Arabic Learning Methods in Saudi Arabia

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Abstract

There are twenty-two countries that use Arabic as their mother tongue, and there are many non-Arab countries that learn the language, one of which is our country Indonesia. In schools in Saudi Arabia, the way they teach Arabic is different from the way they teach in Islamic boarding schools and schools in Indonesia, because of different methods in teaching. The focus of this research study is on the method of teaching Arabic spoken in Saudi Arabia. The research method used is a literature study approach (Libarary Reaseach). The results of the study concluded that in Saudi Arabia there are two types of schools, namely, International and *Ahliyah* schools whose teaching methods use slightly different Arabic teaching methods, where International schools use six methods, while *Ahliyah* schools use five Arabic learning methods.
Keywords: Teaching Method, Arabic, Saudi Arabia

INTRODUCTION

Arabic entered Indonesia initially because of the need to understand the Quran and Hadith. As time went by, Arabic learning methods began to develop and change. Abdul Alim Ibrahim argued that Arabic is the official language in all Arab countries, and is included as the language of understanding among Arabs in communication, as well as the language of education in all Islamic boarding schools, Arab schools, and universities (Ibrāhīm, 1978).

According to Muhammad Al-Awaji (n.d.), that language is a system of phonetic symbols stored in the minds of those who speak them, to be understood among themselves according to a system agreed upon by the members of the group. And according to him, language has four skills that must be possessed by every speaker, namely:

1. Listening Skills *(Maharah al-Istima')*

    Listening is an initial skill acquired in our mother tongue. It is also known as a receptive or passive skill, because it requires us to use our ears and brain to understand the language we are talking to. Students must be able to understand and understand what is heard from people who speak the language.

2. Speaking Skills *(Maharah al-Kalam)*

    Students must know how to speak and how to use language to communicate with others. Because speaking skills are the behavior of an individual in acquiring information, experience, and knowledge related to language to express ideas with dexterity and ingenuity of language.

3. Reading Skills *(Maharah al-Qira'ah)*

    Reading is a judgmental and passive skill, as it requires students to use their eyes and brain to understand the written equivalent of spoken language. Students must be able to know how to read a text in Arabic correctly.

4. Writing Skills *(Maharah al-Kitabah)*

    Writing is a productive or active skill, as it requires us to use our hands and brain in producing written symbols that represent spoken language. Students who learn a language must know how to write language correctly and well, so that it can be understood by others. Al-Awaji mentions three elements in language, namely: sound *(al-ashwat)*, vocabulary *(al-Mufradat),* and sentence structure *(al-Tarkib)*

According to Al-Awaji, he explained that there are seven goals for people in Suadi Country in teaching Arabic. First, is to preserve the *Qur'an* and *Al-Hadith Al-Nabawi*, and everything related to Islamic religious learning, such as *Fiqh, Tawhid, Tafsir*, and so on. Second, is to develop the lingguistic skills of spoken language for the students. Third, is to strengthen the ability of literature to impress the style of the Arabic language. Fourth, is to straighten the student's tongue according to the rules of the Arabic language. Fifth, to assist students in understanding the *Quran* and the *Hadith* of the Prophet, and to understand the beauty aspects of language, and poetry. Sixth, it familiarizes students to take advantage of Arabic libraries, and refers to the main books, summarizes what is read, and allows students to write research in them. Seventh, is to promote the language of the Arabic nation and try to spread it among the children of Muslims and Arabs, to strengthen *Ukhuwah Islamiyah.*

In schools and Islamic boarding schools in Indonesia, students and teachers learn Arabic starting from knowledge and understanding of the vocabulary *"Mufradat"*, then knowing the formulas and how to make sentences, using *Qowa'id, Sharraf*, and *Nahwu*. After that is a practice exercise of abilities or skills of reading, listening, writing, and speaking. The more they learn and practice these skills, the better and smoother the Arabic will be for them.

