DIFFICULTIES ANALYSIS OF LEARNING ARABIC FOR PADANG STATE UNIVERSITY STUDENTS FROM THE LINGUISTIC ASPECT

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Abstract

This research aims to determine students' difficulties when taking Arabic lectures from the linguistic aspect (phonology and morphology). This is useful for improving the material in the modules provided so that the modules are based on the needs of students at Padang State University. The research method used descriptive quantitative, with informants taken by purposive sampling as many as 55 student representatives from each faculty who attended Arabic language lectures. The results of the research stated that from a linguistic aspect in terms of phonology, students felt about 65.5% of the difficulties were found in 19 letters that were difficult to pronounce, 20 letters that were similar in pronunciation and difficulty in determining the intonation of a vocabulary letter. In terms of morphology, 68.4% of the difficulties were found in differentiating the forms of *isim*/noun and *fi'il*/verb, differentiating types of words, determining changes in the form of an object and changes in *fi'il*. This difficulty causes students to not be maximally active in learning Arabic.

Keywords: Arabic Language Difficulties; Linguistics; Phonology; Morphology

Abstrak

Penelitian ini bertujuan untuk mengetahui kesulitan mahasiswa ketika mengikuti perkuliahan Bahasa Arab dari aspek linguistik (fonologi dan morfologi), hal ini berguna untuk perbaikan materi pada modul yang disediakan sehingga modul tersebut berdasarkan pada kebutuhan mahasiswa di Universitas Negeri Padang. Metode Penelitian menggunakan deskriptif kuantitatif, dengan informan yang diambil secara purposive sampling sebanyak 55 mahasiswa perwakilan dari setiap fakultas yang mengikuti perkuliahan bahasa Arab. Hasil penelitian menyatakan aspek linguistik dari segi fonologi, mahasiswa merasa kesulitan sekitar 65,5% terdapat pada 19 huruf yang sulit diucapkan, 20 huruf yang mirip pengucapannya dan sulit dalam menentukan intonasi pada huruf sebuah kosakata. Dari segi morfologi, 68,4% kesulitan terdapat dalam membedakan bentuk *isim*/ kata benda dan *fi'il*/ kata kerja, membedakan jenis kata, menentukan perubahan bentuk sebuah benda dan perubahan pada *fi'il*/ kata kerja. Kesulitan ini menyebabkan mahasiswa tidak aktif secara maksimal dalam pembelajaran bahasa Arab.

Kata kunci: Kesulitan Bahasa Arab; Linguistik; Fonologi; Morfologi

INTRODUCTION

Having foreign language skills is a must for every student. With this ability, students can access wider information and make it easier to go abroad, both for further study and work. One of the public universities that provides foreign language learning is Padang State University, the foreign language learning provided includes English, Japanese, Mandarin and Arabic. Arabic is an elective subject at university level and is relatively new for students to study. Students who take the lecture are only students who are interested in this subject. Arabic language learning began in the Odd Semester (July-December) 2021 with 1,646 students (38 local) interested, and increased in the odd semester 2022 to 2,038 students (41 local). To support Arabic language learning, several lecturers, syllabi, modules containing teaching materials, facilities and infrastructure have been provided.

Participants in the Arabic lecture were students from nine faculties at Padang State University. Even though interest in learning Arabic increases every semester, and is supported by adequate facilities and infrastructure, students still face difficulties in learning Arabic, this is indicated by some students having relatively low grades, rarely attending lectures and not submitting assignments on time.

Based on several studies regarding the analysis of difficulties in learning Arabic, difficulties come from linguistic and non-linguistic aspects, in linguistic aspects for example from pronunciation, constructing sentences, vocabulary, morphology and syntax [1] while from non-linguistic aspects in the form of curriculum factors [2], lack of motivation, school graduate factors [3], health factors and student study habits [4].

In Arabic, knowledge in linguistic studies is divided into 4 (four) [5], namely phonology/aswat or sound science, morphology/*sharf* science, syntax/*nahwu* science and semantics/*dilalah* science. In this research, researchers focus on the study of phonology and morphology.

[1] Abid Nurhuda, "Analisis Kesulitan Belajar Bahasa Arab Pada Santri Nurul Huda Kartasura," *Al-Fusha Arabic Language Education Journal* 4, no. 1 (2022): 23–29, /https://doi.org/10.62097/alfusha.v4i1.749.

