Analysis of Difficulties in Learning *Tathbiq Hiwar* at Senior High School

Mugi Rahayu Nur [1*], Nunung Nursyamsiah [2], Hikmah Maulani [3]

[1–3] Universitas Pendidikan Indonesia

* rhynmugi@upi.edu

Abstract

This study aims to identify difficulties and factors experienced by tenth-grade students and educators in implementing *hiwar* (dialogue) learning in a Senior High School located in Bandung City. The research used a descriptive method with a qualitative approach. Techniques of data collection through test and non-test instruments. The test instrument is conducted through Arabic dialogue and non-tests through observation, questionnaires, and interviews. Data analysis techniques are carried out by reducing data, presenting data, and drawing conclusions from existing data. The results of the study revealed the difficulties encountered in *hiwar* learning are students feel incapable of understanding the *hiwar* learning materials provided by the teacher, students can not pronounce Arabic words, and can not express intonations correctly in Arabic dialogue. The difficulty factors are educational backgrounds, methods of learning, learning media, student ignorance of Arabic speech along with intonation, do not have textbooks and limited time, lack of student interest and motivation in learning *hiwar*, and student self-confidence.

Keywords: *difficulty, hiwar, learning*

Introduction

Learning Arabic has four language skills (*maharah lughah*), namely listening skills (*maharah istima*), speaking skills (*maharah kalam*), reading skills (*maharah qiraah*), and writing skills (*maharah kitabah*) (Munawarah & Zulkiflih, 2021). These four skills are assumed to be significantly related to each other and must be mastered by Arabic learners.

In the integration of these four skills, Kholisoh (2020) states that speaking is the second skill that must be mastered by language learners after listening skills. Speaking is a language skill that is productive and functions to pronounce the sounds of articulation or words that can express and state, also ideas, desires, and feelings verbally to the interlocutor (Marzuqi, 2019). As said by Effendy in Kholisoh (2020), speaking is the primary means of communicating messages through oral language to others. In connection with this, speaking skills are something that needs attention in the acquisition of language because speaking is the primary means of communication with the use of Arabic verbally.

In learning speaking skills, there are several forms of the practice of its application, such as telling stories, conversations, interviews, dialogues, speeches, and discussions. One of the simple forms that can be done in practice speaking Arabic is through dialogue (*hiwar*). *Hiwar* is an Arabic word that means answer and can also mean dialogue or question and answer. Dialogue in language learning belongs to the category of active language learning, i.e. a

situation in which someone who is learning Arabic performs a speaking activity using Arabic. Learning actively in learning Arabic is essential in order to quickly get used to the acquisition of Arabic. A conversation can be conducted by two or more people through a question and answer with a theme that leads to the desired goal. In learning Arabic in Indonesia, *hiwar* is used as one of the supporting tools for learning (Atika, 2021; Munawwir, 1984; Pujiono, 2019).

According to Nahlawi and Tafsir in Rosidin (2017), *hiwar* has a profound impact on the speaker as well as on the counterpart because, according to Nahlawi and Tafsir, the dialogue takes place dynamically because both parties can be directly involved in the conversation and both pay attention to each other and the interlocutor is interested in continuing to follow the conversation because they want to know the continuation and the conclusion. Syarabiy in Hasria et al., (2021) revealed that when starting *hiwar* learning, it must first be based on the ability to hear or listen, the ability to master vocabulary (*mufrodat*), and the courage to express what is in mind.

Dialogue used in hiwar learning can be in the form of dialogues used in daily activities so that students can easily understand and interpret the content. The process of learning *hiwar* can also help students to train their ability to listen (*istima*) and speak (*kalam*) so that they can get used to speaking Arabic every day. Speaking practices aim to enable students to communicate verbally in Arabic (Wicaksono & Roza, 2015). As for the purpose of learning *hiwar,* according to Tayar Yusuf in Sangid & Muhib (2018): first, train the student in the Arabic language to get to know and become fluent in the language; second, be skilled in speaking Arabic related to events that have occurred in society on a national and international scale; third, be able to translate other people's conversations through telephone, television, tape recorder and the like; and fourth, grow and develop a sense of affection and love for Arabic and the Qur'an so that there is a desire to learn and explore it arises.