That's how to learn Arabic in Indonesia. For example, in the Middle East, in Saudi Arabia, where Arabic originated. The method used in Islamic boarding schools in Indonesia in learning Arabic is their own method used by Indonesian teachers, because they are non-Arabs. Then what about people who are native Arabs? How do they teach students in Saudi Arabian schools? This research will discuss the methods used in Saudi Arabia in learning Arabic. Where in Saudi Arabia, students learn Arabic all day because of their Arabic-speaking environment. Not only at school, but also at home with family, outside with friends, on the street, in characters, in the market, in the market, on the beach, and so on.

The formulation of this research problem is to find out how to learn Arabic in Saudi Arabia, and the methods used in teaching Arabic in Saudi Arabia. The benefit of this study is to find out more other methods about teaching Arabic outside the Indonesian region such as in Saudi Arabia. It will also help teachers to unlock new ideas and methods in Arabic language teaching.

RESEARCH METHOD

The research will use descriptive qualitative approach methods, and types of literature research (Libarary Reserch). Everything collected in the method will be the key to what has been researched.

Research data sources are divided into two: primary and secondary. Primary data is extracted from the book *"turuq tadris Al-lugah Al-Arabiah"* by A. Mohammad Al-Uwaji. And secondary data used as reference support, extracted from books and several other books on Arabic learning methods. And from some figures as secondary data, researchers will search through the internet and look for references that require ebooks.

The technique that will be used in data collection is documentation, which is taking data from documents, both in the form of books, magazines, articals, and journals related to Arabic learning methods. After data collection is the analysis of data using Triangulation. The steps of data collection using Triangulation are: data collection, data reduction, data presentation, conclusions, and finally data validation.

The results of the research that the author obtained regarding the method of learning Arabic in Saudi Arabia have passed the data analysis process and are validated by the process of Triangulation, namely: Data Collection, Data Reduction, Data Presentation, Conclusions, and Data Validation.

The first stage is data collection: researchers collect all information related to methods of teaching Arabic in Saudi Arabia. The second stage is data reduction: the researcher filters all information by adjusting the results of the information obtained by the field observations that the researcher conducts and the documentation data that the researcher obtains with a predetermined time scale. The third stage of data presentation: the researcher selects and presents the data by sequencing the information and classifying it. The fourth stage, is the drawing of conclusions: the researcher draws conclusions from all the information that has been generated. And the last stage is data validation: the researcher validates the data with triangulation analysis techniques in which the researcher checks the validity of the data by utilizing something other than the data for checking purposes or as a comparison to the data that has been generated.

DISCUSSION

Teaching Arabic

Teaching is a way to teach students and guide them to learn new things. Another meaning is to help students prepare for any situation and business in the future. And the gem in teaching is all the hard work that teachers put in to get their students to achieve their teaching goals. Teaching is more difficult to do, especially if the curriculum is heavy. An example is teaching a different language. Teaching students a different language is much more difficult than teaching their primary language (the language of their country) (Ma'lūf, 1992).

Teaching Arabic to Indonesian students is much more difficult than teaching it to Arabic students. The difference is obvious from their mother tongue (first language). From the perspective of the objectives of teaching Arabic there are four (Qādir, 1957):

1. In order to understand Islamic science and religion more effectively and clearly.
2. Able to know the Arabic language and its abilities, and all those related to the science of Arabic.
3. Able to communicate with others who can use Arabic.
4. Able to use it to solve problems related to the Arabic language, such as translating an Arabic text or translating Arabic words for non-Arabs.

Teaching Arabic includes linguistic elements, such as: *Qawa'd* language, vocabulary, phonemes, and language skills such as listening, speaking, reading, and writing (Al-Ghalāyīny, 1992).

Arabic is one of the many languages used by humans to communicate. About two million people speak Arabic in the world. And it is used by twenty countries for interstate or diplomatic relations ('Aziz & Majīd, n.d.). Arabic is also one of the most important international languages, one of the oldest living languages, and is the most widely spoken and spoken language of the current era among Semitic languages. In the Middle East, Arabs use different types of Arabic because of differences in their accents and villages, but the main and common Arabic for them is *Fusha Arabic*, which is taught in every Arabic school as the main language for studying other Arabic-speaking subjects (Madkur & Harid, 2006).