[2] Andi Arif Pamessangi, "Analisis Kesulitan Belajar Bahasa Arab Mahasiswa Program Studi Pendidikan Bahasa Arab," *AL IBRAH: Journal of Arabic Language Education* 2, no. 1 (2019): 11–24, https://doi.org/10.24256/jale.v2i1.1206.

[3] Ratih Kusuma Ningtias, "Analisis Kesulitan Belajar Maharoh Kalam Pada Mata Kuliah Bahasa Arab Mahasiswa Jurusan Pendidikan Agama Islam Institut Agama Islam Tarbiyatut Tholabah Lamongan." *Darajat: Jurnal PAI* 5, no. 2 (2022): 137–44. https://doi.org/https://doi.org/10.58518/darajat.v5i2.1416.

[4] Bai'atur Ridwan, "Analisis Kesulitan Belajar Bahasa Arab Siswa Kelas X Dan XI Pada Mahārah Al-Qirā'ah Dan Al-Kitābah Di Madrasah Aliyah Negeri 03 Bantul Tahun Ajaran 2018/2019." *Skripsi*, 2019. https://digilib.uin-suka.ac.id/id/eprint/38542/.

[5] Ahmad Royani and Erta Mahyudin, *Kajian Linguistik Bahasa Arab*, 1st ed. (Jakarta: Publica Institute Jakarta, 2020).

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1. Phonology/*Aswat* Science

The science of *al-aswat* (science of sound) is a science that discusses sound and various sounds that originate from the human speech apparatus. This science examines whether the pronunciation, intonation and pauses in pronouncing letters in a word are correct or not[6],[7]. The classification of Arabic letters and their properties can be described as follows[8]:

a. Labial consonants (شفوية)/ lips, consisting of و – م — ب

   Labial consonants is a sound that is pronounced by combining the upper lip and the lower lip

b. Labiodental consonants (أسنانية — شفوية)/ Teeth – Lips, consisting of ف

   Labiodental consonants that are pronounced when the lower lip touches the tips of the upper incisors

c. Interdental consonants (بين الأسنانية)/ between two teeth, consisting of ظ – ذ

   ث. Interdental consonants is a sound that occurs as a result of placing the tip of the tongue between the upper and lower incisors

d. Alveodental consonants (لثوية – أسنانية)/ teeth – gums, consisting of ن – ل – ض

   – د – ط — ت. Alveodental consonants when the tip of the tongue touches the hard part of the mouth behind the upper teeth

e. Alveolar consonants (لثوية)/ gums, consisting of ص – س – ر – ز

   Alveolar consonants is the tip of the tongue touches the tips of the lower incisors

f. Alveopalatal consonants (حنكية — لثوية)/ back palate – gums, consisting of ج

   ش. Alveopalatal consonants namely where the middle of the tongue meets the upper palate

g. Palatal consonant (طبقية)/ palate, consisting of ي

   Palatal consonant is the sound occurs as a result of the tongue touching the hard palate

h. Velar consonants (حنكية)/ back palate, consisting of ك — غ – خ

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6 Nuril Mufidah and Imam Zainuddin, "Metode Pembelajaran Al-Ashwat," *Al-Mahara: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2018): 199–217, https://doi.org/https://doi.org/10.14421/almahara.2018.042-03.

7 Aziz Akhmad Najib, "Ruang Lingkup Struktur Fonologi Bahasa Arab," *Al-Urwatul Wutsqo : Jurnal Ilmu Keislaman Dan Pendidikan* 3, no. 2 (2023): 26–30, https://doi.org/10.62285/alurwatulwutsqo.v3i2.60.

8 Lina Marlina, *Pengantar Ilmu Ashwat*. (Bandung: Fajar Media, 2019), 74

Velar consonants is a sound occurs due to the raising of the back of the tongue towards the mouth

i. Uvular consonant (لهوية)/ uvula, consisting of ق

Uvular consonant is a sound from the back of the tongue meets the velum

j. Pharyngal consonants (حلقية)/ middle of the throat, consisting of ح — ع

Pharyngal consonantsis a sound occurs as a result of the meeting of the back of the tongue with the back of the throat

k. Glottal consonants (حنجرية)/ larynx, consisting of ء — ه

Glottal consonants is a sounds that are formed due to narrowing or closing of the vocal cords.

