

The Problems of Reading Arabic Text in Terms of Phonological Aspects (Case Study in Fifth Grade Students of SD Qurrota A'yun Babadan Bantul DIY Academic Year 2020/2021)

Problematika Membaca Teks Arab Ditinjau dari Aspek Fonologi (Studi Kasus Pada Siswa Kelas V SD Qurrota A'yun Babadan Bantul DIY Tahun Ajaran 2020/2021)

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Abstract

This study aims to determine the problems of fifth-grade students of SD Qurrota A'yun in reading Arabic texts in terms of phonological aspects, to find out the efforts made by Arabic teachers in overcoming these problems, and to find out the ideal concept of learning Arabic phonology at the elementary school level. This research is a case study and field research conducted at SD Qurrota A'yun, Babadan, Bantul, DIY. The data collection used is the acquisition of qualitative data. The research subjects were the principal, Arabic teacher, and fifth-grade students of SD Qurrota A'yun. Sampling was carried out using non-probability sampling in the form of purposive samples (purposed samples). They are collecting data using the method of observation, interviews, and documentation. The results of the study indicate that there are problems with reading Arabic text in students' Arabic learning in terms of phonology, are consists of phonetic aspects (in the form of vocal and consonant problems) and phonemic aspects (in the form of incorrect phonological pronunciation so that it can change the meaning of Arabic vocabulary). For this reason, teachers try to overcome this by collaborating Arabic lessons with Al-Qur'an lessons. The ideal concept of learning Arabic phonology at the elementary school level is inseparable from learning the Qur'anic tahsin.

Keywords: Reading Problems, Arabic Language, Arabic Text, Phonology.

Abstrak

Penelitian ini bertujuan untuk mengetahui problematika siswa kelas V SD Qurrota A'yun dalam membaca teks Arab ditinjau dari aspek fonologi, untuk mengetahui usaha yang dilakukan guru bahasa Arab dalam mengatasi problematika tersebut, dan untuk mengetahui konsep ideal pembelajaran fonologi bahasa Arab pada tingkat sekolah dasar.

Penelitian ini merupakan penelitian studi kasus dan lapangan yang dilakukan di SD Qurrota A'yun, Babadan, Bantul, DIY. Pemerolehan data yang digunakan yaitu dengan pemerolehan data kualitatif. Subjek penelitian yaitu kepala sekolah, guru bahasa Arab, dan peserta didik kelas V SD Quurota A'yun. Pengambilan sampel dilakukan dengan menggunakan *non probability sampling* berupa *purposive sample* (sampel bertujuan). Pengumpulan data menggunakan metode observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa terdapat problematika membaca teks Arab dalam pembelajaran bahasa Arab siswa ditinjau dari segi fonologi yaitu terdiri dari aspek fonetik (berupa problematika vokal dan konsonan) dan aspek fonemik (berupa pengucapan fonologi yang kurang tepat sehingga bisa merubah makna dari kosakata bahasa Arab). Untuk itu, guru berupaya mengatasi hal tersebut dengan mengkolaborasikan pelajaran bahasa Arab dengan pelajaran Al-Qur'an. Konsep ideal pembelajaran fonologi bahasa Arab pada tingkat sekolah dasar yaitu tidak lepas dari pembelajaran tahsin Al-Qur'an.

Keywords: Problematika Membaca, Bahasa Arab, Teks Arab, Fonologi.

Introduction

Reading is an act that is continuously carried out by someone in the world of schooling or others, and even reading is an act that is carried out during human life. Thus, reading is a particular subject among other subjects. One of the goals of reading Arabic texts is to train students to be good at pronouncing Arabic letters correctly and adequately according to the makhorijul letters. At the school/madrasa level, Arabic learners emphasize pronouncing Arabic letters correctly and adequately according to the makhorijul letters. Although students' pronunciation has improved at the upper level, attention must be paid to keeping the length short, commas, endowments, and understanding the meaning and meaning.¹

The problems of reading Arabic texts are very much found, especially in the phonological aspect. This happens because learning Arabic rarely pays attention to phonological aspects. Phonology is an essential element when learning a foreign language. No wonder many people have studied Arabic for a long time, but the pronunciation of Arabic letters is not following the rules of makhorijul letters. Learning makhorijul letters is often emphasized only when studying the Qur'an. However, it is rarely used when learning

¹ Mahmud Yunus, *Metodik Khusus Bahasa Arab (Bahasa Al-Qur'an)*, (Jakarta: PT. Hidakarya Agung, 1983), hlm 133

Arabic. Phonological problems are still often encountered among both elementary and high-level Arabic learners.

Phonology is a branch of linguistics that deals with sounds. The meaning of sound here is speech. Listeners will understand excellent and correct speech. The accuracy of pronunciation in an utterance is essential because it can affect the meaning intended by the speaker.² Based on this statement, it is evident that to pronounce the sounds of the letters correctly and adequately, every teacher and learner of Arabic begins by studying phonology. If language teachers and learners do not prioritize phonology, the learning process will lead to various errors. Mispronunciation of letters can affect the meaning of words. Sound elements in Arabic are essential to learning so that the pronunciation of Arabic letters is by the established rules.³ Phonology has an essential role in learning Arabic at the elementary school level. At the age of elementary school children, it must be based on learning the rules of pronouncing Arabic letters correctly and adequately. Because phonology has been introduced since elementary school, it will be easier for students to learn Arabic at the next level, especially in reading Arabic texts correctly and adequately.

Learning Arabic at SD Qurrota A'yun, especially in reading Arabic texts, still has many problems. Based on interviews with Arabic teachers at SD Qurrota A'yun, especially in Arabic text reading skills, there are still many obstacles, especially from the phonological aspect. Because learning makhorijul letters is only used when studying the Qur'an.⁴ Based on the obstacles faced by these students, the author intends to examine the problems of students in reading Arabic texts in the fifth grade of SD Qurrota A'yun Babadan, Kab. Bantul, the Special Region of Yogyakarta, especially in expressing problems and reading Arabic texts from the phonological aspect. This study aims to discover the problems faced by the fifth-grade students of SD Qurrota A'yun in reading Arabic texts in terms of phonological aspects. To find out the efforts made by Arabic teachers in overcoming the problems of reading Arabic texts from the phonological aspect of the fifth-grade students of SD Qurrota A'yun. To find out the ideal concept of learning Arabic phonology at the elementary school level.

