



**Dzihni: Journal on Arabic Education,
Linguistics, and Literary Studies**

Vol. 3, No. 01, 2025

ISSN: 2987-8268

<https://ejournal.idia.ac.id/index.php/dzihni/index>

Problems of Female Students in Mastering Intajiah Skills

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Abstract

Arabic language learning can be defined as a process of conditioning students to understand four skills: writing skills, speaking skills, listening skills, and reading skills. These skills are categorized into receptive skills, such as reading and listening, and productive skills, such as writing and speaking. This research aims to identify the linguistic problems in learning Arabic skills for 4th-semester intensive students both in the classroom and in the dormitory, identify the non-linguistic problems in learning Arabic skills for 4th-semester intensive students both in the classroom and in the dormitory. The researcher uses a descriptive qualitative research approach with a field research type, employing the Miles and Huberman model. Data is collected through various data collection techniques, including interviews, observation, and documentation. The results of this study indicate that it has been implemented with intensive fourth-semester female students at university of Al-Amien Prenduan in campus and in the dormitory. The productive skill issues stem from various linguistic forms, which include, problems in composing verbal structures, problems in composing nominal structures, problems in vocabulary composition, and problems with language code-switching. Non-linguistic factors contributing to these issues include, lack of motivation to learn, insufficient knowledge before entering the Islamic boarding school, and uneven mastery of productive skill among female students. It can be understood that with a strong desire to learn Arabic, non-pesantren female students can master productive skill on par with boarding school graduates.

Keywords: Productive skills; linguistic; non linguistic

Introduction

Learning is a process carried out by a teacher to create teaching and learning activities. Arabic language learning itself can be understood as a process of conditioning students in understanding four skills, namely the skill of writing, the skill of speaking, the skill of listening and the skill of reading, or known as maharat al-lughawiyah. (Rosyidi & Mamlu'atul, 2011).

According to Dr. KH. Hamid Fahmy Zarkasyi Gontor, higher education in pesantren involves the integration of values and systems present in pesantren, such as the rector as a figure, the mosque as the center of activities, and the dormitory system, which operates 24 hours a day, integrated with higher education institutions and their various facilities, including libraries, classrooms, rector's offices, faculty offices, lecturers' homes, and other (Gontor, 2016).

In the Intensive Program, there are two tracks: graduates from boarding school and non-boarding school graduates. There is a notable difference in spiritual ability between boarding school graduates and non-pesantren graduate. Boarding school graduates have studied both general and spiritual sciences, whereas non-pesantren graduates have predominantly studied general sciences and are now deepening their spiritual knowledge. (Amini et al., 2022) This presents a challenge for non-pesantren graduates in the Intensive Program, as they need to adapt and learn new spiritual-based knowledge that they have not encountered before. (Iwan Kuswandi, 2017)

In general, students in the Intensive Program have different categories, such as reading and listening skills, which are considered receptive skills. On the other hand, writing and speaking skills are regarded as productive skills. (Linda Eka Pradita & Rani Jayanti, 2021)

productive skills is one of the important skills in learning a foreign language, especially Arabic. Therefore, productive skills refer to language skills used to convey information or ideas both orally and in writing. In Arabic, productive skills include activities such as writing (and speaking). (Nurlaila et al., 2022)

One factor that contributes to the success of *maḥārah al-intājiyyah* is the environment. With a supportive environment, students will be more motivated and enthusiastic to practice *maḥārah al-intājiyyah* in their daily activities as they continue to develop these skills (Humairoh Humairoh, 2018)

Therefore, an Arabic language teacher must be capable of guiding students in mastering Arabic language skills. This is necessary due to the existence of certain problematic conditions, such as:

1. Linguistics is the science of language, studying languages and examining other languages such as phonology, morphology, semantics, and grammar.

2. Non-linguistic refers to the study of issues outside of language, such as a lack of prior experience in learning Arabic, insufficient motivation, and differences in mastering productive skills.

Based on the explanation above, some students graduated from non-religious boarding schools and do not have sufficient preparation for learning Arabic, both in terms of linguistic and non-linguistic aspects. Additionally, the lack of proficiency in productive skills among intensive students manifests as difficulty in practicing Arabic in everyday life.

Relevant research results, *Problems of Learning Arabic for Junior High School Alumni Students at Madrasah Aliyah Pesantren Modern Nurul Hakim Tembung Medan*. This research by Rita Sahara Munte, which aims to describe the problems of learning Arabic, both in terms of linguistic and non-linguistic. The problems of learning Arabic consist of linguistic problems, namely phonetic or sound system problems, vocabulary, writing, morphology, syntax, and semantics. And non-linguistic problems, namely elements of teachers or educators, students, teaching materials, and media or infrastructure, as well as socio-cultural differences between Indonesia and Arabic. The similarities between previous research and the current research are: firstly, The objects studied are the same, namely the problems of learning Arabic and non-alumni pesantren. Secondly, the materials studied are both linguistic and non-linguistic Arabic learning. Thirdly, the methods studied use descriptive data. The differences between previous research and the current research are: Firstly, the subjects of the previous research were junior high school students of Madrasah Aliyah, while the subjects of the current research are female students. Secondly, the obstacles in previous research are linguistic problems, namely phonetic or sound system problems, vocabulary, writing, morphology, syntax, and semantics. While non-linguistic problems are teaching materials and media or infrastructure, as well as different socio-cultural between Indonesia and Arabia, of course they have different social conditions that will be a problem in learning Arabic. While the constraints in the current research are that most 4th semester female students are not graduates of Islamic boarding schools and need to have the same competence. Thirdly, the influence of mastery of vocabulary on Arabic language skills of students of MTS class VIII Muhammadiyah Benteng Selayar.