2. Morphology/ *Sharf* Science

Sharf science is the study of changes in words that influence changes in meaning. The objects of discussion of *sharaf* science are Arabic words, namely *isim* /nouns and *fi'il* / verbs which are *mutasharrif* (which can change) [9]. Meanwhile, letters are not the object of discussion of *sharaf* because letters cannot be changed (*tashrif*) .

Word formation in Arabic includes the process of *al-Isytiqaq* (taking one word for another because it has a suitable *lafazh/pronounciation*), *al-Naht* (formulating two or more words into one new expression that shows the original meaning), *al-Ziyadah* (adding several letters into basic words with a specific purpose) and *al-Ta'rib* (the formation of a word is transferred from a foreign language to Arabic) [10].

The research that has been carried out was carried out at an Islamic religious education institution, and Arabic language subjects are subjects that must be taken by all students at these institutions, so there is research that concludes that these students have no choice and are obliged to take Arabic language lessons. This is different from the research that will be carried out because the Arabic language course is a course chosen by students freely and directly, with one class consisting of various educational backgrounds and different majors.

Therefore, in order for the learning process to run effectively, an analysis of several things that support the learning process is needed, including the modules used in learning, so that it can minimize learning difficulties for lecturers in learning Arabic. As stated by Takdir, language problems will not be successful if they are not supported

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[9] Mustafa Al-Ghulayain, *Jami' Al-Durus Al-'Arabiyah*. (Beirut: al-Maktabah al-'Ashriyah, 2001), 8

[10] Hamsiati, "Pengenalan Morfologi Bahasa Arab Bagi Pembelajar Pemula," *Pusaka Jurnal: Jurnal Khazanah Keagamaan* 6, no. 1 (2018): 111–26, https://doi.org/https://doi.org/10.31969/pusaka.v7i1.245.

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by improving the material, competence and professionalism of teachers, and there is a paradigm shift if learning Arabic is only a tool for studying spirituality [11].

Determining teaching materials that suit your needs and determining appropriate methods cannot be done without an analysis of students' learning difficulties. Referring to this problem, it is necessary to conduct research in analyzing students' difficulties from a linguistic perspective, namely in terms of phonological and morphological difficulties, so that it can be used as a the basis for improving the material in the module is tailored to the needs of students and lecturers can determine suitable methods so that the learning process runs according to the objectives.

Linguistics is the science of language or the scientific study of language [12]. The discussion focuses on analyzing sounds, words, sentences and meanings [13]; [14]. This explanation illustrates that linguistics touches on the elements inherent in language, both internally and externally. By understanding this aspect, students will find it easy to understand the material presented.

RESEARCH METHODS

The type of research used is quantitative. Quantitative research is research that carries out the stages of the process of collecting, analyze, interpret, and write the results of a study [15]. The data analysis technique used is descriptive analysis. Descriptive analysis is a research method collect data according to the actual situation, then data these are compiled, processed and analyzed to provide an overview regarding existing problems. In descriptive analysis of data usually displayed in the form of a regular table or frequency table, graph, diagram bar, line chart, pie chart, data centering measure, measure data dissemination and so on [16].

This quantitative descriptive research is research that only describes the content of a variable in the research, it is not intended to test a particular hypothesis [17], thus this research only describes, examines and explains the research phenomenon (students' difficulties in learning Arabic) which is presented as data in the form of numbers and

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[11] Takdir, "Problematika Pembelajaran Bahasa Arab," *Naskhi: Jurnal Kajian Pendidikan Dan Bahasa Arab* 2, no. 1 (2020), https://doi.org/https://doi.org/10.47435/naskhi.v2i1.290.

[12] Harimurti Kridalaksana, *Kamus Linguistik* (Jakarta: Gramedia Pustaka Utama, 2008), https://books.google.co.id/books?id=gKNLDwAAQBAJ&printsec=copyright#v=onepage&q&f=false.

[13] Royani and Mahyudin, *Kajian Linguistik Bahasa Arab*.14

[14] Muhammad Ali Al-Khuli, *A Dictionary of Theoretical Linguistics* (Beirut: Librarie Liban, 1991).

[15] John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (California: SAGE Publications, Inc, 2009),14

[16] Sugiono. *Metodelogi Penelitian Kuantitatif Dan Kualitatif Dan R&D*. (Bandung: Alfabeta, 2019),

[17] Wiwik Sulistyawati, Wahyudi, and Sabekti Trinuryono, "Analisis Motivasi Belajar Siswa Dengan Menggunakan Model Pembelajaran Blended Learning Saat Pandemi Covid-19 (Deskriptif Kuantitatif Di Sman 1 Babadan Ponorogo)," *KadikmA* 13, no. 1 (2022): 68–73, https://doi.org/https://doi.org/10.19184/kdma.v13i1.31327.