However, in the reality of its implementation, *hiwar* learning does not always go well according to a predetermined plan. Many difficulties are encountered, such as facilities and infrastructure, curriculum, time allocation, learning methods and media used, educators, students, or the learning environment, because learning a foreign language, primarily Arabic, is not easy (Zakiah, 2021).

For example, the researcher found data on tenth-grade students at a senior high school in Bandung. Twelve out of twenty-six students had difficulty following *hiwar* learning. Students look reluctant and have difficulty carrying out dialogues in Arabic and stammer. They also find it difficult when reciting the hiwar text given by the teacher, which hinders the learning process. In addition, based on previous research, researchers have found that there are often problems in the process of learning Arabic that need in-depth study and solutions.

It should be noted that research in the study of difficulty analysis on the implementation of learning is not the first study carried out, so the previous research that the researchers have found becomes the reference material for researchers to enrich and strengthen the theory used in studying the research that will be carried out. Some of these studies, namely: research conducted by Abid Nurhada in 2022 with the title "Analisis Kesulitan Belajar Bahasa Arab Pada Santri Nurul Huda Kartasura". The study found that the difficulties in learning Arabic among students were found in linguistic factors, which included pronunciation, constructing sentences, vocabulary, morphology, or syntax, and non-linguistic factors, which

included low interest, individual differences, and time constraints. Another research is research conducted by Rafita and Muhamad Yusran in 2022 with the title "Analisis Faktor-Faktor Kesulitan Berbicara Bahasa Arab Pada Siswa Kelas XI IPA Di MAN 2 Kota Bima". In that study, it was explained that there were still many students who could not pronounce Arabic sentences quickly and precisely, some could understand the meaning of Arabic sentences, and some did not understand at all. Lastly, research was conducted by Angginawati Lingga Ningrum in 2019 with the title "An Analysis On The Students' Reluctance to Speak English At English Department FKIP UNRI". The research revealed two factors and reasons for students' reluctance to speak English; the first is the language factor consisting of pronunciation, grammar, and vocabulary; second, psychological factors consisting of lack of self-confidence, embarrassment, anxiety, and lack of motivation.

From the data that the researcher found and some of the literature research mentioned above, the researcher found an urgency to find out the difficulties and factors experienced in learning hiwar. Not only the difficulties experienced by students but also the difficulties experienced by educators in *hiwar* learning at one of the Senior High Schools located in Bandung City so that learning can be carried out properly and achieve the desired goals.

Furthermore, the focus of the researchers in this study is on the difficulties and difficulty factors experienced in the implementation of *hiwar* learning in one of the senior high schools in Bandung City. In order to deepen this focus, the researchers detailed with two questions: (1) How is the learning process of *hiwar*? (2) What are the difficulties and it factors in the *hiwar* learning process? By identifying the difficulties referred to so that solutions can be found to overcome them. These are the aim of the research as well as a gap with previous research.

Method

The method used in this research is by using a qualitative method with a descriptive approach. Qualitative research, according to Muri Yusuf in Sidiq & Choiri (2019), is the research that emphasizes the search for meaning, understanding, concepts, characteristics, symptoms, symbols, and descriptions of a phenomenon, focus and multimethod, natural and holistic, as well as prioritizing quality, using several methods and presented in narrative form. In simple terms, it can be said that the purpose of qualitative research is to find answers to a phenomenon or question by applying the scientific method systematically using a qualitative approach. The meaning of qualitative descriptive research is research that requires data that is factual and can be described narratively.

In qualitative research, there are characteristics as revealed by Bogdan and Biklen in Imaduddin et al. (2022) namely: first, the researcher holds a primary role by being the key instrument or the main instrument to obtain a source of data directly; second, the data collected in the research is implemented tends to be more words than numbers; third, explains that the research results are not only focused on the outcome but more focused or emphasized on the process; fourth, through inductive analysis, researchers reveal the meaning of a situation that occurs; fifth, expressing meaning as an essential thing from a qualitative approach. The quality of research results in the qualitative approach is determined by the researchers' ability to gather data (Musthafa & Hermawan, 2018).

The population in this study were tenth-grade students at one of the senior high schools in Bandung City who took Arabic subjects with a total of 26 (twenty-six) students. The

participants selected were 12 (twelve) students. Table 1. below shows the characteristics of the research participants.

