021) And Research written by Puput Nurshafnita and Darwin Zainuddin with the title: *Analisis Kesalahan Pelafalan Huruf Hijaiyah Siswa Kelas VII MTs Al-Wasliyah Sigambal*. (Nurshafnita, 2023) These studies have similarities but also have their differences, especially in the focus of study and the location of the study. This indicates that learning Arabic does have different difficulties so that Arabic teachers need to be prepared differently from teachers of other subjects.

There are two approaches to language teaching, namely integrated systems and separate systems. The separated system divides language teaching into several subjects, such as *Nahwu, Sharaf, Mutholaah, Insya', Istima', Muhadatsah*, and *Imla'*. In contrast, the integrated system views language as an interrelated whole, not as separate elements. Thus, in the integrated system there is only one subject, namely Arabic. (Effendi, 2005)

According to Abdul Mu'in quoted by Darwati Nalole, there are two main reasons to learn Arabic. First, Arabic is an important language of communication to master if we want to interact with speakers of the language. Second, Arabic is an important religious language for its adherents to learn, at least to perfect their worship, because their holy books are written in Arabic. (Nalole, 2018) From here, a professional educator who is able to provide understanding to students is needed. The aspects that make Arabic more valuable is its level of complexity, which causes various difficulties in the learning and learning process.

The learning process used in grade V MI DDI Kanang, the learning system used is an integrated system, which considers language as a whole, interconnected and related language. This is in accordance with the conditions of lessons charged to levels in MI with the ability to receive too many subjects. Haq, 2023) Compared to the separate system, the integrated system used in language learning in class V of MI Ddi Kanang makes the hour for learning Arabic in four hours with two meetings for one week. This makes learning opportunities with Arabic speaking less considering that the lesson requires a lot of practice. This also makes students rigid in their speaking so that mistakes in pronunciation occur in learning Arabic.

Methods

This type of research is qualitative research with a descriptive design. This study aims to describe the analysis of Arabic pronunciation errors in class V MI DDI Kanang. The data used consisted of primary data, namely data collected directly by researchers from the main source (respondents) in the field, which in this case were students of class V of MI DDI Kanang. Meanwhile, secondary data is obtained indirectly through intermediate sources, such as literature, articles, journals, and internet sites relevant to the research, including information about the profile of MI DDI Kanang school and records regarding madrasah management. Data collection is carried out through observation,

interviews, and documentation. The data obtained was then analyzed using descriptive analysis techniques by following three steps proposed by Miles, Huberman, and Saldana including: data collection, data condensation, data display, and conclusion drawing.

Results And Discussion

Description of Madrasah Ibtidaiyah DDI Kanang

Madrasah Ibtidaiyah DDI Kanang or commonly abbreviated as MI DDI Kanang with statistical number / Nip :111276040023, is the location in this study, located in the West Sulawesi area of Polewali Mandar Regency, Binuang District, MI DDI Kanang is located on the street. Mangondang, No. 35, Binuang District, Polewali Mandar Regency, West Sulawesi Province. Most of the area is plantation land, tourist attractions, offices, housing and so on. (Kemendikbudristek, 2023)

The people in Batetangnga village, after getting to know Islam, they are already familiar with the culture and habits of the Nahdlatul Ulama (NU) organization which understands ahlusunnah Waljama'ah, so immediately there were offers and recommendations from the Central DDI Executive Board chaired by Anregurutta KH. Abdul Rahman Ambo Dalle to join the Darud Da'wah wal-Irsyad (DDI) organization, community leaders and religious leaders in the village and the local government immediately accepted the offer and suggestion, because it is considered that the Darud Da'wah wal-Irsyad (DDI) organization is in line with the Nahdlatul Ulama (NU) organization which has become thick and has become the culture of the community to this day, then on January 1, 1960 the Darud Da'wah wal-Irsyad (DDI) branch organization was established which took place in Kanang Village, Batetangnga Village, Polewali District, Polewali Mamasa Regency (Polmas Regency at that time) which was supported by its main founders, namely: (1). The late Ust. H. Nota D, as a representative of religious leaders and educators, (2). the late H.