² K. Wardana, "Kesalahan Artikulasi Phonemes Bahasa Inggris Mahasiswa Prodi Bahasa Inggris UNMAS Denpasar: Sebuah Kajian Fonologi Generatif", *Jurnal Bakti Saraswati*, 2014, hlm 77

³ Fitria Lathifah, Syihabuddin, dan M Zaka Al Farisi, "Analisis Kesalahan Fonologis dalam Keterampilan Membaca Teks Bahasa Arab", *Jurnal Arabiyat Pendidikan Bahasa Arab dan Kebahasaaraban* Vol. 4, No, 2, Desember 2017, hlm 175

⁴ Habibah, *Guru PAI dan Bahasa Arab SD Qurrota A'yun*, Wawancara Pribadi, Yogyakarta, 19 Desember 2019 pukul 09.30 WIB

From the results of the literature review, the authors found several papers and research results related to the problems faced by teachers in teaching reading skills,^{5,6}The difficulty factor in reading Arabic text,⁷ Moreover, the efforts of teachers and students to minimize errors in reading Arabic text.⁸ In contrast to the research that the author will do, which is about the problems of reading Arabic texts in terms of phonological aspects in fifth-grade students of SD Qurrota A'yun in the 2019/2020 school year, In this study, we try to discuss the factors that cause the problematic reading of Arabic texts in terms of phonology, efforts made by Arabic language teachers to overcome these problems, and the ideal concept of learning Arabic phonology at the elementary school level.

On the one hand, this research contributes to increasing scientific knowledge about the problems of reading Arabic texts faced by elementary school students regarding phonological aspects and their solutions and the ideal concept of learning phonology at the elementary school level. On the other hand, this research is helpful as an evaluation for teachers in improving Arabic text reading skills in students from the phonological aspect. In addition, this research is helpful as input for the educational institution for further planning and teaching steps.

A. Linguistic Problems of Learning Arabic

Linguistic problems are the difficulties students face in the learning process caused by Arabic itself as a foreign language.⁹ The linguistic problems include:

1. Sound system

The sound system is paid less attention to the teaching of Arabic. Someone who has studied Arabic for a long time is not necessarily good at pronouncing words or lacking in understanding the words spoken by others. Some phoneme elements do not have similarities in the language of learners, for example, غ ق ط ض ص ذ خ ح ث.¹⁰

2. Vocabulary Problems

⁵ Habib Prihantoro, "Problematika Pengajaran Kemahiran Membaca Bahasa Arab Siswa MTsN Laboratorium UIN Sunan Kalijaga Yogyakarta", Skripsi Jurusan Pendidikan Bahasa Arab, (Yogyakarta: Perpustakaan UIN Sunan Kalijaga, 2009)

⁶ Ryanda Yudha Pradana, "Problematika Linguistik Keterampilan Membaca (Maharah Qiro'ah) Bahasa Arab kelas XI IPA MAN Wates I Kulon Progo Tahun Ajaran 2014/2015", Skripsi Jurusan Pendidikan Bahasa Arab, (Yogyakarta: Perpustakaan UIN Sunan Kalijaga, 2015)

⁷ Muhammad Beben Satria Ardiansyah, "Analisis Faktor Kesulitan Membaca Teks Berbahasa Arab pada Siswa Kelas X IIS 1 Madrasah Aliyah Negeri Wonokromo Bantul Yogyakarta Tahun Ajaran 2016/2017", Skripsi Jurusan Pendidikan Bahasa Arab, (Yogyakarta: Perpustakaan UIN Sunan Kalijaga, 2017)

⁸ Nenin Arum Sari Rahayu, "Analisis Kesalahan Fonologi dalam Membaca Teks Berbahasa Arab Siswa Kelas VIII G MTsN Piyungan Bantul", Skripsi Jurusan Pendidikan Bahasa Arab, (Yogyakarta: Perpustakaan UIN Sunan Kalijaga, 2015)

⁹ *Ibid*...hlm 85

¹⁰ *Ibid*...hlm 80

In the context of vocabulary mastery, Rusydi Ahmad Thu'alimah said that one could not master the language before mastering the vocabulary of the language. The problem of teaching Arabic vocabulary lies in the diversity of morphological forms (Wazan) and the meanings they contain and related to the concepts of changes in deviation, changes in inflection, verbs (fi'il), single words (mufrad), double words (mutsanna), and plural words, female signs (ta'nits), and male signs (mudzakkar). In the context of language teaching, there are other things related to vocabulary that need to be considered, namely many Arabic words and terms that have been absorbed into the Indonesian vocabulary or regional languages.¹¹

3. Qawa'id and I'rab problems

The qawa'id problem consists of elements of word formation (sharfiyyah) and sentence structure (nahwiyyah). The facts show that among the wazan-wazan (balance/word patterns) studied in Arabic, except fi'il and mashdar, which come from essential words derived from three letters, many are not productive for the sake of language. Many of these teachings use a rote method approach. Learning the rules should be taught with an analogy or qiyasi approach and not with a sama'i approach (following the speech of the language owner).¹²

4. Writing Problems

Another factor that hinders the teaching of Arabic is in terms of Arabic script, which is very different from Latin writing. According to Imla 'rules, the problem of Arabic writing skills must have been completed at the upper secondary level, namely A'liyah or equivalent schools. The fact shows that writing incorrectly in writing Arabic letters is still carried over to the university level. This problem should be a common concern, and writing errors should not be underestimated.¹³

B. Reading Skills (Qiro'ah)

Reading (qiro'ah) is an Arabic learning activity that involves the ability to remember graphic symbols in letters, remember the sound of the symbols, and write graphic symbols in a series of words and sentences that contain meaning.¹⁴ Reading (Qiro'ah) presents the subject matter by prioritizing reading first; the teacher first reads

¹¹ Aziz Fahrurrozi, *Pembelajaran Bahasa Arab: Problematika dan Solusinya*, (Jakarta: UIN Syarif Hidayatullah, 2014) "Arabiyat Jurnal Pendidikan Bahasa Arab dan KebahasaAraban Vol. I, No. 2, Desember 2014, hlm163

¹² *Ibid...* hlm 164

¹³ Akrom, Achmad, dll, *Pedoman Pengajaran Bahasa.....* hlm 83

¹⁴ Martini, Jamaris, *Kesulitan Belajar Perspektif Assesment dan Penanggulangannya bagi Anak Usia Dini dan Usia Sekolah*, (Bogor: Ghalia Indonesia), hlm 133

the reading topics, then the students follow. This skill focuses on oral exercises or speech by mouth, training the mouth to speak fluently, harmony and spontaneity. The target of learning reading skills (Qiro'ah) is to read Arabic text fluently, translate, and understand it well.¹⁵ Reading skills include two things, namely, recognizing written symbols and understanding their contents.¹⁶

