

Non-Linguistic Approach in The Formation of The Arabic Language Environment

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ABSTRACT

Keywords:

Arabic language environment, non linguistics approach, Arabic learning

This research tries to explore non-linguistic factors as an approach in the formation of the Arabic language environment. Meanwhile, related to the research background above, researchers tried to analyze the role and non-linguistic approach in Ma'had Abu Ubaidah Medan. This research is an analytical description research sourced from literature surveys and experience surveys. The thing found in this study is that the non-linguistic approach in the formation of the Arabic language environment in Ma'had Abu Ubaidah Medan has several aspects and each aspect causes implications for the development of students' Arabic language skills. Attention to non-linguistic approaches results in a positive in the formation of the Arabic language environment.

Kata Kunci:

Lingkungan bahasa Arab, pendekatan non linguistik, pembelajaran bahasa Arab

Penelitian ini mencoba untuk mendalami faktor non linguistik sebagai sebuah pendekatan dalam pembentukan lingkungan bahasa Arab. Sementara itu, berkaitan dengan latar belakang riset diatas maka peneliti mencoba untuk menganalisa peran dan pendekatan non linguistik di Ma'had Abu Ubaidah Medan. Penelitian ini merupakan penelitian deskripsi analisis dengan bersumber dari survey literatur dan survey pengalaman. Adapun hal yang ditemukan dalam penelitian ini adalah pendekatan non linguistik dalam pembentukan lingkungan bahasa Arab di Ma'had Abu Ubaidah Medan memiliki beberapa aspek dan masing-masing aspek menyebabkan implikasi bagi pengembangan kemampuan berbahasa Arab siswa. Perhatian pada pendekatan non linguistik menghasilkan hal yang positif dalam pembentukan lingkungan bahasa Arab.

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1. Introduction

Arabic is the oldest language that until now is used by Muslims in worship and has become a means of communication on a global level. In Indonesia, Arabic is well accepted by the public because Indonesian society is mostly Muslim. For example, when you want to know the postulates and laws of Islam, of course, refer to Arabic books (Maslan, 2021). Arabic is also one of the languages learned in Indonesia, especially in Islamic boarding schools and madrasahs. As a foreign language, learning Arabic certainly has its own challenges and problems. Among the challenges in learning Arabic include the presence of linguistic and non-linguistic factors (Nurhuda, 2022). Linguistic factors are factors derived from elements of the language itself such as the form of writing, morphology, and sentence structure between Arabic and Indonesian are different. Meanwhile, non-linguistic factors are those related to external elements of language or supporting elements that support the development of a language. Usually this non-linguistic factor is related to the formation of the Arabic language environment.

In Arabic language learning, there are various approaches that can be used by a teacher to achieve learning goals, one of which is a non-linguistic approach. In this case, a teacher must be able to carry out a non-linguistic approach in Arabic language learning so that the objectives of learning can be achieved optimally. In addition, teachers are required to be more creative and innovative in using an approach (Rahman, 2021).

There are several studies that can be used as previous studies including about non-linguistic problems of students, especially it was written by Cut Intan Meutia *et al.* (2020). Their study aims to find out the nonlinguistic problems faced by students of the English Department in speaking learning and the steps that must be taken to overcome nonlinguistic problems faced by students. The results showed that students had difficulty in practicing speaking activities due to non-linguistic factors such as anxiety, nervousness, shyness and self-confidence. Other factors such as motivation, teaching methods and teaching materials are also obstacles for students in learning to speak. However, not all students experience non-linguistic problems in speaking learning.

Another research is belonging to Leotamara (2022) entitled Non-Linguistic Problems in English Language Learning in Grade III Students of SDN Kincang 03 Madiun Regency. The results of this study namely learning plan, teachers compiling lesson plans before carrying out English learning, learning media used by teachers, and teaching aids in the form of pictures and writing and conversational scripts. The learning method used by the teacher is to imitate questions and question responses.

From previous studies mentioned, research on non-linguistic approaches is very rare in terms of the formation of a language environment. Most previous studies have dealt with aspects of learning, while in this study, the authors will provide new aspects and reviews of non-linguistic approaches in the formation of the Arabic language environment.

Ma'had Abu Ubaidah Medan is one of the educational institutions that develops the Arabic language environment in the city of Medan (Rahman, 2020b). This institution is famous for its good Arabic language learning and focuses on developing the language skills of students so that many of its alumni are reliable in speaking and writing in Arabic. This is inseparable from the learning process that uses full Arabic at all curriculum and lesson levels. Therefore, alumni of Ma'had Abu Ubaidah can be found in various professions such as Islamic preachers and Arabic teachers. Based on the explanation above, researchers are trying to conduct research related to the Arabic environment in Ma'had Abu Ubaidah through a non-linguistic approach.