Lallo, as a representative of Religious and Community leaders, (3). Mahmuddin, as the local government (Head of Batetangnga Village).

In order to answer the wishes of the local community and the Kanang village government, in terms of advancing the development of national education (General and Religious) in the Batetangnga Village area and its surroundings, on July 1, 1965 the PGA led by Ust. H. Nota. A year later, on January 1, 1966, the DDI organization again opened a kindergarten level named RA DDI Kanang, along with the construction of Madrasah Ibtidaiyah (MI) DDI Kanang. Then it was inaugurated in 1967 and coupled with the formation of the DDI Kanang Branch management. With the decree. PB. DDI No: PB/B-II/62/I/1967.

Internal Factors Causing Difficulties in Pronunciation in Arabic in Class V MI DDI Kanang.

Linguistic/Phonological Difficulties.

According to an informant named Ahmad Abyan Saddan, a student of class V MI DDI Kanang, "Sometimes it is difficult to pronounce Arabic because it is usually difficult to distinguish the existing letters, there are some letters that are similar to the pronunciation, so sometimes they are mispronounced, sometimes they are also misread because they forget to pronounce them". (Saddan, 2023) Similarly with the information provided by Muhammad Abdul, a student of class V MI DDI Kanang, "Sometimes ii the pronunciation of Arabic is mispronounced because it is common to misread the lines, such as the line above (fathah), the line below (kasroh), dhommah, not to mention the sign of tanwin is also usually mispronounced". (Abdul, 2023)

Meanwhile, according to an informant named Adik Abor, a student of class V MI DDI Kanang, "The difficulty of pronunciation in Arabic is because I am not yet proficient in recitation, so I am not proficient in knowing hijaiyah letters." (Abror, 2023) In contrast to the information revealed by Syafi'i, a student of class V MI DDI Kanang, who said that "The reason for the difficulty

of pronouncing in Arabic is because it is often sleepy if I learn Arabic, it is difficult to know that the lines are as long and short". (Syafi'i, 2023)

Tabel 1.1.

Factors Causing Learning Difficulties

Linguistic/Grammatical Aspects

No.	Learner's Name				
	Aspects	Abi	Abdul	Abror	Syafi'i
1.	Obstacles Faced in the Field of Linguistics	Constrained to distinguish the makhroj of hijaiyah letters	Constrained in distinguishing how to read lines in Arabic	Not yet proficient in knowing hijaiyah letters	Not yet proficient in knowing the lines and short length of reading
2.	Background Arabic Language Education	Never learn Arabic	Never learn Arabic	Never learn Arabic	Never learn Arabic
3.	How to overcome learning difficulties	Ask teachers and friends	Ask teachers and friends	Ask teachers and friends	Ask teachers and friends

Based on the results of the interview process with several students regarding the difficulties in linguistic aspects in learning Arabic, it was concluded that most of the students in class V of MI DDi Kanang, have a very poor educational background in learning Arabic, which means that most of them are still almost unfamiliar with Arabic before, therefore the students sometimes have difficulty in speaking Arabic, this also shows that the interest or interest and talent of the students are also very lacking, as stated by Mr. Jadil Haq: "If here most of the students almost never take Arabic classes outside of

school, so their interest in Arabic is clearly visible and the quality of pronunciation is also very lacking because they have never understood or known Arabic before. The most taught to recite is that, yes, if TPA is included with the parents and if not, the child must not be proficient in knowing letters". (Haq, 2023)