The main goal in teaching Arabic is for students to be fully able to read, write, and understand everything related to the Arabic language. And also improve the way

they speak, write, listen, and read. There are 14 principles in learning Arabic, namely: 1) speak before writing, 2) lead sentence, 3) sound system to use, 4) vocabulary control, 5) problems in teaching, 6) written exam, 7) growth regulation, 8) common language, 9) practical, 10) make an answer, 11) speed and boost, 12) gifts, 13) storage and learning outcomes (Mu'in, 2006). In teaching Arabic, there are four skills that a student must possess, namely: listening skills, reading skills, writing skills, and writing skills.

Arabic Language Teaching in Saudi State Educational Institutions

The teaching and learning of Arabic in Arab schools, especially in Saudi Arabia, is divided into three levels ('Alām, 2011):

1. Elementary ابتدائية

   At the panicle level from elementary school grades 1-4, students are first taught about the phoneme of the letter *"Harakat"*, verbs, vocabulary, and how to write or make a sentence or text using Imla's weekly speech program. There is also a whole day reading practice program where the teacher chooses one student and tells them to read what is in the book, and the teacher's job is only to explain what the student has read. In grades 5 and 6, students will begin learning about *Qwa'd, Nahwu*, and *Sharraf.*

2. Middle (Junior High) متوسط

   In grades 7, 8, and 9 of junior high school, students will learn and explore the knowledge of *Qwa'd, Nahwu*, and *Sharraf*, and students will begin to learn sciences related to Arabic such as *Balagah, Ma'ani, Bayan, Badi', Arud*, and *Al-Qwafi*. Students will practice how to recite one sentence and how to interpret one verb.

3. High (MA) ثانوية

   In grades 10 to 12, students will practice what they learned in junior high school, and get deeper into all the sciences of Arabic with the aim of mastering formulas for making sentences, and grammar such as Qwaid and Sharraf. And improve their learning in Arabic, and receive more new knowledge such as new words.

Arabic Language Teaching Methods

A method is a systematic process or steps that are followed to achieve a specific goal. It is also a way in assisting teaching in achieving the teacher's goal of teaching something to his students (Sudiyono, 2006). There are many kinds of methods, most of

which are: Straight forward, Natural, Individual, Solo, Sound, Reading, Listening, *Qawa'd* and *Nahwu*, Translation, Communication, Language control, Culture, theory, Realization, and Duplication (Syamsuddin, 2010).

Among the methods most used by schools in Saudi Arabia in teaching Arabic to beginning beginners, there are six methods:

1. Start teaching with the basics of the language. For example, teaching how to read a word or sentence, how to write a sentence, or how to speak Arabic correctly.

2. Use Arabic dictionaries as an aid in understanding vocabulary and in understanding the Arabic language. Such as Kitab *Al-Munjid*, dictionary *Al-Mu'jam Al-Wasit*, etc. Or a translation dictionary from Arabic to another language.

3. Direct beginners to how to practice Arabic. Since most beginners are ten years old, they need guidance from a teacher. It's the same with those over ten or fifteen.

4. Use Arabic in everyday life, whether at school, or outside school such as at home, with family members or friends, in using electronic devices such as the internet, or watching Arabic movies.

5. Keep using Arabic and never stop learning Arabic. This will help students create an Arab environment in their minds.

6. Read Arabic stories or books, be it scientific books, novels, manga, articals, journals, newspapers, etc.

This is a method of teaching Arabic to beginners, this method is used in international schools, which are schools that are built by non-Saudis, and the students are students who come from outside Saudi countries such as Egypt, Sudan, Turkey, Lebanon, Zanzibar, India, Indonesia, etc. But in the Ahliyah schools, which are built by the Saudi minister of education and teaching, the method of teaching Arabic is different from that of international schools. Teachers who teach at Ahliyah schools must be familiar with the five methods of teaching Arabic, and the methods are (BTS Akademiyah, 2022).

1. Inductive or Deductive Method

   This method is one of the important methods of teaching Arabic, and is most widely used because it focuses mainly on the student, and that is to rely on observation by the student, to finally reach the objectives and conclusions. Through this method, the student can reach out to traits that incorporate information in his

mind. But what is wrong with the inductive method is that it does not guarantee equal access to information or conclusions by the students. And it is also one of the very slow ways of conveying information into the minds of students. An example is getting students to watch a video or movie in Arabic. This will help them try to understand the meaning of the dialogue, which will also improve their listening skills.