C. Phonology

1. Definition

The word phonology comes from English called "phonology," a type of field of linguistics that studies language sounds according to their function.¹⁷ In Arabic literature, phonology comes from the English word "فونولوجيا" (phonology), in Arabic, it is also often referred to as "علم الأصوات والتنظييمي" or "الأصوات وظائف علم" the word is a translation of the essence of phonology itself. Phonemes are the minor sound units in the sound system of language that function to distinguish meaning.¹⁸

Phonology is a branch of linguistics that studies the sounds of language, both in terms of the nature of the letters, how they come out (makharrij), and the differences between the sounds of one language and another. Judging from the root word, phonology consists of two words, namely fon, which means sound, and logos, which means science. The sounds studied in phonology can distinguish meaning in human language, both spoken and written.¹⁹

Judging from the object of study, phonology is divided into two, namely phonetics and phonemics. Phonetics studies fonts, namely sound that does not distinguish meaning. While phonemics examines phonemes, namely sounds that can distinguish meaning.²⁰

2. The Importance of Phonology for Primary School Arabic Learning

The best foreign language teachers are native speakers. If learning a language with native speakers of the language, students will be able to absorb the language style of native speakers. Native speakers can also correct the language style of

¹⁵ Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif*, (Malang: UIN-Maliki Press, 2011), hlm 162-163

¹⁶ Akrom, Achmad, dll, *Pedoman Pengajaran Bahasa Arab pada Perguruan Tinggi Agama Islam IAIN*, (Jakarta: DEPAG RI, 1976), hlm 168-172

¹⁷ Departemen Pendidikan dan Kebudayaan, *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 1995), Cet. Ke-4, hlm 946

¹⁸ Sakholid Nasution, *Pengantar Linguistik Bahasa Arab*, (Sidoarjo: Lisan Arabi, 2017), Cet. Ke-1, hlm 92

¹⁹ Mamluatul Hasanah, *Proses Manusia Berbahasa Perspektif Al-Qur'an dan Psikolinguistik*, (Malang: UIN-Maliki Press, 2010, Cet 1, hlm 86

²⁰ Ibid....hlm. 87

students and overcome the problems of students' pronunciation of the incorrect language. However, sometimes, native speakers do not know the problems faced by students.

The Arabic language teacher who is not a native speaker must have sufficient ability to teach Arabic phonology. Arabic teachers should be the most capable of using the language in the classroom. That way, students will be motivated directly by the teacher. Preferably, the teacher must also be able to overcome the problems of students' Arabic pronunciation.

The essential ability of Arabic phonology begins with students' mastery of pronouncing letter by letter correctly according to their makhraj. The first step so that students are correct in pronouncing Arabic letters is listening to the correct and fluent letters and words from the teacher, then imitating the teacher's words. This needs to be done because mistakes in pronouncing letters in Arabic can be fatal errors because they can change the meaning of the error in the future.²¹

Phonological errors can usually be caused by: 1) specific language sounds that are not found in the mother's first language, so they tend to replace them with sounds that are close to language, which she can speak, 2) the sound of the language is the first language, but it is not a separate phoneme so that learners are unable to catch the sound of the language as a separate phoneme that can distinguish the meaning of words.²²

The phonological awareness that children get is beneficial for children in learning to read. Phonological awareness needs to be trained in elementary school children as a basis for them when learning to read in primary education. In language acquisition, it is known that there is a skill called phonological processing (phonological processing), namely the use of phonological information (sounds from a language) in processing written or spoken language. This phonological processing consists of three skills, namely (1) phonological awareness (phonological awareness), (2) phonological recording of verbal instructions (phonological recording in lexical access), and (3) long-term verbal memory.²³

²¹ Muhammad Syaiful Bahri Hidayat, *Pembelajaran Fonologi Arab dengan Minimal Praise dan Tongue Twister*, (Yogyakarta: UIN Sunan Kalijaga, 2019) "Jurnal Tanling Vol. II, No. 2, hlm 202

²² *Ibid...* hlm 208

²³ Khaerudin Kurniawan, *Model Pembelajaran Membaca Permulaan melalui Peningkatan Kesadaran Fonologis dengan Lagu dan Puisi*, (Bandung: UPI)

Phonological awareness is an awareness of the sounds of spoken (not written) words, which are expressed (stated). Listening to the sounds of Arabic letters to students has an important position in learning Arabic. When a child learns a language, he or she learns that language through three phases, namely listening, imitating, and speaking.²⁴

Arabic learners in elementary school must understand how to pronounce Arabic letters correctly and adequately. Arabic learners at the elementary school level must acquire Arabic habits and be accustomed to pronouncing the sounds of Arabic letters precisely spoken by Arabic teachers who also have phonological abilities. When students cannot pronounce some Arabic letters correctly, they must understand where they are (makhorijul letters). This is a vital role of phonology for Arabic learners, especially at the elementary school level. Because studying phonology means directly related phonemes related to speech apparatus, vowel output, and characteristics. Suppose since the elementary school level, and they have been taught phonology correctly and adequately. In that case, it will be accessible when learning Arabic at the next level, especially in pronouncing and reading Arabic texts by Arabic phonology.

3. Steps of Learning Aswat Arabiyah

a. Presentation of Pronunciation Model

The most effective way of teaching complex Arabic sounds to students is to model the pronunciation of each sound which students then follow. In addition to a single sound, the pronunciation example should be given in the form of a meaningful word. The exemplified letter is at the beginning, in the middle, at the end of the word.²⁵

Example:

أصدقاء - نصر - حصة صيام - صوم - صدر ص - ص - ص
مخصوص - خالص - قصص

b. Giving Training/Drill

After giving examples of pronunciation, the teacher can provide several drills to familiarize students with pronouncing sounds that have been

²⁴ Abdul Hamid, *Teknik Pengajaran Bunyi Bahasa Arab*, (Lampung: IAIN Raden Intan Lampung)

²⁵ Syaiful Mustofa, *Strategi Pembelajaran Bahasa....* hlm 41-42

pronounced in the previous stage. Among the drill forms that teachers can use are:

1) Practice distinguishing Arabic sounds

a) Determine one of three sounds

Determine whether the sound /ص/ is pronounced first. Second or third!

ص - س - ص س - س - ص س - ش - ص ش - ص - س

b) Determine one of the two sounds in a sentence. Example: Determine whether the sound /ص/ or /س/ is in each of the following words!

صالح / سرير السائر / الفصل الصورة / السورة

c) Listening and repeating the tsuna'iyah sugra (in this case, the book is kept closed)

d) Reading and repeating the tsuna'iyah sugra (in this case, the book is attempted in an open state)

e) Free reading, meaning that the teacher instructs students to read letters, words, or sentences that contain complex sounds without giving examples of pronunciation first.