Obstacles to lack of interest in learning Arabic

According to information conveyed by Muhammad Rifan Class V MI DDI Kanang, "I am not interested in learning Arabic, because it is so difficult to read sentences, if there is no time to study outside of school because there are no courses open." Likewise with the information presented by Muhammad Abdul Class V MI DDI Kanang, "I don't really like the interest in learning Arabic, if the motivation is mediocre, I don't really want to because sometimes I misread the text, if I don't study outside of school, I never learn when I have homework from the teacher. "

Meanwhile, the informant named Adik Abror Class V MI DDI Kanang, "I don't like the interest in learning Arabic, because it is difficult and non-existent and has never been learned outside of school if I am motivated, yes I am lazy to learn Arabic, because it makes me dizzy." Other information was revealed by Syafi'ii Class V MI DDI Kanang that; "I like the interest in learning Arabic, but it is easy to forget and difficult to memorize, it has never been learned before, and if I am motivated, I like it but it is difficult to learn Arabic."

Tabel 1.2.

Obstacles to Arabic Pronunciation

due to Lack of Interest in Learning Arabic

No.	Learner's Name				
	Aspects	Abi	Abdul	Abror	Syafi'ii
1.	Interest in learning Arabic	Interested	Don't like it too much	Less interested	I like it, but the lesson is difficult to memorize
2.	Students' efforts in overcoming obstacles in learning Arabic	Just Learning in Class	None	Ask the Teacher	None

Based on interviews with several students regarding difficulties in pronouncing Arabic caused by lack of interest and motivation in learning, it can be concluded that only a few students in class V of MI DDI Kanang, show interest in learning Arabic. Most of them have a low enthusiasm to learn Arabic, which is caused by the lack of motivation of class V students resulting in their attention to the lesson is very minimal, so that is what causes the constraint of effectiveness in learning such as the low quality of Arabic pronunciation, because the focus in learning is not so good, Then they rarely or never take Arabic classes outside of school, most of them will learn only when there is an assignment from the teacher, and when it is difficult to learn such as not knowing how to pronounce words in Arabic, then they only ask their friends if their friends know.

Obstacles to Arabic Pronunciation in Psychomotor Aspects

According to an informant named Mutmainnah class V MI DDI Kanang, "My health problems do not exist, and if my sensory disorders are not too much, and everything is normal". The same statement was also conveyed by a student named Rifan Class V MI DDI Kanang," The same information was also conveyed by Abror and Shafi'ii. Both of them are students of Class V of MI DDi Kanang.

Tabel 1.3.

Factors Causing Difficulties in Psychomotor matters

No.	Learner's Name				
	Aspects	Mutmainnah	Rifan	Abror	Syafi'ii
1.	Health disorders	None	None	None	None
2.	Sensory disorders	None	None	None	None

Based on interviews with several students regarding psychomotor aspects, it can be concluded that almost all of them do not experience health problems or problems with their sensory function. This shows that the psychomotor aspect is not the cause of difficulties in Arabic pronunciation for students in class V MI DDI Kanang Polewali Mandar.

External Factors Causing Difficulties in Pronunciation in Arabic in Class V MI DDI Kanang

Lack of encouragement to learn from the Family or Home Environment.

According to an informant named Ahmad Abyan Saddan Class V MI DDI Kanang, "My father's concern about studying at home is ordinary, the one who helps with homework is usually my mother." Meanwhile, according to an informant named Mutmainnah Class V MI DDI Kanang, "My parents' concern

is that if they study at home, they are always required to study, and they are always required to do homework if there is."

Likewise, according to an informant named Syafi'ii Class V MI DDI Kanang, "My parents' concern is that if I study at home, sometimes I am told to study if there is homework, if I repeat the lesson I am never told." Meanwhile, according to an informant named Adik Abror Class V MI DDI Kanang, "My parents' attention when studying at home is always told to look at the schedule and do homework for tomorrow if there is any, if I repeat the lesson, I am rarely asked that."

Tabel 2.1.