The background explains to us that the formation of the Arabic language environment requires approaches that seek to achieve learning objectives because there are still many problems that occur in the process of forming an Arabic language environment, especially non-linguistic factors. The researchers efforted to answer the problems. The researcher submitted a descriptive analysis of how the process and description of the formation of the Arabic language environment in Ma'had Abu Ubaidah Medan through non-linguistic elements.

2. Method

Arabic language learning is still viewed on learning the function of Arabic as a foreign language only with religious motivations. The purpose of learning Arabic, which is the official language of the international world, is often turned over and does not receive focus in its development. Though Arabic has been the official language of the United Nation since 1973 along with English, French, Spanish, Russian, and Chinese. Learning Arabic like learning other foreign languages also requires a long duration and is not as easy as we think. Various approaches need to be developed in learning. In addition, it needs stages that must be passed by Arabic language learners so that they have good and perfect language skills.

Because Arabic is a foreign language, the learning system used is the learning of foreign languages, ranging from objectives, materials to methods. The main objective of learning foreign languages is to increase the potential mastery of students' abilities in using language in oral and written form. The ability or in Arabic terms called "*malakah*" in using the language is known in the world of language teaching as language proficiency (Taubah, 2019). There are four Arabic language skills, namely: 1) listening (*mahārah al-istimā*); 2) speaking (*mahārah al-kalām*); 3) reading (*mahārah al-qirā'ah*); and 4) writing (*mahārah al-kitābah*). Arabic language learning is currently taught in Indonesia starting from the kindergarten level (partially), as in the introduction of hijaiyyah letters (Rahman, 2021a), to the university level. But learning Arabic in Indonesia, Arabic belongs to the group of foreign languages, because it is not used in everyday life (Rahman, 2020b).

In this study, a qualitative approach was used to collect data and information related to existing phenomena. This research seeks to better recognize or obtain new ideas and views about a symptom which can then be concluded in the sources of observation and literature review. The observations obtained are then tested to indicate the existence of an approach. The techniques used are literature surveys and experience surveys.

This research uses descriptive analysis step in revealing research results supported by theories of second language learning as well as language environmental factors. The factors that support the slow pace of second language acquisition are: a) the age of learning a second language; b) motivation; c) the first language factor; and d) the length of stay in the second language environment. As for the difficulties and general problems of learning Arabic for non-Arabs, according to Sahkholid Nasution in the book Nahwu Syauqi Dhayf Thought, it can be seen from two factors: 1) linguistic factors and 2) non-linguistic factors (Arinal, 2013).

The linguists classify this linguistic factor into four aspects; 1) the phonetic aspect; 2) the syntactic aspect; 3) the morphological aspect; and 4) the semantic aspect. While the non-linguistic factor in question; 1) social environment factors; 2) psychological; 3) learning objective factors; 4) labor factors; 5) learning method factors; 6) learning material factors; and 7) individual factors.

From the two factors of language formation, researchers use the analysis of non-linguistic approaches in the sense that what is meant by a non-linguistic approach is a non-linguistic factor which is an important element in the formation of the Arabic environment. Researchers will only focus on non-linguistic approaches by revealing how the process of forming the Arabic language environment in Ma'had Abu Ubaidah Medan using the non-linguistic approach above, as well as Ma'had Abu Ubaidah Medan's efforts to overcome non-linguistic problems with the non-linguistic approach itself.

3. Results and Discussion

Basically the Arabic environment has several approaches. The approach is carried out so that the learning objectives are achieved with maximum results and are enjoyable. According to Baroroh and Rahmawati, there are approaches in learning Arabic, namely the humanistic approach, engineering approach, analytical and non-analytical approach and communicative approach (Baroroh & Rahmawati, 2020).

The humanistic approach seeks that the language learning process seeks to give attention to learners and treat them as human beings. This approach has a suggestive message message in its implementation. The application of this approach is by making students more active and free in choosing learning activities so that students feel comfortable. In this case, the teacher is only a cooperative guide to learning Arabic aimed at improving student achievement. Students become more independent in their

exploration of learning activities with full responsibility.

The engineering approach is an approach that is based on using the potential of media and learning techniques. The approach has a purpose in terms of explaining the meaning of words, sentence structure, and new ideas in learning. The use of media can be by using electronic devices and the use of images, writings and so on.

Then the analysis approach has meaning in the use of language devices, cultural, sociolinguistic elements in language learning. So it does not focus on language but on the learning process. In this case, the analysis approach uses a non-linguistic approach in Arabic language learning.

The last is communicative approach. It is language learning for communication. This approach has a purpose in the development of potential in terms of communicating with foreign languages. Of course, the communicative approach seeks to improve foreign language skills, namely speaking, listening, writing and reading.