2) Practice using language

The teacher uses the sounds that have been studied by students in actual language activities, both complex and straightforward, such as by calling the names of students in class, mentioning an object in the classroom, or outside the class, mentioning the names of body parts, which uses pre-rehearsed sounds.

Research Methods

A. Research Approach and Type

This type of research is a case study and field research conducted at SD Qurrota Ayun, Babadan, Bantul, DIY in 2020. Meanwhile, this study uses qualitative data acquisition in terms of data acquisition; namely, the data collected and the analysis is qualitative. Qualitative research is commonly referred to as an investigative approach because researchers collect data by meeting face to face and interacting with people at the research site.²⁶

B. Data source

²⁶ Syamsuddin dan Vismaia, *Metode Penelitian Pendidikan Bahasa*, (Bandung: PT Remaja Rosdakarya, 2007), hlm 73.

Primary data were obtained from field research/observations conducted by the author and obtained through interviews with related research subjects, both the Principal, Arabic Language Teacher, and Class V Students of SD Qurrota A'yun. Meanwhile, secondary data is data obtained through a second party in books, theses, journals, and the internet related to the problems studied—the tertiary data obtained through dictionaries and others related to the problem under study.

Data Collection Techniques and Instruments

1. Observation

The observation used in the data collection process is passive participation, so in this study, the researcher came to the place to be observed but did not participate in the activity. This method was used to obtain data about madrasas, including geographical location, the state of the school environment, listening to students' Arabic text reading, and observing the research location and environment to obtain data about the general description of the school location.²⁷

2. Interview

In this study, the author uses the type of structured interview that has been proposed by Esterberg (2002),²⁸ In this type of interview, the author has prepared questions that will be used to collect data. Each respondent was asked the same question, and the interviewer wrote down the results of the interview. The author uses this method to obtain data about the teaching and learning process of Arabic text reading skills, the factors that cause problems in reading Arabic texts in students from the phonological aspect, the problems faced by teachers and students in reading Arabic texts from the phonological aspect, the curriculum used, and efforts—done to deal with this problem. As well as to interview fifth-grade students of SD Qurrota A'yun to find out problems in reading Arabic texts from the phonological aspect.

3. Documentation

The author uses this technique to obtain documentary data on madrasas, such as the history of its establishment, organizational structure, facilities and infrastructure, the number of teachers and employees, the number of students, teachers and educators, Arabic learning outcomes other matters related to research.

Data analysis technique

²⁷ *Ibid...* hlm 227

²⁸ Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2018), hlm 233

The data analysis used in this research is qualitative. Qualitative data analysis was carried out before entering the field, while in the field, and after finishing.

1. Analysis before in the field

Qualitative research conducts data analysis before entering the field. The analysis is carried out on the data from the preliminary study or secondary data used to determine the focus of the research.

2. Analysis of Data in the Field Model Miles and Huberman

The author uses data analysis in the field using the Miles and Huberman model, which suggests that activities in qualitative data analysis are carried out interactively and continuously until they are completed so that the data is saturated. Activities in the Miles and Huberman model data analysis include data reduction, data display, and conclusion drawing/verification.²⁹

- a. Data Reduction

Reducing data means summarizing, choosing the main things, focusing on the essential things, looking for themes and patterns. The data reduction process will provide a clearer picture and make it easier for researchers to conduct further data collection.

- b. Data Display

After the data is reduced, the next step is to display the data. In qualitative research, data presentation is done in brief descriptions, charts, relationships between categories, and so on. The most frequently used to present data in qualitative research is narrative text. By displaying the data, it will be easier for the writer to understand what is happening, plan the following work based on what has been understood previously.

- c. Conclusion Drawing

After presenting the data, the next step is drawing conclusions or verification based on data reduction, the answer to the problem formulation.

Discussion

Students' Problems in Reading Arabic Texts in terms of Phonological Aspects

Problematics in terms of Phonetics

Phonetics is the science used to detect the sound of a letter/language without paying attention to the element of meaning. Sounds can be divided into two groups:

1. Vocal

²⁹ Sugiono, *Metode Penelitian Kuantitatif...* hlm 245-252

In Arabic, there are long vowels such as vowel /a/ in the word كتاب, vowel /u/ in the word مكتوب, and vowel /i/ in the word تلميذ. In the research conducted by the author, namely observing Arabic text readings to fifth-grade students of SD Qurrota A'yun, that there are still many phonological problems from the specific phonetic aspects of vowel errors. Students read Arabic text readings that the author has prepared.

The Arabic text used for reading observations of the fifth grade students of SD Qurrota A'yun:

رَاشِدٌ يَذْهَبُ إِلَى السُّوقِ . رَاشِدٌ يَرِيدُ قَمِيصًا . هَذَا قِسْمُ الْقُمُصَانِ . هَذِهِ قُمُصَانٌ جَمِ يَلَةٌ : هَذَا قَمِيصٌ أَبْيَضٌ ، وَهَذَا قَمِيصٌ أَصْفَرٌ . وَهَذَا قَمِيصٌ أَحْمَرٌ . الْقَمِيصُ الْأَبْيَضُ بَعْشَرِينَ رِيَالًا ، الْقَمِيصُ الْأَصْفَرُ بِثَلَاثِينَ رِيَالًا ، الْقَمِيصُ الْأَحْمَرُ بِأَرْبَعِينَ رِيَالًا . رَاشِدٌ يَرِيدُ الْقَمِيصَ الْأَبْيَضَ . رَاشِدٌ يُحِبُّ اللَّوْنَ الْأَبْيَضَ ، وَلَا يُحِبُّ اللَّوْنَ الْأَحْمَرَ .

The steps taken by the author to measure the reading level of the fifth-grade students of SD Qurrota A'yun are by listening to the students' readings through reading the Arabic text which amounts to 60 mufrodat/vocabulary, then providing an assessment of the quality of students' reading in terms of phonology from the phonetic aspect. Specific to vowel errors.