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what exists without the intention of testing a particular hypothesis and only uses one variable.

The research stages were carried out by collecting data from 55 selected informants representing 9 faculties in State University of Padang based on purposive sampling techniques. The details of the informants can be described as follows: Faculty of Education (11 students), Faculty of Languages and Arts (2 students), Faculty of Mathematics and Science (8 students), Faculty of Social Sciences (3 students), Faculty of Engineering (7 students), Faculty of Science Sports (1 students), Faculty of Economics (18 students), Faculty of Tourism and Hospitality (2 students) and Faculty of Psychology and Health (3 students). The 55 informants consisted of 43 women (78.2%) and 12 men (21.8%), with the condition of basic Arabic language knowledge of lecturers, it can be described by data that has studied Arabic = 35 students (63.6%) and has never studied Arabic = 20 students (36.4%)

After determining the informants, then collect data on students' learning difficulties in terms of linguistics (phonology and morphology) by distributing questionnaires, conducting observations and interviews[18]. The data collected is processed and then analyzed and conclusions are drawn so that the research results can be used as a reference in improving the next Arabic language learning module.

RESULT AND DISCUSSION

Based on data obtained from informants, it was found that the difficulty of learning Arabic from the Linguistic aspect (Phonology and Morphology), is illustrated as follows:

a. Difficulties in Phonology/*Ashwat*/sound Science

Difficulties in phonology can be viewed from three things and are depicted in the following diagram:

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[18] Suharsimi Arikunto, *Pengembangan Instrumen Penelitian Dan Penilaian Program*. (Yogyakarta: Pustaka Pelajar, 2017)
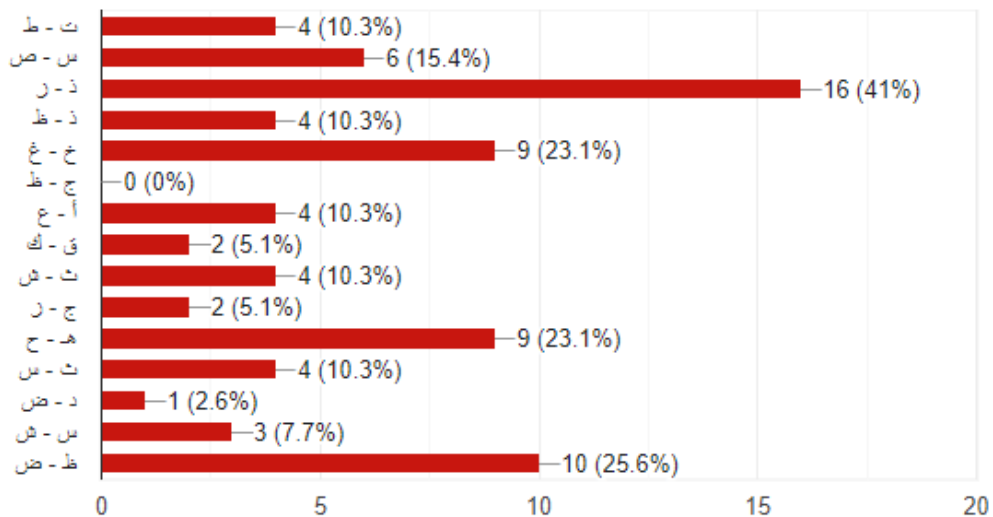
Figure 1. Diagram of difficulties in pronouncing *hijaiyah* letters.
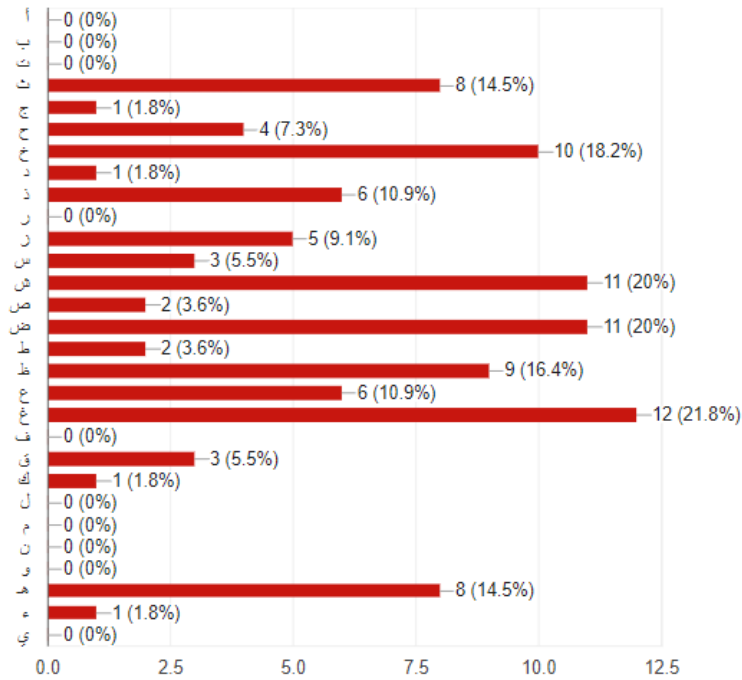
From the diagram above, the majority stated that the letters that are difficult to pronounce from the top ten if ordered are the letters ع –ذ –ه –ض –ث –ظ –خ –ش –غ

