



Difficulties in Learning Arabic Vocabulary (*Mufradat*) Students of MTs NU Al Falah Jekulo Kudus

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Abstract

This study aims to determine the difficulties of students of Madrasah Tsanawiyah NU al Falah, Jekulo, Kudus, in learning Arabic vocabulary (mufradat) and find out the factors that cause difficulties in learning Arabic vocabulary, as well as an illusion that can be taken to overcome the difficulties of learning Arabic vocabulary. This research is a type of field research using qualitative descriptive methods. Method of collecting data using observation, interviews and documentation. Stages a data analysis with data reduction, data presentation, and data verification. The source of the data comes from class VII students of Madrasah Tsanawiyah NU al Falah, Jekulo, Kudus. The results showed that there are two types of difficulties faced by students in learning Arabic vocabulary (mufradat), namely linguistic (reading and understanding) and non-linguistic factors (educational background and lack of motivation). As for factors the cause is internal factors and external factors. Internal factors are in the form of interests and habits, while external factors, which include educators, families, and communities. Efforts that can be done in overcoming the difficulties faced by students in learning Arabic language vocabulary is by developing learning methods, increasing student interest and motivation in learning and providing attention to children's learning at home. This research can be a reference in order to find out aspect of the difficulties experienced by students as well as efforts that can be made in the process of learning Arabic vocabulary (mufradat) for students at the madrasah level.

Keywords: *Learn; Vocabulary; Difficulty Learning; Linguistic; Non-Linguistic*

Kesulitan Belajar Kosakata Bahasa Arab (Mufradat) Siswa MTs NU Al Falah Jekulo Kudus

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Abstrak

Penelitian ini bertujuan untuk mengetahui kesulitan siswa Madrasah Tsanawiyah NU al Falah, Jekulo, Kudus, dalam belajar kosakata (*mufradat*) bahasa Arab dan mengetahui faktor-faktor yang menyebabkan kesulitan dalam belajar kosakata bahasa Arab, serta solusi yang dapat diambil untuk mengatasi kesulitan belajar kosakata bahasa Arab. Penelitian ini merupakan jenis penelitian lapangan dengan menggunakan metode deskriptif kualitatif. Metode pengumpulan data menggunakan observasi, wawancara dan dokumentasi. Tahapan analisis data dengan reduksi data, penyajian data, dan verifikasi data. Adapun sumber data berasal dari siswa kelas VII Madrasah Tsanawiyah NU al Falah, Jekulo, Kudus. Hasil penelitian menunjukkan adanya dua jenis kesulitan yang dihadapi siswa dalam mempelajari kosakata (*mufradat*) bahasa Arab, yaitu faktor linguistik (membaca dan memahami) dan *non-linguistik* (latar belakang pendidikan dan kurangnya motivasi). Adapun faktor penyebabnya adalah faktor internal dan faktor eksternal. Faktor internal berupa minat dan kebiasaan, sedangkan faktor eksternal, yaitu meliputi pendidik, keluarga, dan masyarakat. Upaya yang dapat dilakukan dalam mengatasi kesulitan yang dihadapi siswa dalam belajar kosakata bahasa Arab yaitu dengan mengembangkan metode pembelajaran, meningkatkan minat dan motivasi belajar siswa dan memberikan perhatian belajar anak di rumah. Penelitian ini dapat menjadi salah satu rujukan dalam rangka mengetahui aspek kesulitan yang dialami oleh siswa sekaligus upaya yang dapat dilakukan dalam proses pembelajaran kosakata (*mufradat*) bahasa Arab siswa di tingkat madrasah.

Kata kunci: Belajar; Kosakata; Kesulitan Belajar; Linguistik; Non-Linguistik

A. Introduction

Arabic learning activities are very different from Indonesian language learning activities. Therefore, some of the basic principles of teaching must be different, both from the aspect of teaching material and the process of implementing the learning. The initial stage that must be understood in the process of learning Arabic is the mastery of vocabulary or *mufradat*. This needs to be done so that later in learning faster to master the language of Arab before learning other branches of science such as *nahwu, sharaf, balaghah* and others.

Vocabulary is one of the linguistic aspects that must be possessed by foreign language learners, including learning Arabic. Sufficient mastery of Arabic vocabulary can help a person in communication, both oral and written. With this it can be stated that speaking and writing are language skills, whether they can or not, must be supported by mastery of a lot of vocabulary, useful and current (Umi 2018, 13).