Researchers will analyze the formation of the Arabic language environment in ma'had Abu Ubaidah Medan based on a non-linguistic approach, namely; *the first*, the social environment, *the second*; Psychological; *the third*, goals; *the fourth*, teaching staff; *the fifth*, learning methods; *the sixth*, learning methods; *the seventh*, individuals. Judging from the seven non-linguistic approaches above, it will be known how ma'had Abu Ubaidah Medan carries out the formation of an Arabic language environment with a non-linguistic approach.

Table 1. Elements relating to the non-linguistic approach in Ma'had Abu Ubaidah

No	Non-Linguistic Approach	Analysis	Implicated
1	Social Environment Approach	The Ma'had applies rules for speaking in Arabic both in the classroom and when outside the classroom	develop and improve the mastery of Arabic for students
2	Psychological Approach	The students have heterogeneous educational backgrounds, ages and occupations	Become a motivation in encouraging various age groups to learn Arabic
3	Learning Objectives Approach	The Ma'had has a purpose of activities of a social and educational nature	Develop work and learning in the classroom to the wider community
4	Teaching Approach	The Ma'had has teaching staff who are graduates from Arab countries	Directing learners to speak Arabic properly and correctly.
5	Learning Method Approach	The Ma'had uses Aural-Oral method and Direct Method	Knowing the learning style of learners according to their learning motivation
6	Learning Material Approach	The material for the formation of the environment comes from textbooks, namely Silsilah Al-Ta'lim al-Lughah Al-'Arabiyah	The formation of the Arabic language environment is more structured and systematic
7	Individual Approach	Learners have different interests and educational backgrounds	Teachers become more extra in the process of Establishing an Arabic language environment

The following is an explanation from the table above:

3.1. Social Environment Approach

The social environment is closely related to communication between fellow human beings. The environment greatly affects the learning process. A good environment will result in effective learning. In the theory of education, the environment is very significant in the formation of the protégé towards his maturity.

Even the convergence flow driven by John Locke says that the cognitive, affective and psychomotor growth and development of the protégé is determined by the environment that surrounds it. In language learning as well, the environmental approach is very influential in the learning of the language you want to master. In the process of learning Arabic at ma'had Abu Ubaidah Medan, for example, implementing an

Arabic language environment both in the classroom and outside of the classroom. This greatly encourages the improvement of Arabic mastery for students. In addition to the Arabic-speaking environment during learning, in the dormitory for students are also required to speak Arabic.

3.2. Psychological Approach

Psychology is a very influential factor in interacting with anyone, as well as in language learning. Good and bad attitudes can affect the high and low interest and enthusiasm of a person to interact with other parties. In Arabic language learning, if it is not supported by the motivation to learn a language, it can automatically be very unlikely to be able to master the language. Especially when Arabic as a lesson tends to be feared and has a negative stigma before, mastery of Arabic is also increasingly ineffective. Motivation is indispensable for learners. If we look at the side of participants studying at Ma'had Abu Ubaidah Medan, many of them have heterogeneous backgrounds such as students, teachers, entrepreneurs, and those who have just graduated from the Senior High School level. Their lifespan also varies between 19-50 years.

The question is why do they want to learn Arabic at ma'had Abu Ubaidah Medan? This is according to the researcher -who is an alumnus of Ma'had Abu Ubaidah- because the motivation for learning Arabic in ma'had is maintained so that it will affect the psychology of those who do not know Arabic at all, or can be said to be "zero" Arabic, proven to be able to master Arabic after graduating from ma'had Abu Ubaidah Medan. This is what encourages various age groups to learn Arabic at ma'had Abu Ubaidah Medan.

3.3. Learning Objectives Approach

Ibn Qoyyim al-Jauziyyah said "*a goal is something that is determined at the beginning. Embodied at the end, the place of beginning of thought and the end of a journey*". This reminds us that without a goal, any activity will not end with certainty.

One of the roles and objectives of Ma'had Abu Ubaidah is very much for example in social and educational activities such as: a) Holding charitable and social projects such as: mass circumcision, social service and so on; b) Establish and manage educational facilities; c) Organizing and developing the publication of magazines, bulletins, brochures, and others of an educational, proselytizing and social nature that can benefit the community; and d) become a learning center in the field of Arabic language and Islamic education, develop learning to memorize the Qur'an, and hold educational and training seminars for students.

3.4. Teaching Approach

Teachers have an important role to play in learning. Likewise with learning Arabic, teachers become learning centers for students. Arabic teachers are required to be able to master the ins and outs of the language that is the teaching material. In this case, Ma'had Abu Ubaidah Medan has teaching staff who are graduates from Arab countries such as Syria, Saudi Arabia, Egypt, Libya and so on as well as alumni from LIPIA Jakarta (M.Y. HANAFIA, 2020). This is the strategy of Ma'had Abu Ubaidah Medan in developing intensive Arabic language learning so that optimal maturity is expected for the four language skills (*mahārah*) from teaching staff who have previously lived and studied in Arab countries.