– ح

Figure 2. Diagram of difficulties in distinguishing letter sounds.

Based on the diagram above, the letters that are difficult to distinguish in how to pronounce them in a word, if ordered from the most, are (ه - ح), (خ - غ), (ض - ظ), (ذ - ز)

(ت - س) and (ث - ش), (أ - ع), (ذ - ظ), (ت - ط), (س - ص)

The data collected illustrates that the majority of students' difficulties in pronouncing letters or differentiating letter sounds are found in seven groups of letter consonants that must be familiarized with, these consonants are: Interdental consonants (بين الأسنانية)/ between two teeth, Alveodental consonants (أسنانية – لثوية) / teeth – gums, Alveolar consonants (لثوية) / gums, Alveopalatal consonants (لثوية – حنكية) / back palate – gums, Velar consonants (حنكية) / back palate, Pharyngal consonants (حلقية)/ middle of the throat, Glottal consonants (حنجرية) / larynx.

Several errors in distinguishing letter sounds were also found in research conducted by Muhammad Martua[19], Dewi Ayu Amalya[20] and other research, this is the basis that emphasizing learning letter sounds is the first and foremost thing to do before entering further Arabic language learning.

Offline or face-to-face teaching is highly recommended because interaction between lecturers and students will speed up proficiency in pronouncing Arabic letters properly and correctly. Great attention to the use of appropriate methods by teachers is highly recommended, according to Subyakto[21], the principles of Arabic Phonology Learning can be done through the following steps:

a. Teaching letters starts with letters that are easy to pronounce and then continues with letters that are difficult. b. Imitation of reading each sentence simultaneously then memorizing the sentence. c. Sentences that are considered difficult because they contain difficult structures or expressions can be trained using drill techniques. d. Learning

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[19] Muhammad Martua and Darwin Zainuddin, " تحليل الأخطأ الصوتية لدى الطلاب لقبيلة منديلنج في تعليم اللغة العربية بالمدرسة الإسلامية الحكومية 4 منديلنج ناتل," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* 11, no. 2 (2023): 224–41, https://doi.org/10.24952/thariqahilmiah.v11i2.9649.

[20] Dewi Ayu Amalya and Khizanatul Hikmah, "Error Analysis of Errors in Arabic Phonetics at the University," *Indonesian Journal of Innovation Studies* 11, no. 1 (2023): 1–12, https://doi.org/https://doi.org/10.21070/ijis.v11i0.1643.

[21] Muhammad Syaiful Bahri Hidayat, "Pembelajaran Fonologi Arab Dengan Minimal Praise Dan Tongue Twister," *Tarling : Journal of Language Education* 2, no. 2 (2019): 197–216, https://doi.org/10.24090/tarling.v2i2.2924.

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upholds the principle of error prevention because student errors are considered the language teacher's inability to teach well.