Thus in the context of vocabulary mastery, it is said that a person will not be able to understand a language until he understands the vocabulary (Manna' 2000, 40). So learning a language is closely related to learning vocabulary, because vocabulary is an important component of language acquisition. There are many different points of view about the meaning of the language and the purpose of its education, everyone agrees that mastery of vocabulary is very important for the achievement of language skills.

So, mastery in vocabulary is very important for students' language skills in Arabic language learning to be taken seriously as a means of strengthening and expanding students' language skills. This is because there are still many students who have difficulty learning Arabic vocabulary. Due to the lack of ability to acquire Arabic vocabulary.

The problem of learning difficulties that students face in school is an important issue that needs serious attention among teachers and schools. Moreover, the difficulty of learning vocabulary experienced by students in mastering foreign languages. That being said, because the difficulty of learning vocabulary faced by students will have a bad impact, both the students themselves and the environment, especially in learning Arabic vocabulary. This is the case with Arabic language learning at MTs NU Al Falah Jekulo Kudus. Especially in grade VII students. The reality that occurs is that the process of learning the vocabulary of the Arab language is still not optimal. This was discovered after researchers saw from the students'

mastery and memorization of Arabic vocabulary. In this case, researchers see various types of problems in learning Arabic vocabulary for Arabic language learning in class VII, such as memorizing vocabulary, lack of interest in learning it, factors of lack of encouragement from parents and environmental factors of students, as well as factors of using technology, namely cellphones.

From the results of observation and interviews with Arabic language teachers, there are several problems faced, including: (1) Difficulties in learning Arabic vocabulary, (2) Factors that affect the difficulty of learning Arabic vocabulary, (3) Solutions that can be done to overcome difficulties in learning Arabic vocabulary. Departing from this problem, the study of the analysis of the difficulty of learning Arabic vocabulary in class VII students of MTs Al Falah Jekulo Kudus is important to do.

Previous research that has discussed the analysis of the difficulty of learning Arabic language or vocabulary as has been done by (Aswadi 2019, 23) in a thesis entitled *Analysis of Learning Difficulties Arabic Student Class VII MTs DDI Wanio towards Mastery of Arabic Vocabulary*. The results of his research explained that the vocabulary learning difficulties experienced by students are classified into two parts, namely internal factors and external factors. Internal factors include laziness and difficulty in memorizing, while external factors are influenced by the use of android media (HP) which has implications for students' addiction to playing games.

Another research as conducted by (Murniati & Marliati 2022, 83) entitled *Analysis of Mufradat Pronunciation Ability (Vocabulary) Arabic Class VIII MTs Al Ikhlas Donggo* published in the Journal *Al- Af'idah: Journal of Arabic Language Education and Its Teaching*. The results of the study showed that there were several factors that became obstacles in the pronunciation of Arabic *mufradat* (vocabulary) for class VIII MTs Al-Ikhlas Donggo students, Bima. These factors are: a) lack of interest and talent of students in learning Arabic; b) students practice less Arabic *mufradat* (vocabulary) pronunciation; c) Lack of availability package books by the school, and; d) the duration of time to learn Arabic subjects which is relatively minimal compared to other subjects.

Other studies have also been conducted by (Muhammad, et al. 2022, 36) in the *Education and Learning Journal* entitled *Analysis of Arabic Learning Difficulties of Grade IX Students at SMP IT Insan Cendekia Makassar*. The results of the study explained that there are forms of difficulty learning Arabic for grade IX students at SMP IT Insan Cendekia Makassar, namely internal and external factors. Internal Factors consist of cognitive, affective, and psychomotor. The external factors include

the family environment and the school environment. Meanwhile, efforts are made by teachers and students to overcome the difficulties of learning Arabic, namely applying vocabulary methods and using package books or dictionaries.

In this study, descriptive qualitative methods were used (Anselm, et al. 2007, 53). With the use of qualitative methods, it is hoped that it can understand the meaning in depth, both from the thoughts and actions of research informants (Suprayogo 2003, 42). The data collection technique is carried out in three ways, namely (1) in-depth interviews with class VII students of MTs NU Al Falah Jekulo Kudus and teachers who teach courses Arabic; (2) direct observation, namely direct observation on activities related to the research theme; (3) Documentation and archives regarding school profiles, student learning activities and others.

Furthermore, after the above stages of the technique are carried out, a conclusion is reached. The conclusions obtained in this study will be tested for their correctness and validity, in two ways, namely data triangulation and informant review, namely The research report was reviewed by the informant. In this context it is the key informant to know whether the data written by the researcher is something that the informant can agree on or not.