Table 1. Characteristics of participants

Characteristics	N
Man	5
Woman	7
Value of Arabic subject	
> 88 (Good)	4
88 (Enough)	2
< 88 (Not enough)	6

The participants were obtained by using a purposive sampling technique. In the purposive sampling technique, the researcher determines the sample with specific considerations according to Sugiyanto in Deriyanto (Deriyanto et al., 2018). In this study, the considerations used were based on the characteristics of male and female students and their scores in Arabic subjects.

The data collection in this study is by using test and non-test instruments. The test instrument is by doing the test of Arabic dialogues to see the situation and ability of students. At the same time, the non-test instruments are observation, questionnaires, and interviews. Observations were done by observing the teacher, students, and situation during the *hiwar* learning process. Next is the questionnaires, used to collect data by spreading a questionnaire containing statements through Google Forms to students. The type of questionnaire used in this study is a closed questionnaire, providing answer choices from the statements given so that respondents must choose the answers that are already listed and do not have the freedom to answer questions beyond the answer choices that have been listed in the questionnaire (Shabrina et al., 2020). Lastly, the interview technique, this step is used to obtain facts and complementary data as well as reinforcement from the questionnaire that has been given in order to find out more about the difficulties experienced by students and interview the teacher to find out the teacher's point of view on *hiwar* learning and its difficulties.

The data analysis technique used in this study is through three stages of analysis. The first stage is data reduction, in this process, the researcher will select, sort, and simplify the data that has been obtained from the field, starting from observations, questionnaire results, and test results to interviews. The second stage is the presentation of data, at this stage, the researcher organizes and compiles the results of data reduction through narrative descriptions so that readers can easily understand them. Third, the last stage is drawing conclusions, in this stage, the data is rechecked and conclusions are drawn based on the results of field observations which are strengthened by the results of tests, questionnaires, and interview results.

Results

At the beginning of the research, during an observation, it was seen that the implementation of *hiwar* learning in a classroom used memorizing methods and direct practice. Starting with the teacher giving a brief explanation of what will be learned at that

time, followed by writing *hiwar* text on the whiteboard. At the same time, students transfer the writing on the whiteboard into the notebook and understand the text's content. The process was carried out because students did not have Arabic textbooks provided by the school.

After that, students and the teacher together understand and practice *hiwar* dialogue. Students were asked by the teacher to practice the *hiwar* conversation without looking at the text in pairs and alternately. When asked to practice hiwar, the students looked shy and tense because they were confused and had difficulties in pronunciation and intonation in their pronunciation. At that time, there were few students who did not hesitate to ask the teacher how to speak or intonate correctly in Arabic and there were students who let the mistake because they were embarrassed to ask.

After conducting the research, the researcher found the difficulties experienced by the students. The difficulties are that students feel incapable of understanding the *hiwar* learning materials provided by the teacher, students can not pronounce Arabic words, and can not express intonations correctly in Arabic conversations. From these difficulties, it was found that the factors that caused students to feel difficulties in *hiwar* learning are, first, the educational background of the students. Based on the interview results, students who had never studied Arabic before felt foreign to Arabic, so it was not easy to quickly understand and memorize *hiwar* texts compared to students who had studied Arabic before. Because students who have studied Arabic before should know and understand a lot of vocabulary in Arabic.

Second, the memorizing method that applied in *hiwar* learning. According to the teacher, memorizing and direct practice are already effective compared to previously used video-based learning methods. When using the video-based learning method, the awareness of students to listen to the video is still lacking, so learning is less optimal. Supposedly, the time spent memorizing can be used to put more emphasis on learning deeper intonation and pronunciation so that they are fluent in pronunciation when practicing *hiwar* because students feel that knowing the right intonation and pronunciation is more important.

Third, the use of media that students think is boring. The media used in teaching are writing boards and textbooks. Students feel that using that media is too boring and too monotonous. The class atmosphere also became not conducive when students had to write the *hiwar* text that the teacher had written on the whiteboard.