Figure 3. Diagram of the difficulty in determining the intonation of Arabic vocabulary when the decimal/line letters are read long and short
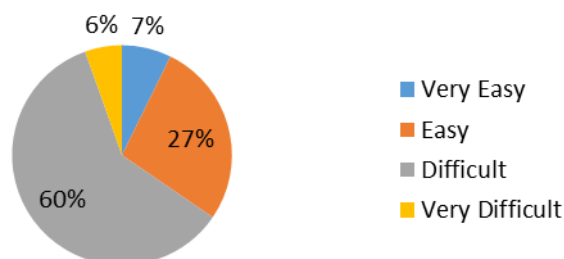
Based on the data above, it is illustrated that 66% of students find it difficult to determine the intonation of meaningful letters, this causes some students to lack confidence in conversation and there are misunderstandings in the meaning of words as well as doubts and errors in rewriting spoken Arabic vocabulary.

The intonation of a letter's sound influences the meaning of several words in Arabic. According to Kamal Muhammad Basyar, if intonation is not understood, the spoken language will lose its distinctive features and pronunciation characteristics [22]. To avoid mistakes in using the intonation of a word because it is sometimes caused by not having an equivalent word in everyday life, the right solution is to provide intense training in pronouncing various words or sentences [23].

The majority of people in Indonesia are Muslims, the habit of reading the Quran has been instilled from the early age, which learning Quran is accompanied by learning the way to pronounce verses letters and characters (what is called *makharijulhuruf*), character traits, reading rules (*tajwid)* and other necessary things. Burhanuddin Ridlwan et all.,[24] concluded in their research that the Quran has an important role in learning Arabic, as well as including how to read the Quran is the basis for the science of Nahwu as Arabic grammar and syntax.

Based on other research conducted by Dewi Almahfudhoh,[25] a person's ability to read Arabic texts is influenced by their ability to read the Quran by 68.5%, meaning that the

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[22] Kamal Muhammad Basyar, *'Ilm Lughah Al-'Am*. (Cairo: Dar al-Ma'arif, 1980),

[23] Muhammad 'Ali Al-Khulli, *Asalib Tadris Al-Lughah Al-'Arabiyah* (Riyadh: Maktabah al-Farazdaq, 1989).

[24] Burhanuddin Ridlwan, Syamsuddin, and Hanifuddin, "Pentingnya Al-Quran Bagi Pembelajaran Bahasa Arab," *El-FUSHA Jurnal Bahasa Arab Dan Pendidikan* 2, no. 1 (2021): 226–58, https://ejournal.unhasy.ac.id/index.php/alfusha/article/view/1873.

[25] Dewi Almahfudhoh, "Pengaruh Kemampuan Membaca Al-Qur'an Terhadap KEmampuan Membaca Teks Bahasa Arab Siswa Kelas VIII MTsN 1 Bantul Tahun Ajaran 2017/2018" (Universitas Islam Negeri Sunan Kalijaga, 2018), https://digilib.uin-suka.ac.id/id/eprint/33574/1/14420094_BAB-1_V_DAFTAR-PUSTAKA.pdf.

more often someone reads the Quran, the more helpful they will be in reading the Arabic texts. If we look at students who study Arabic in Padang State University (UNP), we can see the intensity of reading the Quran as follows:

**Figure 4. Diagram of The intensity of students reading the Quran in a week**
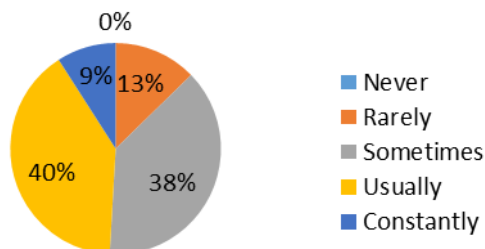
From the data above, it was found that 49% of students read the Quran very often and often, while the rest read the Quran sometimes and rarely as much as 51%. This indicates that the intensity of reading the Quran properly and correctly has an influence in helping someone to have the ability to read Arabic text in a row.

b. Difficulties in *Sharaf* Science.

If viewed from the study of *Sharf* science, the difficulty of learning Arabic lies in four things and can be described as follows:

1. Distinguish between *isim* (noun) and *fi'il* (verb)

Figure 5. Diagram of difficulties in distinguish between *isim* (noun) and *fi'il* (verb).
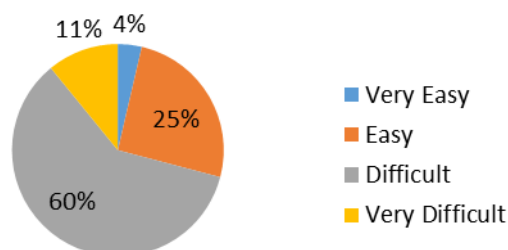

First Difficulty:

The difficulty in distinguishing *isim* and *fi'il* based on the diagram was 60%, while it was 11% who said it was very difficult. This difficulty is caused by students not knowing the differences and characteristics of *isim*/nouns and *fi'il*/verbs. This difficulty results in students having difficulty forming simple sentences. The effect of not knowing the types of words in Arabic can cause errors in interpreting and using these words in sentences because *isim* is a noun word that is not bound by time while *fi'il*/verb is bound by time.