B. Discussion

1. Learning Arabic Vocabulary (*Mufradat*)

Learning can be understood as a natural change in attitude or long-term behavior, which occurs in a person as a result of teaching or experience (Thobroni 2011, 145). Learning means the modification of the learner's behavior as a result of teaching, training, practice and experience. This is related to the educational process that has been successfully achieved through the curriculum and teachers, including academic and teaching competencies. From some of the explanations above, it is concluded that learning is an effort and process to acquire knowledge and experience through adequate teaching, both formally and non-formally. That way it can open up potential in humans through new skills, including language skills. The basic and important thing to know in the language process is vocabulary, in Arabic it is known as the term (*mufradat*).

Vocabulary is one of the language elements that must be preferred by foreign language learners to gain proficiency in communicating with the language (Effendy 2003, 96). Vocabulary (*mufradat*) is also understood as a collection of vocabulary used by a person, both oral and written, that already has an understanding and

description of its meaning, without being strung together in other words and has been arranged alphabetically (Zulhannan 2014, 109). Thus, vocabulary is the sum of the vocabulary owned by each person or each language so that it makes it easier and smoother to speak. Meanwhile, in this study, vocabulary (*mufradat*) was understood as the ability of students to pronounce Arabic vocabulary contained in the process of learning Arabic in class, not broadly defined vocabulary.

According to Horn (Cunha n.d.) vocabulary is a set of words that make up a language. Vocabulary has an important role in mastering the four language skills. The ability to understand the four language skills largely depends on one's mastery of vocabulary. Vocabulary (*mufradat*) is the plural of *mufradaat*, in English terms *vocable, word, term, names, expressions (of a scientific field)* (Wehr n.d.). As explained in the Big Indonesian Dictionary (KBBI) (Kebudayaan 1990, 104) that vocabulary is all words contained in a language, vocabulary, or the list of words is sorted alphabetically which is usually accompanied by meaning or translation..

A word is the smallest unit of language that stands alone. This definition explains the difference between a word and a morpheme. A morpheme is the smallest unit of language that has meaning. Therefore, in its position sometimes morphemes can stand alone and also be bound. For example, the word *مسلم* consists of one morpheme, while *المسلم* consists of two morphemes, namely *ال* and *مسلم*. The word *المسلمون* consists of three morphemes, namely *ال*, *مسلم* and *ون*. Each of these morphemes has its own meaning. On the other hand, words can sometimes be both basic words and compound words. If it is a word, it has a root word or the base word has one or more affixes. The word *استغفر* has the root word *غفر* and the affix is *ا, س, ت*. From some of the definitions of vocabulary (*mufradat*) above, it can be concluded that vocabulary (*mufradat*) is a collection of vocabulary that is commonly used by a person, both orally and in writing who already has an understanding and explanation

Every learning activity including learning Arabic vocabulary (*mufradat*) certainly has a specific purpose. The main objective of learning Arabic vocabulary (*mufradat*) is to introduce new vocabulary to students in order to recite kosakata (*mufradat*) properly and correctly and delivering to good and correct speaking and reading skills. In addition, the main purpose of learning Arabic vocabulary (*mufradat*) is to improve the ability to communicate in Arabic, both orally and in writing well and right (Hamid 2010, 33). In addition to the main objectives above, there are also several general objectives of learning Arabic vocabulary (*mufradat*), namely:

- a. Introducing new vocabulary (*mufradat*) to students.
- b. Teach students how to pronounce/recite new *mufradat* correctly.
- c. Teaches students the lexical and contextual meaning of *mufradat* because Arabic can have many meanings or adapt to the context of sentences.
- d. Students can use *mufradat* in basic and complex sentences, both orally and in writing.

2. Difficulty of Learning Arabic Vocabulary (*Mufradat*)

The definition of learning disability refers to a clear deficiency or disorder in one or more of the educational learning processes, because the student or learners experience difficulties shown in the difference between the actual results and the expected results. Learning difficulties in the context of this study are difficulties experienced by students of class VII MTs NU Al Falah Jekulo Kudus in learning Arabic vocabulary (*mufradat*). These learning difficulties can occur because they are motivated by several factors, both from the student himself such as lack of interest and motivation from within the student to learn Arabic language and also environmental factors that include families, schools and the surrounding community.