Fourth, ignorance of the proper pronunciation and intonation in Arabic, so students pronounce them with the intonation of pronunciation, such as reciting the Quran and the accuracy of pronunciation that is still stammering and complicated. These are caused by a lack of exercise and a limited vocabulary of owned words. Based on the study's results, 11 (eleven) of 12 (twelve) students are frankly never studying or exercising *hiwar* outside of class hours.

Fifth, material learning book. The results showed that the material book used in *hiwar* learning in tenth-grade students of a senior high school located in Bandung City was only owned by the teacher who teach and is not yet available in school, so students do not have the book. Students do not have Arabic learning books because Arabic subjects in the school have only been running for two years, so schools do not have the availability of textbooks for students to have. Since students do not have a *hiwar* material learning, students should write the *hiwar* dialogue and memorize it at each course. It causes students to feel a lack of

time in learning *hiwar* while students need more time to practice pronunciation and intonation. Students find it difficult to have to understand and memorize *hiwar* material in a short amount of time.

Sixth, students' interest. Study results show that students' interest in speaking and understanding Arabic conversations is still low. Based on the results of the interview, the teacher also felt the difficulty of the lack of interest in learning from the students. This is proved by the lack of effort made to speak Arabic. The student's interest in learning also depends on the teacher's delivery and the level of material difficulty in *hiwar* learning at the time.

Seventh is students' motivation. The results of research based on observations made by researchers show the lack of motivation given by the teacher to students. Students look mediocre and lack enthusiasm during learning. In addition, based on the results of the interview, it is known that students lack motivation and interest in *hiwar* learning because they do not know the meaning of the vocabulary in the *hiwar* text. Through the lack of motivation, there is no motivation to learn *hiwar* even more actively from students.

Eighth, students' self-confidence. Lack of confidence from students is also one of the factors that hinder *hiwar* learning. Based on the results of interviews with the teacher, he said that students still not feeling cool when speaking Arabic, which is different from other foreign languages. In addition, based on the results of interviews, students mention not being confident because they always feel they cannot do it, fear of wrong pronunciation, panic if they have not memorized dialogue, and fear of being complicated when asked by the teacher to practice *hiwar*.

Discussion

Based on the analysis of the data that has been carried out, the results of the research in identifying difficulties along with the difficulty factors experienced by students and the teacher are divided into two parts. The first part is to explain the hiwar learning process in the classroom and the second part explains the difficulty and the factors encountered.

Process Learning of *Hiwar*

Learning *hiwar* in a classroom used memorizing methods and direct practice. During its implementation, it was seen that the class atmosphere was not conducive; for example, students were talking with their friends, getting sleepy, and engrossed in themselves, so students did not listen and follow the *hiwar* learning process properly. The creation of an atmosphere that is less conducive certainly complicates the success of learning. The results of this study prove that a conducive and pleasant learning atmosphere will inspire enthusiasm in growing student activities, and student creativity and make students more focused (A Arianti, 2019). Afterward, students and the teacher practiced and understood the *hiwar* text altogether. This is relevant to the opinion of Fery Fauzi & Anindiati (2022) that the existence of practice more than just theory is a proper way to communicate using Arabic verbally well and fluently. As far as this is concerned, active learning in *hiwar* learning is very important. Indrawati & Setiawan in Rikawati & Sitinjak (2020) put forward their opinion that active learning is student-centered learning. So that students' activeness and courage in *hiwar* learning are necessary because the main goal in *hiwar* learning is that students can

converse in Arabic fluently as well as being an important factor in the success of learning activities.

Difficulties and It Factors

The difficulties are that students feel incapable of understanding the *hiwar* learning materials provided by the teacher, students can not pronounce Arabic words, and can not express intonations correctly in Arabic conversations. The factors that caused students to feel difficulty in *hiwar* learning were; the educational background of the students. In line with the results of this study, Khumairoh (2020) stated that if the educational background of students at the previous level had studied Arabic, then at the next level, students could follow Arabic speaking skills well. Of course, the learning will take place gradually from each level, from the easy to the advanced level. Ghazali (2010) said that students can successfully understand texts if they already have structure and knowledge of the language. Students' lack of knowledge in Arabic because they have never learned it before makes students feel difficult to understand the *hiwar* lesson.

The memorizing method applied in *hiwar* learning. Students feel that taking a lot of time and memorizing methods is considered irrelevant to today's methods because they must feel bored. This is in line with the opinion of Windariyah (2021) that the memorization method is a method that is too old and not suitable for nowadays.