The following is an explanation of the results of the author's observations on Arabic text reading by fifth-grade students of SD Qurrota A'yun:

Tabel 1. Results of observations on the vocal aspects of students

Name	Jumlah mufrodat benar (Fonetik dari sisi Vokal)	Score	Description
Dzaky Azka Purnawan	32 mufrodat	76	Cukup
Hilmi Idzni Fadhlillah Adzata Hani	49 mufrodat	98	Sangat Baik
Ahmad Yasin Fathurohman	39 mufrodat	78	Cukup
Ammala Syahida	47 mufrodat	94	Sangat Baik
Alifya Amalia Putri	44 mufrodat	88	Baik
Nasyifa Daraugi Latief	46 mufrodat	92	Sangat Baik
Felisia Zain Al mujahidah	37 mufrodat	74	Cukup
Oktavia Gendis Sekar Rinonce	42 mufrodat	84	Baik
Assyifa Qurrotu 'Aini	39 mufrodat	78	Cukup

Ahnaf Hibatullah	Syafiq	44 <i>mufrodat</i>	88	Baik
Hawari Miftahul Huda		39 <i>mufrodat</i>	78	Cukup
Muhammad Ramdhanif	Fadil	31 <i>mufrodat</i>	62	Kurang

2. Consonants

The following is an explanation of the author's observations on Arabic text reading by students in terms of consonants:

Tabel 2. The results of observations on the consonant aspect of students

Name	The Problem of Pronouncing Consonants of Arabic Letters
Dzaky Azka Purnawan	ص ح ه ط ق ك ث س ض - ال-Qamariyyah dan Syamsiyyah
Hilmi Idzni Fadhlillah Adzata Hani	ه ج ص ض ي ذ - ال-Qamariyyah dan Syamsiyyah
Ahmad Yasin Fathurohman	ش ب ق م ث ل ع - ال-Qamariyyah dan Syamsiyyah
Ammala Syahida	ش ر ص س - ال-Qamariyyah dan Syamsiyyah
Alifya Amalia Putri	ش ق م ي - ال-Qamariyyah dan Syamsiyyah
Nasyifa Daraugi Latief	ر ش ق م - ال-Qamariyyah dan Syamsiyyah
Felisia Zain Al mujahidah	ل ش ي ق ص ج ي ع ه - ال-Qamariyyah dan Syamsiyyah
Oktavia Gendis Sekar Rinonce	ص ض س ث - ال-Qamariyyah dan Syamsiyyah
Assyifa Qurrotu 'Aini	ر ش ج م ث ش - ال-Qamariyyah dan Syamsiyyah
Ahnaf Syafiq Hibatullah	ر ش ي ك ق ص ض ت ي - ال-Qamariyyah dan Syamsiyyah
Hawari Miftahul Huda	ر ش ق م ص ج ح ت ي ث س -
Muhammad Fadil Ramdhanif	ش ق ص ض - ال-Qamariyyah dan Syamsiyyah

Problematics in terms of phonemics

Phonemics have a massive role in determining meaning in language. It is influenced by differences in a letter to form unequal meanings, but phonemics is also influenced by the length and shortness of the sound of the language. In Arabic, phonemics that have short sounds will be different from phonemics that have long sounds. Vowels in Arabic include fathah, kasroh, and dhommah.

The author uses reading observations made to fifth-grade students of SD Qurrota A'yun by using two words with similar sounds but different meanings. The author also uses two vocabularies with the same letter but with different long or short phonemics. The author does this to discover the problems of reading Arabic text to students in phonology, especially in the phonemic aspect.

Based on the results of the author's observations on the readings of the fifth-grade students of SD Qurrota A'yun, the results are:

Tabel 3. Results of observations on the phonemic aspects of students

No	Mufrodat by phoneme	
1.	أَلِيمٌ Hurtful	عَلِيمٌ Knowledgeable
	The two words have the same sound and the same number of sounds. Nevertheless, both have different meanings. Fifth-grade students of SD Qurrota A'yun, such as Dzaky Azka Purnawan, Hilmi Idzni Fadhilillah Adzata Hani, Ahmad Yasin Fathurohman, Ammala Syahida, Alifya Amalia Putri, Nasyifa Daraugi Latief, Felisia Zain Al Mujahidah, Oktavia Gendis Sekar Rinonce, Assyifa Qurrotu, Hawari Miftahul Huda, and Muhammad Fadil Ramdhanif still pronounce the letter ع in the word عَلِيمٌ using the sound of the letter أ . where the words عَلِيمٌ and أَلِيمٌ have different meanings. There is only one student who pronounces the letter ع in the word عَلِيمٌ with the correct pronunciation, namely Ahnaf Syafiq Hibatullah. ³⁰	
2.	تَعْلَمُونَ You know	تَأْلَمُونَ You suffer
	The two words have the same sound and the same number of sounds. However, both have different meanings. Fifth-grade students of SD Qurrota A'yun, such as Dzaky Azka Purnawan, Ahmad Yasin Fathurohman, Ammala Syahida, Felisia Zain Al Mujahidah, Oktavia Gendis Sekar Rinonce, Assyifa Qurrotu 'Aini, Ahnaf Syafiq Hibatullah, Hawari Miftahul Huda, still pronounce the letter ع in the word تَعْلَمُونَ uses the sound of the letter أ . where the words تَعْلَمُونَ and تَأْلَمُونَ have different meanings. There are only a few students who pronounce the letter ع in the word تَعْلَمُونَ with the correct pronunciation, namely Hilmi Idzni Fadhilillah Adzata Hani, Alifya Amalia Putri, Nasyifa Daraugi Latief. ³¹	
3.	حَالٌ Uncle	حَالٌ State
	The two words have the same sound and the same number of sounds. However, both have different meanings. Based on the results of interviews with fifth-grade students of SD Qurrota Ayun, some think, like Hilmi Idzni	

³⁰ Observasi Membaca Teks Arab Siswa Kelas V SD Surrota A'yun pada tanggal 7 Agustus 2020

³¹ Observasi Membaca Teks Arab Siswa Kelas V SD Surrota A'yun pada tanggal 7 Agustus 2020