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Determining the type of word is the initial lesson learned in Arabic, this is because in the next chapter the discussion will not be separated from the study of *isim* and *fi'il* [26]. So if students do not understand this material, the next lesson will be more difficult to understand, and progress in Arabic will be slow to develop and may even stop.

2. Differentiate words in terms of type (*muzakkar*/male and *muannats*/female)

Figure 6. Diagram of difficulties in differentiate words in terms of type (*muzakkar*/male and *muannats*/female)
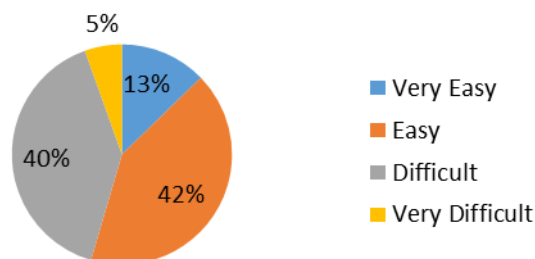
Second Difficulty:

The difficulty in distinguishing words in terms of type (*muzakkar*/male word and *muannats*/female word) based on the diagram was 40% and only 5% said it was very difficult. Students do not have too much difficulty in determining which words are *muzakkar* or *muannats* when pointing directly at a word if seen from the diagram as much as 42%, this is because most students already know the characteristics of words based on their type, and this is also supported by the existing mastery of *mufradat/*vocabularies so that even do not clearly know the meaning of a word, students can correctly determine the type of a word.

The mistake some students make is that they only use the characteristics of *muannats* (female character) with the presence of letter *ta' marbuthah* at the end of each word, so that words that do not use this characteristic make the students hesitate to determine the type of word. In fact, the characteristics of *isim muannats* (female noun) are not only letter *ta' marbuthah*, but there are other characteristics, and in determining the type of *muannats* in a word, not always seen at the end mark of a word but also seen at it in terms of its meaning and the prevalence of its use in everyday.

Carefulness in arranging equivalent words which must be of the same type in a sentence, this makes students need a long time to find the right answer. The use of types of words in Arabic is more specific than other languages, each *isim*/noun and *fi'il*/verb has its own use, a word in Arabic will always be reviewed in terms of the type and number of word units when used in a sentence, persistence and tenacity in language really determines a person's proficiency in Arabic.

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[26] Abdul Basith, "KLasifikasi Kata Dalam Bahasa Arab Menurut Linguis Arab Klasik Dan Modern." *Adabiyyat* 8, no. 2 (2009): 245–60. https://doi.org/https://doi.org/10.14421/ajbs.2009.08203.

3. Determining the number of units in a word (*mufrad*/singular -*mutsanna*/two-*jama'*/more than two)

Figure 7. Diagram of difficulties in Differentiate words in terms of type (*muzakkar*/male and *muannats*/female)
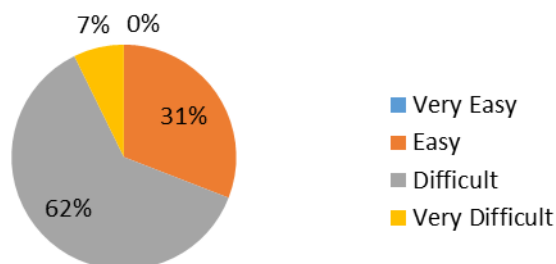
Third Difficulty:

The next difficulty lies in determining the number of units in a word (*mufrad-mutsanna-jama'*), based on the diagram above, data shows that 62% of students said it was difficult and another 7% found it very difficult. Difficulties are encountered when changing the form of *mufrad* to *jama'*, because the changes sometimes do not only involve changing lines, but also adding or subtracting letters and sometimes even followed by changing lines.