Media of learning *hiwar*. Lack of media attractiveness in learning is one of the reasons students do not follow and learn well. The results of this study are in line with Slameto's opinion in Wahdah (2020) that learning media is one of the main and important resources in the learning process to achieve student achievement at school. The atmosphere of the class also plays an important role. In this regard, Umudini et al., (2023) said that in the learning process, the atmosphere that should exist is where students are genuinely active in the process of learning. Similar to Umudini et al., (2023), Munir in Khumairoh (2020) adds dialogue learning (*hiwar*) is usually faster achieved when supported by a conducive everyday environment. Teachers should be able to create a fun, exciting, and innovative learning environment that does not cause students to feel bored.

The material book. Given the importance of material books in learning Arabic in a classroom, it is already appropriate to pay more attention to learning books to facilitate students in learning and make it easier for them to learn. This is in line with the opinion by Supriadi in Wahdah (2020) that a learning book is a tool that has a dominant role in the classroom and is a central part of the education system. Having a good textbook can make educators and learners comfortable while learning because it can help teachers develop teaching materials and facilitate students' understanding of what is taught. Understanding a text in a foreign language, especially Arabic, is not an easy process. As Crawley & Mountain revealed in Wahdah (2020), that reading and understanding is a complex thing that involving many things, not just writing, but also involving visual activity, reasoning, psycholinguistic and metacognitive activity.

Results show that students' interest in speaking and understanding Arabic conversations is still said to be low. These disinterests are possible because they are not motivated by their subject teacher. According to Crawley & Mountain in Wahdah (2020), learning motivation affects student interests and learning outcomes. The higher the motivation of the student, the better student's interest and learning outcomes. Therefore, it can be concluded that the

lack of interest that students have in speaking Arabic became one of the factors of student difficulties in the implementation of *hiwar* learning. Whereas learning motivation affects the interests and learning outcomes of students and the two are closely related as said above that the higher the motivation of students, the better the student learning outcomes. And vice versa, the lower the motivation of students, the lower the interests and learning outcomes of students (Crawley & Mountain in Wahdah, 2020). Lack of confidence from students is also one of the factors that hinder *hiwar* learning. The study results align with the opinion of Roysmanto in Prihamdani & Apriselya (2021) that self-confidence influences student speaking skills. If students have high self-confidence, then they can speak smoothly, have no problem speaking in front of the class, and are not afraid when making small mistakes.

Conclusion

Based on empirical data that has been obtained in the field and supported by existing theories, this study concludes that the difficulties experienced by tenth-grade students and their teacher at one of the senior high schools located in Bandung City in *hiwar* learning, students feel incapable of understanding the *hiwar* learning materials provided by the teacher, students can not pronounce Arabic words, and can not express intonations correctly in Arabic dialogue. Thus, the factors identified were the influence of difficulties in learning, which are the student's educational background that has no Arabic learning experience, learning methods that are difficult to apply in a short time, monotonous learning media that makes students feel bored, students' ignorance of Arabic speech and intonation, students do not have a textbook and limited time, students' lack of interest in studying, lack of student learning motivation, and students' self-confidence.

A description of the difficulties and the factors that have been described above certainly expect a solution that can solve it. In the future, the teacher can offer fun *hiwar* learning so students do not feel bored. By using fun methods and media, it can be done by learning while playing with a conducive learning atmosphere, more practice than memorizing, and also having Arabic textbooks provided by the school, so students can learn the material outside or before the class hours begin and when learning is going on, it can go smoothly, and students do not feel difficulty in following *hiwar* learning. Also in the future, some can spur or motivate students to learn Arabic even more. Such as the statement that Arabic lessons are part of the curriculum so that students care more about their scores and Arabic scores can be included in the National Selection Based On Achievement calculations. Because in public schools, Arabic subject is part of the local load subjects and some students do not care about the learning and their scores.

Therefore, with the presence of this study explains that identifying the difficulties and it factors that cause the difficulty experienced by teachers and students in learning is very important. The expected solution can be implemented and the teachers can be more considerate of the difficulty experienced in learning so that they can find the right solution and learning can be performed optimally according to the plan.

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