Learning difficulties are learning disabilities that refer to deficiencies in the learning process between actual results and expected outcomes. Likewise, the students of class VII MTs NU Al Falah experienced in the process of learning Arabic also experienced difficulties in learning vocabulary (*mufradat*). Based on the results of observations and interviews that have been conducted with several informants (subjects) of the study, it was found that the difficulty of learning vocabulary (*mufradat*) experienced by students are grouped into two aspects, namely linguistic and non-linguistic aspects. The explanation of each of these aspects is as follows.

The difficulties experienced by class VII students of MTs NU Al Falah Jekulo Kudus in learning Arabic vocabulary (*mufradat*) from a linguistic aspect as reflected in the following two things. Firstly, students difficulty in reading Arabic vocabulary (*mufradat*). This happened because previously as a grade student class VII was not used to reading vocabulary (*mufradat*), even Arabic texts or reading materials.

In fact, reading skills is one of the most important language skills in addition to the other three language skills (Wahdah 2020, 31). As it is known that reading is an important key to knowing the horizons of the world. Reading makes a person wide open to his mindset and scientific treasures.

Secondly, the difficulty of students understanding the meaning of Arabic vocabulary (*mufradat*). This is like what was experienced by a class VII student named Rofada Permata Putri Zuliani. It is known that the student has difficulty in understanding the meaning of Arabic vocabulary (*mufradat*) when the teacher explains the material in front of the class. To understand the rules in Arabic material, Arabic teachers use the translation method by translate in a reading contained in the Arabic material and explaining the content of the text contained in it (Halim & Fadila 2019, 77).

Non-Linguistic Aspects

Based on the interviews conducted, it was found that the difficulties experienced by class VII students of MTs NU Al Falah Jekulo Kudus in learning Arabic vocabulary (*mufradat*) from a nonlinguistic aspect were more motivated on two things as follows.

First, the student's educational background. This is as found in a grade VII student named Durrotun Nasicha. It is known that the informant concerned is a graduate of elementary school, where Arabic subjects are not taught. Therefore, students who have an educational background not a madrasa certainly have a correlation with the portion of their experience in learning Arabic when compared to students who have an educational background from madrasah. This means that the difficulties experienced by students with a general education background in reading and understanding Arabic texts are different from the portion of the experience of students who are from religious madrasa education or integral schools.

Second, the lack of motivation in students in learning Arabic vocabulary (*mufradat*), in particular, and Arabic in general. This is something experienced by a student named David Ariyan. He said that he was less motivated, because learning Arabic was difficult and often felt saturated during the learning of Arabic in the classroom. With regard to the motivation of these students, it is included in a series of efforts to provide certain conditions. With it, someone wants and wants to do something and if they don't like it, they will try to negate or avoid feelings of dislike. So, motivation can be stimulated by external factors. However, that motivation grows within a person. The environment is one of the external factors that can foster motivation in a person to learn (Emda 2015, 175).

3. Factors Influencing the Difficulty of Learning Vocabulary (*Mufradat*) Arabic Students of Class VII MTs NU Al Falah Jekulo Kudus

Based on observations and interviews conducted, it is known that there are several factors that make it difficult for students to learn the vocabulary (*mufradat*) of the Arab language. Some of these factors include educator factors, student factors and environmental factors.

The educator is an individual who is most important in the teaching and learning process because he is the one who determines the student's learning success whether the student is learning or not. Moreover, an educator who teaches foreign language subjects, in this context is Arabic. An educator is required to have a literary sensitivity, in the form of a vocabulary treasury (*mufradat*) of the Arabic language. This can be said to be one of the indicators of the professionalism of an educator who teaches foreign languages (Qulub 2019, 1). In addition to being required to be professional, he must also master learning methods and be able to find improvised alternatives so that students do not get bored easily.

The educator's ability to understand the method, as well as the educator's personality also has a significant impact on the success of the method. As a result, aspects of mastering the method should also be considered (Sam 2016, 23). Therefore, the educator's factors in choosing methods, teacher professionalism, and adjustments to media use based on the state of the institution are so influential in the learning process.

Several factors related to interest, The teacher must always try to arouse the interest of students in order for learning to be enjoyable, so that students can achieve good results (Simbolon 2014, 16). Based on the results of observations made, it was found that the interest and motivation of class VII MTs NU Al Falah Jekulo Kudus students is still relatively low because there are still many students who are not actively involved in learning, curiosity is low. This is because most of the students who have an academic background from a school that previously had no Arab language subject. Environmental factors in learning have an important role in encouraging students to follow learning better and achieve learning objectives. However, in its implementation, it is necessary to have a motivating teacher, a supportive social environment and infrastructure for the school.