If studied more deeply, based on research results [27] secrets and uniqueness in the morphosemantics of *isim mufrad*, *mustanna* and *jama'/plural*. Among them 1). There are plural words for which there is no *mufrad'* form, 2). words that have a plural meaning and do not have a *mufrad* form, 3). a word that has a plural meaning and there is no *mufrad* form of the pronunciation but there is a *mufrad* form of the meaning, 4). a word that has a *mufrad* and plural meaning. 5). a word that has a plural meaning with letter *ta' marbuthoh*. 6). The word *mufrad* means plural and the *mufrad* form is letter *ta' marbuthoh*, 7). The word has a plural meaning and its *mufrad* form is letter *ya nisbat*, 8). the word *mufrad* which has *mutsanna* but does not have the plural form of the *lafadz/pronounciation*, 9). the word *mufrad* which has a plural but does not have *mutsanna*, 10). said *mustanna* who didn't have her *mufrad*.

The large number of studies regarding words in terms of their number (*mufrad*, *mutsanna* and *jama'*) both the form and meaning of the number of a word will be confusing for beginners, so the initial solution is to memorize every word encountered when reading an Arabic text in terms of changes in the form of *mufrad* and *jama'*. and its meaning.

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[27] Jimatul Arrobi and Oman Karya Suhada. "Rahasia Isim Mufrod,Musanna Dan Jamak Dalam Bahasa Arab." *Shautul Arab* 1, no. 2 (2022): 122–25. https://doi.org/https://doi.org/10.51192/sa.v1i2.353.

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4. Describes the spontaneous change of *fi'il* (verb) into 34 forms

Figure 8.   Diagram of difficulties in Describes the spontaneous change of *fi'il* (verb) into 34 forms
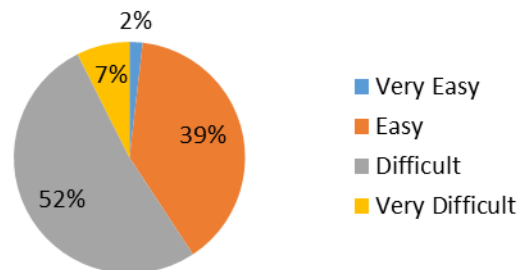
Fourth Difficulty:

Difficulty in explaining *fi'il* (verb) changes into 34 forms of spontaneous use, based on drawn diagrams, and 7% found it very difficult. Difficulty in explaining *fi'il*/verb changes is caused by lack of practice in daily life, difficulty remembering changes in word forms and difficulty concentrating in studying so that the use of changes is often confused.

Changes in Arabic verbs are very specific, they must be viewed from the time of use, whether the verb has passed/*fi'il madhi*, the verb is in progress/*fi'il mudhari'* or the command verb/*fi'il amr*, not only that but it must also be viewed in terms of the type of words, used by women or men and in terms of the number of *fa'il*/performers (*mufrad*, *mutsanna* and *jama'*) and their groups (performers as speakers, interlocutors or those being discussed). Each verb has a characteristic change, both at the beginning and at the end.

The existing difficulties need to be of great concern, especially for students and lecturers, as Rusydi Ahmad Thuaimah stated that mastery of vocabulary and its correct use in sentences is what determines whether someone can master a language[28].

CONCLUSION

Some of the reasons that generally cause Arabic to seem difficult are due to limited time and a weak desire to repeat lessons, lack of perseverance and boredom, because learning Arabic takes a long time. Being lazy about reading Arabic texts and not applying existing theories in daily conversations makes Arabic increasingly difficult to understand. Another cause is the lack of motivation and sense of need for Arabic.

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[28] Rusydi Ahmad Thu'aimah, *Ta'lim Al-'Arabiyah Li Ghair Al-Nathiqina Biha: Manahijuha Wa Asalibuha*. (Rabath: Isesco, 1989).

Basically, the use of a word in a sentence must be based on the position of the word, type and number of word units, one lesson is closely related to other lessons, not understanding one material and immediately moving on to another material exacerbates the level of student difficulty. The prominent impression that students have is a sense of pessimism, because they have learned so many rules that it makes it difficult to speak according to good and correct Arabic language rules. This makes students impatient and inconsistent in learning Arabic language rules.

Proficiency in language will not be obtained unless the individual is serious about learning it. Persistence, courage and patience are the keys to success in language fluency, a supportive environment such as having friends who are always committed to always speaking Arabic, especially being supported by friends or lecturers who can immediately correct language mistakes, will really help a person's development in the language.

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