Family or Home Environmental Factors

No.	Learner's Name				
	Aspects	Abi	Mutmainnah	Syafi'ii	Abror
1.	Parents' response to children's learning	Lack of attention	Attention	Sometimes Attention	Attention
2.	People who help with Arabic assignments at home	Mother	Mother	Mother	Mother

Based on interviews with several students, it can be concluded that parents' attention to their children's learning at home varies. Some parents do not pay enough attention to their children's learning process, while others often remind their children to study and complete homework. Some students ask for help from their mothers when doing assignments, especially for Arabic lessons, and some ask friends. The data shows that most students rarely repeat

vocabulary lessons or Arabic materials that have been taught at school because they rarely study at home.

The above is relevant to the opinion of Mr. Jadil Haq, namely: "There are some students who participate in TPA or recite at home but the quality of reading is very poor, the recognition of *tanwin* signs, *makhroj,* short length and many more, especially lack of attention from parents to help their children's reading skills, parents only leave their children in TPA and the rest do not pay attention to the results of their children's learning, A child I once asked this, if at home he also repeats his iqro'? Then the answer is No, then can your parents read the Qur'an? He continued to answer that he did not know whether he could or not because he had never heard his parents recite at home, judging from there it was clear that the family environment did not pay attention to the quality of his child's Qur'an reading, automatically the child is also clear that he is not proficient in reading Arabic pronunciation, if his parents do not pay attention, it is also difficult, especially if he is at school if he has gone home, it is impossible to learn anymore."

Obstacles in Arabic Pronunciation from the Aspect of the School Environment

According to an informant named Ahmad Abyan Saddan Class V MI DDI Kanang, "The Arabic material delivered is quite ordinary and easy and can be understood only at school we don't have a package book, only the teacher has it and the teacher often uses the lecture method, explaining and we all listen, sometimes also writing on the blackboard." The same information was also revealed by a student named Mutmainnah Class V MI DDI Kanang.

Meanwhile, according to an informant named Syafi'ii Class V MI DDI Kanang, "The attitude of the teacher is ordinary, sometimes serious, sometimes also joking and the method that is often used is to use the new lecture method of the package book only the teacher holds, he explains and writes, sometimes he is told to memorize the vocabulary and media that are most often used in the package book only."

Likewise with what was informed by a student named Adik Abror Class V MI DDI Kanang, "The teacher is good, the material studied is written on the blackboard and explained continuously, only the teacher has a package book, the learning tools are only package books at the teacher, then if the school facilities are only learning in class for new Arabic lessons, students are not facilitated with package books."

Tabel 2.2.

Tabel Faktor Kesulitan Karena Lingkungan Sekolah

No.	Learner's Name				
	Aspects	Abi	Mutmainnah	Syafi'ii	Abror
1.	School facilities that support Arabic Language Lessons	Students do not have a package book	Students do not have a package book	Students do not have a package book	Students do not have a package book
2.	Teaching Methods for Teachers in the Classroom	Lecture Method	Lecture Method	Lecture Method	Lecture Method
3.	Tools teachers use in teaching	Package book	Package book	Package book	Package book

Based on the results of interviews with some of the students above about the facilities in the school environment and the methods used by teachers in teaching Arabic in class V MI DDI Kanang, it can be concluded that the facilities from the school are still very minimal, as can be seen from the Arabic package books that are only owned by teachers while students do not have them due to

the limitations of the package books, Researchers feel that this is quite affecting the learning achievement of students, including the effectiveness of students in Arabic pronunciation proficiency, due to the limited number of students in seeing the redaction of the lesson and not being able to evaluate learning at home because they do not have a study guide, then the method used by teachers is mostly the lecture method, where the lecture method is a method that is considered less effective in giving birth to a maximum learning process due to the lack of activity from students in the classroom, the teacher only explains a lot of material in front, this is in accordance with the statement of Mr. Jadil Haq as an Arabic teacher in class V MI DDI Kanang, he said: "One I only use the lecture method because of the limited facilities at school, then the existing package books are also limited, only I have the package book, only the students don't have it, sometimes I also play games if the children look bored in class, I also sometimes give memorization to the children, the facilities that support Arabic learning are still very minimal, such as Language Laboratory facilities and increasing the collection of Arabic books that do not exist."