	<p>Fadhlillah Adzata Hani and Ammala Syahida, that they are still difficult to distinguish between letters with dots and letters without dots.³² Fifth-grade students of SD Qurrota A'yun, such as Dzaky Azka Purnawan, Ahmad Yasin Fathurohman, Nasyifa Daraugi Latief, Ahnaf Syafiq Hibatullah, Hawari Miftahul Huda, still pronounce the letter خ in the word خال using the sound of the letter ح where the words خال and خال have different meanings. On behalf of Hilmi Idzni Fadhlillah Adzata, the student pronounces the word in short letters so that the meaning becomes "solve." Students on behalf of Ahmad Yasin Fathurohman and Hawari Miftahul Huda pronounce the word خال with the letters ح read short and lengthen the letter ل so that its meaning becomes "sweet." The student, on behalf of Nasyifa Daraugi Latief, pronounces the word خال by extending the letter ل so that the meaning becomes "so."³³ We need to know that errors in pronouncing letters and short lengths will affect the meaning of different words. There are only a few students who pronounce the words خال and خال correctly, such as Ammala Syahida, Alifya Amalia Putri, Felisia Zain Al mujahidah, Oktavia Gendis Sekar Rinonce, and Assyifa Qurrotu 'Aini.</p>	
4.	<p>هَمَامٌ Important</p>	<p>حَمَامٌ Bathroom</p>
	<p>The two words have the same sound and the same number of sounds. However, both have different meanings. Based on the author's observations of fifth-grade students of SD Qurrota A'yun, many of them pronounce the letters ح and ه with the same sound, even though they are from different letters. Students who pronounce the letters ح and ه with similar sounds include Hilmi Idzni Fadhlillah Adzata Hani, Ahmad Yasin Fathurohman, Ammala Syahida, Nasyifa Daraugi Latief, Hawari Miftahul Huda, where the words هَمَامٌ and حَمَامٌ have different meanings. Some students pronounce the words حَمَامٌ and هَمَامٌ by shortening the letters so that the pronunciation becomes the word حَمَمٌ and هَمَمٌ so that the meaning becomes حَمَمٌ (lava) and هَمَمٌ (cheerful) including students on behalf of Hilmi Idzni Fadhlillah Adzata Hani, Ahmad Yasin Fathurohman, Felisia Zain Al Mujahidah, Oktavia Gendis Sekar Rinonce. Only a few students pronounce the words حَمَامٌ and هَمَامٌ correctly, including Dzaky Azka Purnawan, Alifya Amalia Putri, Assyifa Qurrotu 'Aini, Ahnaf Syafiq Hibatullah.³⁴</p>	
5.	<p>خَطِيبٌ Orator</p>	<p>خَاطِبٌ Fiance</p>
	<p>Both words have the same word but with different long and short phonemic vowels. Both have different meanings. Based on the results of the author's observations of fifth-grade students of SD Qurrota A'yun, many of them pronounce the word خَاطِبٌ and خَطِيبٌ with long and short vowels that are not correct. Some students say the word خَاطِبٌ which means "fiance" read with</p>	

³² Wawancara dengan Hilmi Idzni Fadhlillah Adzata Hani dan Ammala Syahidasiswa kelas V SD Qurrota A'yun.pada tanggal 27 Juli 2020 pukul 11.30 WIB.

³³ Observasi Membaca Teks Arab Siswa Kelas V SD Surrota A'yun pada tanggal 7 Agustus 2020 pukul 11.30 WIB.

³⁴ Observasi Membaca Teks Arab Siswa Kelas V SD Surrota A'yun pada tanggal 7 Agustus 2020 pukul 11.00 WIB.

	<p>خطيب which means "speech expert," among these students are Dzaky Azka Purnawan, Nasyifa Daraugi Latief, Alifya Amalia Putri, Felisia Zain Al Mujahidah, Oktavia Gendis Sekar Rinonce, and Hawari Miftahul Huda. There are students. Who pronounces the word خطيب and خطيب use letters ح so that it reads خطيب dan خطيب so that the food is different, including Ammala Syahida. Some students who have the correct pronunciation are Hilmi Idzni Fadhlillah Adzata Hani and Ahmad Yasin Fathurohman.³⁵</p>	
6.	<p>جمال Camel</p>	<p>جمال Beauty</p>
	<p>Both words have the same word but with different long and short phonemic vowels. Both have different meanings. Based on the author's observations of fifth-grade students of SD Qurrota A'yun, many of them pronounce the words جمال and جمال with long and short vowels that are not right. Some students read the two words by extending the letter so that the meaning becomes "beauty," among these students are Dzaky Azka Purnawan, Nasyifa Daraugi Latief, and Assyifa Qurrotu 'Aini. Some students read by elongating the letter ج so that the meaning becomes "praise" among the students, namely Ahmad Yasin Fathurohman, Alifya Amalia Putri, Felisia Zain Al Mujahidah, Oktavia Gendis Sekar Rinonce, and Hawari Miftahul Huda. Some students pronounce these two words with correct long and short vowels; among these students is Hilmi Idzni Fadhlillah Adzata Hani.³⁶</p>	

Factors of Student Difficulty in Reading Arabic Text

The difficulty factor for students in reading Arabic text can come from various factors, for example, Ashwat/phonology difficulties, mufrodat/vocabulary difficulties, Qowa'id/grammar difficulties, meaning difficulties. In addition, the difficulties faced by students in reading Arabic texts are students having difficulty reading and understanding bald Arabic texts, difficulties in translating sentences into appropriate and precise meanings, the tone when reading Arabic texts, such as when reading verses of the Qur'an.³⁷

Students have difficulty reading Arabic texts when Arabic readings are not given harakat. Children at the elementary level have not been able to read Arabic texts without harakat because, at the elementary level, the Qowai'd system has not been emphasized. The difficulty factor in reading Arabic texts is very diverse; it can be from text factors that have not been given: harakat, tarjamah, or makhroj. Learning Arabic is indeed learning something complex, in terms of writing different from Latin writing, so reading it is also different from Latin writing. However, how unique is Arabic, which is the language of the Qur'an, a noble language, the language chosen by Allah to elevate human status.³⁸

³⁵ Observasi Membaca Teks Arab Siswa Kelas V SD Surrota A'yun pada tanggal 7 Agustus 2020

³⁶ Observasi Membaca Teks Arab Siswa Kelas V SD Surrota A'yun pada tanggal 7 Agustus 2020

³⁷ Muhammad Beben Satria Ardiansyah, "Analisis Faktor Kesulitan Membaca Teks Berbahasa Arab pada Siswa Kelas X IIS 1 Madrasah Aliyah Negeri Wonokromo Bantul Yogyakarta Tahun Ajaran 2016/2017", Skripsi Jurusan Pendidikan Bahasa Arab, (Yogyakarta: Perpustakaan UIN Sunan Kalijaga, 2017).

³⁸ Wawancara dengan Ustadz Daman pada tanggal 16 Juli 2020 pukul 13.00 WIB

Based on the results of the author's interview with 12 respondents, namely fifth-grade students of SD Qurrota A'yun, it can be seen that only one student said that Arabic was easy (8.3%), seven students said that Arabic was difficult (58.3%), two students said that they could not read Arabic texts if they were not given harakat (16.6%), two students said they had difficulty reading Arabic texts, especially in terms of makhoriijul letters (16.6%).

Based on the results of the author's interviews with respondents of fifth-grade students of SD Qurrota A'yun, their opinion about learning Arabic in schools is that some say it is difficult, some say it is easy, but they are not too happy with the delivery from the teacher, it is difficult when memorizing mufrodat which is often repeated. Repeated so that the child becomes bored, the factor of the teacher being disciplined so that the child becomes afraid is not easy because when the teacher explains the material, they do not pay attention.³⁹

Based on the writer's problems in the fifth grade of SD Qurrota A'yun, most students thought Arabic was difficult, especially when reading Arabic texts. The difficulty comes from the factor when the Arabic text is not given harakat or difficulties in terms of Ashwat/phonology in makhoriijul letters.