2. Standard Method

This method is characterized by the transition from assessing the whole to valuing the part. And the teacher is the main axis in this method, because he must convey information and results directly to the minds of students. This method is preferred by a large number of teachers who see it as the best way to make students understand what is needed and love the subject of Arabic. Through this method, the teacher gives certain *"Qawa'id"* grammar rules and then asks his students to apply them according to those rules. This method is distinguished by not taking much time, since the teacher can communicate his ideas to his students as quickly as possible. In addition, this method does not require much effort from students and teachers. An example of such a method is that the teacher selects one student who is lacking in reading ability, and then instructs that student to read a text aloud to another student. This will help in improving reading skills.

3. Connected Style Method (Modified Text Method)

This method is mainly based on the selection of texts related to the meaning and complement of the topic. This method is similar to the inductive method in many ways, but differs from it in the coherence of the text, since the text of this method is coherent and interdependent, and gives it a complete meaning, in contrast to the text of the inductive method, which is not integrated, meaningful and interdependent. This method is characterized by the abandonment of consolidation of the Arabic language by mixing grammar with correct expressions. In addition, this method connects language with everyday life, so many students tend and want it. However, one of the drawbacks of this method is the difficulty of getting text integrated with meaning. In addition, the texts of this method are generally characterized by pretense and falsehood. An example is in teaching the science of *Nushus*. The teacher gives a text of poetry related to everyday life.

4. Method of Dialogue and Discussion

   This method forms the basis of most modern teaching methods, as it deals with the linguistic interaction and communication that takes place in the classroom. This interaction between students and students occurs through answers that students make in class or through questions that students ask among themselves or to their teachers. The process of verbal interaction and exchange of positions between students creates an atmosphere of freedom, participation, and permanent dialogue that is beyond bias. This method teaches students to respect the opinions and opinions of others, and this is one of the most important advantages of this method. The method of dialogue and discussion means that students and teachers understand, analyze, and explain a particular idea or problem, and clarify areas of agreement and disagreement, in order to find the right solution to the problem. There are two types of discussion, (1) the first is free discussion, where new and innovative goals are achieved. (2) The second type is controlled or directed discussion, where the discussion is directed at a specific issue. An example is creating groups between students in class, where they work together and discuss in completing tasks given by the teacher.

5. *Tajweed* and Memorization Methods

   Through this method, students are taught to memorize poems, poems and verses of the Quran, in addition to some laws and rules in science and language. This method is one method of collecting material and familiarizing students to confront others. The main purpose of the tajweed and memorization method is to measure students' ability to learn the material, and assess it through the *tajweed method*. This method is very effective in improving listening ability.

   So from what has been discussed above, there are five methods that are well known and often used in the Saudi Arabic school, both in the International school and the *Ahliyah* one, namely: the Inductive method, the standard method, the connected style of the "modified text method", the method of dialogue and discussion, and the method of *tajweed* and memorization.

CONCLUSIONS

In Saudi Arabia there are two kinds of schools, namely, international schools built by outsiders who are not from Saudi, and focus on teaching international sciences such as using English. The second is the *Ahliyah* school, or government school owned by the Saudi minister of education and teaching. The school focuses on teaching Arabic-speaking sciences, such as Arabic history, mathematics using Arabic, geography in Arabic, and others.

The two schools have different ways of teaching in Arabic. As for International schools, the method of teaching Arabic to beginner students is done in steps; Start teaching with the basics of the language, Use Arabic dictionaries, Direct beginners to how to practice Arabic, Use Arabic in everyday life, Never stop learning Arabic, and Read stories in Arabic.

While in the Ahliyah school, there are five methods in teaching Arabic, namely: Inductive or deductive method that relies on observation and observation of shiva, Standard method, which is characterized by the transition from whole value to part, and the teacher is the main axis in it, Connected Style Method (Modified Text Method), a method based on the selection of text related to the meaning of the topic, The method of dialogue and discussion, which deals with linguistic interaction and communication that takes place in the classroom and the method of *tajweed* and memorization, which relies on the learner's mastery of rote on certain subjects.

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