Based on the discussion of the results of observations and interviews conducted with resource persons. The researcher discussed that the difficulty of pronunciation in Arabic in class V MI DDI Kanang, there are two factors, the first is the internal factor and the second is the external factor experienced by class V students. The internal factors are that most of the students themselves have difficulties in linguistics/grammar, such as most of the students find it difficult in the reading proficiency of the Arabic texts studied, the educational background of the majority of students in learning Arabic is very lacking, which means that most of them are still unfamiliar with Arabic, Therefore, students have difficulty in pronouncing Arabic words, such as the correct *makhroj,* the *harokat* of reading, the length of the reading and others.

This also shows that the interest or interest and talent of the students are also very lacking, most of the students almost never take Arabic classes outside of school, so their interest in Arabic is obvious and the quality of pronunciation

is also very lacking because they have never understood or known Arabic before, At least the students in class V of MI DDI Kanang participated in the recitation TPA but it was not optimal because there was rarely an effort to evaluate reading at home educated by parents based on the data of the researcher's interviews with the resource persons.

Some students lack motivation to learn Arabic Almost all of them have a low interest in learning the language, because of the lack of motivation to learn Arabic students in grade V of MI DDI Kanang, resulting in their attention to the lesson is very minimal, so that the focus in learning is not so good, then they rarely or never take part in Arabic learning classes outside of school, Most of them will learn only when there is an assignment from the teacher and when it is difficult to learn such as not knowing how to pronounce the word in Arabic, then they only ask their friends if their friend knows, it can be concluded that the form of difficulty in pronunciation in Arabic is caused by the lack of effort to learn the student.

There are also psychomotor factors. Based on data obtained from several students regarding the psychomotor aspect, researchers concluded that almost all students in grade V did not experience health problems or problems with their sensory function. This shows that the psychomotor aspect is not a factor that causes difficulties in Arabic pronunciation in class V MI DDI Kanang Polewali Mandar.

In addition, there are external factors such as the family or home environment that influence, as shown by the data obtained. Family factors, in this case parental attention to children's learning at home, are very influential. Parents are the first teachers of children after they leave school, Most students rarely repeat vocabulary lessons or Arabic materials that have been taught at school because parents lack supervision and control over the child's learning process at home.

School environment factors based on the results of the data obtained by the researcher, the researcher then concluded that the method used by teachers

is mostly the lecture method where the lecture method is a less effective method to give birth to a maximum learning process due to the lack of fitness and activity of students in the classroom, facilities that support Arabic learning are also minimal. From the results of the interviews obtained by the researchers, the student package book facility is not fully available, the students are not given a package book as a guide and only the teacher has it, the students only see the exposure of the Arabic material and lessons written on the blackboard.

Conclusion

Based on the results of the research, the researcher concluded that learning in Arabic in class V MI DDI Kanang Polewali Mandar, the Arabic teacher uses a lecture method where the teacher stands in front of the material by giving explanations to the students below, the students hear and pay attention to the teacher in front, The researcher concluded that this lecture method, which is classified as a less effective method, produces a maximum learning process due to the reciprocity of students in the classroom, and also the limited facilities of guidebooks or Arabic package books from the school experienced by students of grade V MI DDI Kanang.

Some of the obstacles faced in prociting Arabic in Arabic subjects in grade V MI DDI Kanang include: first, lack of students' skills in reading the Qur'an; second, lack of interest and motivation of students to learn Arabic; third, the lack of attention from parents to students' learning encouragement outside of school; and fourth, teachers' teaching methods that are too monotonous, namely only using lecture techniques, as well as the limited package book facilities provided by schools, which results in less effective learning of Arabic and the emergence of various problems.

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