According to the fifth-grade students of SD Qurrota A'yun, their opinion regarding the teaching and learning process in the classroom is that there are six students (50%) who consider Arabic lessons boring, including Dzaky Azka Purnawan, Ahmad Yasin Fathurohman, Felisia Zain Al Mujahidah, Assyifa Qurrotu 'Aini, Hawari Miftahul Huda, Ahnaf Syafiq Hibatullah. Four students (33.3%) consider learning Arabic as usual, including Ammala Syahida, Alifya Amalia Putri, Oktavia Gendis Sekar Rinonce, and Muhammad Fadil Ramdhanif. Moreover, two students (16.7%) consider the teaching and learning process of Arabic in class to be fun, including Hilmi Idzni Fadhlillah Adzata Hani and Nasyifa Daraugi Latief.⁴⁰

The difficulties experienced by the fifth-grade students of SD Qurrota A'yun when reading Arabic texts, including:⁴¹

1. If the Arabic text is not given, Harkat
2. Pronunciation of makhoriijul letters

³⁹ Wawancara dengan peserta didik kelas V SD Qurrota A'yun pada tanggal 7 Agustus 2020 pukul 09.30 WIB.

⁴⁰ Wawancara dengan peserta didik kelas V SD Qurrota A'yun pada tanggal 7 Agustus 2020 pukul 09.30 WIB.

⁴¹ *Ibid...*

3. Not fluent in reading Arabic text (stammering)

Factors of Difficulty Reading Arabic Text in terms of Phonology

Students who are less fluent in reading Arabic texts come from innate factors from the previous class. When the previous class was still not fluent in reading Arabic text, it is not surprising that it was still challenging to read Arabic text in the next class. The external factor of difficulty reading Arabic text could be due to lack of attention or lack of concentration when learning Arabic because of playing too much and not paying attention to Arabic lessons.⁴²

Based on the author's interview with 12 respondents of fifth-grade students at SD Qurrota A'yun, the results showed that three students on behalf of Dzaky Azka Purnawan, Hilmi Idzni Fadhlillah Adzata Hani, Ahmad Yasin Fathurohman were fluent in reading the Qur'an with a total percentage (25%), there are five students on behalf of Ammala Syahida, Nasyifa Daraugi Latief, Oktavia Gendis Sekar Rinonce, Muhammad Fadil Ramdhanif, and Ahnaf Syafiq Hibatullah who are not fluent in reading the Qur'an with a total percentage (41%) and there are four students on behalf of Alifya Amalia Putri, Felisia Zain Al Mujahidah, Assyifa Qurrotu 'Aini, and Hawari Miftahul Huda who are pretty fluent in reading the Qur'an with a percentage (33%)

Fifth-grade students of SD Qurrota A'yun still often make mistakes related to a short length in reading Arabic texts. There are seven students (58.3%) who still often make short-term errors, including Dzaky Azka Purnawan, Hilmi Idzni Fadhlillah Adzata Hani, Ammala Syahida, Nasyifa Daraugi Latief, Oktavia Gendis Sekar Rinonce, Assyifa Qurrotu 'Aini, Muhammad Fadil Ramdhanif, and there are five students (41.6%) who quite often make errors related to short length when reading Arabic texts including Ahmad Yasin Fathurohman, Alifya Amalia Putri, Felisia Zain Al Mujahidah, Hawari Miftahul Huda, Ahnaf Syafiq Hibatullah.⁴³

The Problems of Pronunciation of Arabic Letters

The factor is the loud voice of elementary school students when pronouncing Arabic letters; the vowel sounds change, for example, harakat kasroh, which reads I to sound e. Like when students say the word bismillaahirraahmaaniraahiim in a loud voice, the word when students say it aloud becomes the letter e. This has become a habit for students, especially at the elementary level, because they prefer to raise their voices when reading

⁴² Wawancara dengan ustadz Daman pada tanggal 16 Juli 2020 pukul 13.00 WIB

⁴³ Wawancara peserta didik kelas V SD Qurrota A'yun pada tanggal 7 Agustus 2020 pukul 09.30 WIB.

Arabic texts. So this is where the role of tahsin is prioritized. The problem of mispronunciation of letters can be seen in whether or not the pronunciation of makhorijul Arabic letters is correct. Makhorijul letter errors are caused by anatomical factors, such as children who are cedal (cannot pronounce the letter r). Another factor in the problem of pronouncing Arabic letters is quiet students, so when asked to read Arabic texts, the students read them in a low voice. Another factor is that the student does not know how to read Arabic letters, for example, the letter س "read" with letters ش because students do not know how to pronounce it, students will pronounce the letters without the appropriate place where the Arabic letters are issued or read with other letters, for example, the letters ظ "with letters" ض . Because they do not know the pronunciation of the letters, the students finally do not get it right when they say it.⁴⁴

Based on research conducted by the author, seen from the background of students studying makhorijul letters. The fifth-grade students of SD Qurrota A'yun, by the 12 respondents studied by the author, obtained the results that they had studied Arabic alphabet makhorijul, with a total percentage (100%). Among the students who have studied makhorijul Arabic letters, namely: Dzaky Azka Purnawan, Hilmi Idzni Fadhlillah Adzata Hani, Ahmad Yasin Fathurohman, Ammala Syahida, Alifya Amalia Putri, Nasyifa Daraugi Latief, Felisia Zain Al mujahidah, Oktavia Gendis Sekar Rinonce, Assyifa Qurrotu 'Aini, Hawari Miftahul Huda, dan Muhammad Fadil Ramdhanif, Ahnaf Syafiq Hibatullah.⁴⁵

The Problems of Pronouncing Makhorijul Letters for Class V Students of SD Qurrota A'yun

The problem of pronouncing makhorijul letters, especially in adjacent letters, when the letter is read as breadfruit, the pronunciation becomes the same, like the letters ذ and ظ . Then, like the example of the letters ج and ي, the makhorijul letters are very different, but some people read them differently. For example, in Surah Az-Zalzalah in the first verse, some people pronounce the letter ج with the pronunciation of the letter ي. The problem of pronouncing Arabic letters when the makhorijul letters are side by side, the makhroj are side by side, but the location of the order is much different like the letters س and ظ, ص and ظ.

The problem of pronouncing Arabic letters is unclear, so when people listen to them, not caring, the mistakes in pronouncing Arabic letters are not too fatal. Although reading Arabic texts can be fluent, there must be errors when scrutinizing when reading.

⁴⁴ Wawancara dengan ustadz Daman pada tanggal 16 Juli 2020 pukul 13.00 WIB

⁴⁵ Wawancara dengan peserta didik kelas V SD Qurrota A'yun pada tanggal 7 Agustus 2020 pukul 09.30 WIB.