This is what will lead learners to speak Arabic properly and correctly. Although not native speakers, teaching staff are essential for second language learning. In fact, not infrequently guests from the Middle East are also often invited to fill seminars at ma'had Abu Ubaidah Medan.

3.5. Learning Method Approach

Method is a way to achieve something measurably. A famous word in Arabic learning says that method is more important than the material taught. The word has a meaning about the significance of the way of delivery in learning including learning Arabic. We can conclude that no matter how good a material is if the delivery is not interesting enough, the result is still nil. The methods used in learning Arabic skills in ma'had Abu Ubaidah Medan are the aural-oral method and the direct method.

This method is believed to have advantages over other learning methods. This method can balance students' language acquisition between listening and speaking which is the first step to being proficient in reading and writing (competence and performance). The aural-oral method and direct method are used in the process of forming an Arabic-speaking environment (Nafsah & Manan, 2021).

For example, the lecturer reads an Arabic text then interprets it then the student understands the total content of the text both *mufradāt*, sentence structure and answering questions that usually coincide with the text in the *ta'bīr* lesson, for example -after the text analysis process- students are welcome to speak in Arabic in front of the class with a theme adapted to the text. For example, the title of the text is about "swimming", then the learner is required to talk about the theme of "swimming". Each participant was given 10 minutes after which it was evaluated by the teacher both in terms of speaking fluency, mastery of *mufradāt* and sentence structure. This activity is carried out every day so as to get optimal results. In terms of the formation of the Arabic language environment, the learning style of learners must also be considered according to their learning motivation (Rahman, 2020a)

3.6. Learning Material Approach

The learning materials used in Arabic learning come from the textbook, namely Genealogy *at-Ta'lim al-Lughah al-Arabiyyah*. As explained earlier that the textbook is one of the books on learning Arabic for non-Arabs and used for Arabic language learning for foreign students. This book is the book that the author thinks is the most complete as well as the most various. The book was published by Imam Muhammad bin Su'ud Al Islamiyah University in 1994 and has undergone several reprints.

This book is also taught in ma'had branches of the university in Indonesia, one of which is LIPIA (Institute of Islamic and Arabic Sciences) Jakarta and is followed by the entire Ma'had Asia Muslim Charity Foundation (AMCF) based in Jakarta including ma'had Abu Ubaidah Medan. Which is composed for four *mustawā* and consists of titles such as *naḥw*, *ṣarf*, *ta'bīr*, *qirā'ah*, *adab*, *balagah*, and so on. The genealogical textbook consists of 4 volumes. Each volume is worn according to the grade level. This book is entirely in Arabic, making students familiar with Arabic. Equipped with an intra-language dictionary that speaks Arabic makes learning Arabic even better.

3.7. Individual Approach

Each process of language absorption -not only in the field of Arabic- learners becomes one of the most decisive variables for the learning process to take place. Physical limitations are an influencing factor in language learning (Efflamengo & Asyofi, 2020). Likewise with Arabic language learning, the extent to which the success of Arabic adapts to society is also determined by several aspects of the learners themselves, namely: 1) intellectual abilities; 2) the will and interests of the learners; and 3) educational background. These four aspects of students have an effect on students' language learning. If analyzed, then students of ma'had Abu Ubaidah Medan have different student interests and educational backgrounds. This makes the teacher certainly have to be extra in the process of learning Arabic.

The establishment of an Arabic environment has its own challenges. This is due to the presence of elements of the language itself or linguistic factors, as well as elements from outside the language such as non-linguistic factors. Non-linguistic factors can change according to the level of school willingness to carry out the learning process (Astuti, 2019). A non-linguistic approach based on non-linguistic factors is certainly needed because of how to make challenges a force that can lead to the goal of establishing a language environment that is in line with expectations. Foreign language learning considers that learning a language requires a good language environment.

4. Conclusion

Ma'had Abu Ubaidah Medan runs a non-linguistic approach model in the formation of the Arabic language environment by combining naturalistic types and formal types in the Arabic learning process. This can be seen from the results of the analysis of the non-linguistic approach which is an external element of language, namely the social environment approach, the psychological approach, the learning objectives approach, the approach of teaching staff, learning method approach, approach to learning materials, and individual approach.

The characteristics of an effective Arabic language environment should be related to non-linguistic approaches. The establishment of the Arabic language environment in Indonesia until now cannot be said to be satisfactory. There are many indications that show this. However, with the existence of Indonesian muslims, Arabic language learning must be "prepared" with a non-linguistic approach. For this reason,

the stigma of thinking about the difficulty of forming an Arabic language environment must be changed. Ma'had Abu Ubaidah Medan has made efforts and non-linguistic approaches in the formation of the Arabic language environment in Indonesia.

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