A community environment consisting of peers, its relation in the development of Arab society, and community activities. From observations in the field, it was found that the community environment is so supportive. This is because

right in front of the school stands an afternoon school or Al-Qur'an Education Park (TPA). In addition, information was also obtained that peers are very helpful in developing students' language skills, although not all of them. The phenomenon is based on the fact that some of their students take part in learning activities at Al Qur'an Education Park at home, but some do not participate at all.

4. Solutions in Overcoming Difficulties in Learning Arabic Vocabulary (*Mufradat*) Students of Class VII MTs NU Al Falah Jekulo Kudus

From the analysis that has been carried out, researchers can reveal various types of efforts that can be made by various parties, both educators, students, schools and parents in overcoming difficulties in learning vocabulary (*mufradat*) of the Arab language. From the results of an interview with the teacher of MTs NU Al Falah Jekulo Kudus class VII, which is an effort to overcome student difficulties, it is explained that teachers need to know their role. Such as teachers as motivators, mentors and facilitators. Therefore, the role of the teacher is very influential in learning the Arab language. Especially in the development of students, both in terms of guiding, educating, encouraging or others.

Teachers' efforts in overcoming student learning difficulties in Arabic subjects include using interesting learning methods and media, as well as providing evaluation programs for students who often get below-average scores (Al Ghozali 2020, 92). The teacher as the person who teaches the students is very interested in this matter. So that as a teacher, it is required to always try to increase learning motivation, especially for students who have difficulty in learning by using various efforts that can be done by the teacher, such as; 1) Clarify the goals to be achieved; 2) Motivate students; 3) Create a pleasant atmosphere in learning; 4) Use a variety of interesting presentation methods; 5) Give reasonable praise to each student's success. 6) Provide an assessment of the student's work results, and; 7) Provide comments on student work results (Suprihatin 2015, 99).

The psychological state of students in participating in Arabic learning activities in class is that they still lack interest and feel bored. This is because at the previous level of education there were no Arabic lessons. The situation really depends on the *mood* of the students. When they are in a good *mood*, then learning can start well and reap satisfactory results. On the contrary, if they are not in a good *mood*, then learning is not as expected (Rozika, et al. 2019, 110).

Parents' efforts are to pay attention to their children, give appreciation, provide advice or input to educators and schools for children's learning

development during evaluation moments with the school. In other words, that parents should support their children in learning by providing motivation and supervision in daily learning activities.

The role of parents also means the implementation of the continuity of the student learning process, which is seen in the assessment of end-of-semester learning outcomes. When sharing learning outcomes (report cards), parents do not only take it, but there is a communication process between parents and teachers. With the teacher conveying the learning outcomes of his students to the parents followed by providing opportunities for the parents of the students to give opinions, it can also ask the teacher who teaches. Hal this is done so that parents know about the development of their child's learning process at school.

The results of the interview with the principal of MTs NU Al Falah Jekulo Kudus can be explained that the school provides guidance to teachers to improve the mastery of learning materials. In addition, the school also improves school facilities and infrastructure in accordance with school conditions and organizes learning evaluations at the end of the semester. In the process of learning Arabic, there are two inseparable types, namely teachers and students. Teachers prioritized as mentors in the teaching of Arabic must be able to fully position themselves to accept the position of each student and guide him to be able to achieve the objectives of learning Arabic efficiently. As for students, attendance in every learning process is no less important in the process of self-development as a representative of learning, should be more active in the process of learning activities.

C. Conclusion

From the presentation of analysis above, it is known that the difficulties faced by students in learning Arabic vocabulary (*mufradat*) of class VII MTs Al Falah Jekulo Kudus students are grouped into two aspects, namely linguistics, which includes reading and understanding, as well as non-linguistics which includes educational background and lack of motivation. That the factors of difficulty that affect the learning of vocabulary (*mufradat*) language Arab students of class VII MTs Al Falah Jekulo Kudus are student factors and environmental factors. Student factors are in the form of interests and habits, while environmental factors are external factors of students that cause student learning difficulties such as environmental factors, including educators, families and communities. This research can be a reference in order to find out aspect of the difficulties experienced by students as well as efforts

that can be made in the process of learning Arabic vocabulary (mufradat) for students at the madrasah level.

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