Tahsin efforts are beneficial for improving the pronunciation of Arabic letters. Arabic subjects can collaborate with Al-Qur'an lessons in which there are tahsin lessons. Tahsin lessons can support two subjects at once, namely Al-Qur'an lessons and Arabic lessons. The target of the tahsin lesson is to improve the makhoriijul letters and straighten the sound of the letters. So that the pronunciation of letters when having fathah, kasroh, and dhommah is perfect. When pronouncing Arabic letters gives rights to each letter. In addition, Arabic learners often want to master scanning Arabic texts but ignore improving the pronunciation of Arabic letters.⁴⁶

Based on the results of reading observations and interviews with fifth-grade students of SD Qurrota A'yun, it was found that they still had difficulty pronouncing hijaiyyah letters such as ر، ص، س، ش، غ، ع، ء، ف، ظ، ض، ح، خ، ط، ظ، ض، ف، ء، ع، غ، ش، س، ص، ر. In addition to these letters, some have difficulty reading the Arabic letters in succession.

Some of the factors that cause fifth-grade students of SD Qurrota A'yun often make mistakes when sounding letters, especially in reading Arabic texts, namely:⁴⁷

1. Still in the process of learning makhoriijul letters
2. Confused to distinguish between letters that have dots or not
3. Cannot read Arabic text if not given harokat
4. Not paying attention to the teacher when teaching
5. It is difficult to distinguish the shape of the letters; when pronouncing, it becomes confused.
6. Not memorize the letters (shape and how to read them)
7. Do not memorize Arabic vocabulary
8. Lazy to learn to read Arabic text
9. You cannot tell the difference between one letter and another
10. Still unfamiliar with Arabic writing

Arabic Teachers' Efforts in Overcoming the Problems of Reading Arabic Texts from Phonological Aspects

The emphasis on learning tahsin is used in terms of reading Arabic letters. Emphasis on learning the Qur'an with recitations (reading) correctly and tartil. Arabic lessons in collaboration with Al-Qur'an lessons. Arabic lessons do not stand alone but are continuous

⁴⁶ Wawancara dengan ustadz Daman pada tanggal 16 Juli 2020 pukul 13.00 WIB

⁴⁷ Observasi dan wawancara dengan peserta didik kelas V SD Qurrota A'yun pada tanggal 7 Agustus 2020 pukul 10.00 WIB

with the lessons of the Qur'an. Even at the university level, they may still experience phonological problems in pronouncing Arabic letters – emphasis on recitation lessons, insya', muthola'ah, writing, and tahsin. So, the importance of collaborating between the lessons of the Qur'an and Arabic. Al-Qur'an lessons emphasize the process of recitation (tahsin), and Arabic emphasizes the qiro'ah aspect.⁴⁸

Based on the results of interviews obtained from fifth-grade students of SD Qurrota A'yun, the methods they used to overcome difficulties in reading Arabic texts were:⁴⁹

1. Study hard
2. Often read Arabic text until fluent.
3. Asking for guidance from teachers, parents, and siblings
4. Pay attention to the teacher when explained
5. Learn to read Arabic text by repetition
6. Repeat the lesson that the teacher has explained

One of the teacher's efforts to determine students' ability and measure the level of understanding of students is by giving assignments that aim to improve reading skills. Some forms of assignments given by the teacher to fifth-grade students of SD Qurrota A'yun to improve reading skills of Arabic texts are :⁵⁰

1. Saying mufrodat repeatedly
2. Write mufrodat that has been taught by the teacher in order to train students to write Arabic correctly and adequately.
3. Memorize the mufrodat that the teacher has conveyed
4. Make pictures containing Arabic vocabulary (names) objects
5. Read Arabic text repeatedly and then interpreted
6. Translating Indonesian vocabulary into Arabic

When the fifth-grade students of SD Qurrota A'yun have difficulty learning Arabic, they will be assisted by an Arabic teacher.

The Ideal Concept of Learning Arabic Phonology

The ideal phonological learning cannot be separated from tahsin learning. Phonology is the study of sound. Learning Arabic phonology for the first time by emphasizing the sound of ghorib (foreign) letters, so if there are no foreign letters for students, there will be no mistakes when pronouncing the letters. The phonological sound of

⁴⁸ Wawancara dengan ustadz Daman pada tanggal 16 Juli pukul 13.00 WIB

⁴⁹ Wawancara dengan peserta didik kelas V SD Qurrota A'yun pada tanggal 27 Juli 2020 pukul 10.00 WIB.

⁵⁰ *Ibid...*

Arabic letters must be pronounced according to the place where the Arabic letters come out. Learning tahsin should be emphasized for elementary school students. From foreign Arabic letters, there must be even more foreign letters. Arabic letters are foreign letters whose writing is different from Latin letters. For the technical learning of phonology at the elementary school level, which emphasizes letters that are difficult to pronounce first, they are taught to students. However, it will also be one of the factors that students' motivation decreases when they are taught the difficult Arabic letters first. For the technical teaching of Arabic phonology at the elementary level, the teacher must choose the teaching technique.⁵¹

Conclusion

The problem of students in the phonetic aspect of vowel sounds is that some students have problems, and some are good at the Arabic vocal aspect. Meanwhile, from the consonant aspect, students are not yet able to distinguish the pronunciation of ال Qamariyyah and Syamsiyyah and students still experience some errors in how to pronounce Arabic letters such as the letter: ت ث ج ح ذ ر س ش ص ض ط ع ق ك ل م ه ي. Meanwhile, when faced with two Arabic vocabularies that are the same but with different long and short phonemic vowels or two Arabic vocabularies that have similar sounds and the same number of sounds, they still experience problems with phonological pronunciation in the form of phonemics that can affect the meaning of language vocabulary. The Arabic. This is caused by internal factors, such as Arabic texts that are not given harokat, so it is difficult to pronounce/read, students do not understand the meaning of Arabic texts, students have difficulty with makhroj Arabic letters, intrinsic factors from the previous class who are not fluent in reading Arabic texts and other factors. External in the form of students' lack of attention in Arabic lessons, lack of concentration when learning Arabic, and students are playing too much during lessons. Efforts made by the teacher to overcome these problems are by emphasizing tahsin learning to Qurrota A'yun Elementary School students in reading Arabic letters, emphasizing Al-Qur'an lessons on the aspect of recitation, collaborating Arabic lessons with Al-Qur'an lessons because the concept is Ideal. Arabic Phonology Learning for Elementary School Level by collaborating Arabic learning and tahsin learning.

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⁵¹ Wawancara dengan Ustadz Daman pada tanggal 16 Juli 2020 pukul 13.00 WIB

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