Method

This type of research is qualitative and descriptive, because the researcher in this study is the main instrument in completing the research, as the researcher goes directly into the field to collect data (Setiawan, 2018). The researcher follows a continuous learning process to directly observe important events occurring in the field to be used as data in the research. (Muhammad Rizal Pahleviannur et al., 2022)

This study also uses a qualitative approach, making the researcher's presence in the field very important for observing events directly and conducting field observations. With this, the researcher establishes a good relationship with the informants, specifically with fourth-semester female students who are non-alumni of Islamic boarding schools, so that the desired data can be easily collected and not manipulated. Therefore, the researcher prepares everything before going into the field behaves well, and socializes with them. The goal is to guide learning activities conducted by fourth-semester female students who are non-alumni of Islamic boarding school, so that the researcher can help these students become more productive in speaking Arabic in daily conversations. For this reason, the researcher seeks permission from them in advance to conduct observations during their semester, so they will not feel awkward about the researcher's presence. (Muhammad Firmansyah et al., 2021)

Result and Discussion

Here are the linguistic and non-linguistic problems in learning Arabic skills. for fourth-semester intensive female students, both in the classroom and in the dormitory. However, based on existing research, it can be concluded that the problems in learning Arabic skills (maharah intajiah) for fourth-semester students involve difficulties in the linguistic aspects, namely:

1. Mistake in constructing perfect sentences or meaningful sentences.
 - a. Mistake in the use of verbal sentences, verbal sentence are sentences that originally consist of a verb and its subject. The verb and the subject, known as verbal sentences, are interconnected and therefore must be in agreement with each other. (Sarif, 2023) Verbal sentences are sentences composed of a verb a subject and an object.

Here are the results of the table showing mistakes in the use of verbal sentences in speaking and writing.

1	mistake in speaking analysis	Correct	Incorrect
-	The error is related to verbal sentences, specifically an error in the use of the pronoun for the verb. For example, using the pronoun mustatir mutakalim (أستحم) is incorrect. The correct form should be تستحم, which is used for a singular feminine third person."	أ. هيا أستحم إلى الحمام الآن ب - نعم أولا	أ. هيا تستحم إلى الحمام الآن ب. نعم أولاً
2	Mistake in writing analysis	Correct	Incorrect
-	The mistake is in the category of pronunciation, where 'أنا' should be replaced with 'أنت', which is the detached pronoun for a singular female. This is because it corresponds correctly with فاطمة, which is in the feminine singular form."	فتحت فاطمة البريد الإلِكْتَرْنِي أمام الحجرة	فتح فاطمة البريد الإلِكْتَرْنِي أمام الحجرة

b. Mistake in the use of nominal sentences, nominal sentences are sentences that begin with a noun and consist of a subject and a predicate.(Afif Kholisun Nashoih, 2019)

Here are the results of the table showing mistakes in the use of nominal sentences in speaking and writing

1	mistakes in speaking analysis	Correct	Incorrect
-	The error lies in the use of the pronoun in the predicate, specifically using the attached pronoun for the masculine plural third person 'يذهبون'. The correct pronoun should be 'تذهب', which is used for the feminine singular."	متى عائشة تذهب إلى المطبخ	أ.متى عائسة يذهبون فى المطبخ ب هاي الان
2	Mistake in writing analysis	Correct	Incorrect
-	The error is in the use of <i>idāfah</i> , which consists of two noun phrases: the <i>mudhof</i> and <i>mudhof ilayh</i> . The error is found in the word 'فَرْحَةٍ', which should be in the genitive case (i'raab) due to its role as <i>mudhof ilayh</i> . The correct form should be 'فَرْحَةٍ'. Therefore, the correct sentence should be 'أَخَذْتُ الدَّوَاءَ فَرْحَةٍ'."	أَخَذْتُ الدَّوَاءَ فَرْحَةٍ	أَخَذْتُ الدَّوَاءَ فَرْحَةٍ

2. Mistake in understanding Arabic vocabulary

When speaking Arabic, we must follow the rules and regulations of the language. However, everyone has their own way of speaking and writing in Arabic. One important aspect is understanding Arabic vocabulary correctly and accurately (Effendy Ahmad Sokri & Rofian Ismail, 2017).

**Here are the results of the table showing mistakes in the Arabic
vocabulary in speaking and writing**

1	mistakes in speaking analysis	Correct	Incorrect
	The mistakes is in the addition of the word 'إلى', which means 'to' or 'towards'. The correct sentence in Arabic should be	نا أسألك أنا	أنا أسأل إليك

3. Code-Switching Issues Between Languages to Other Languages

According to Fasold, code-switching and code-mixing can be distinguished based on grammatical structure. If someone uses a single word or phrase from one language, it is referred to as code-mixing (Rohmani et al., 2013). However, if an entire clause has the grammatical structure of one language, and the following clause is structured in the grammar of another language, this is known as code-switching. (Jauharotun, 2022)

There are two types of code-switching: internal code-switching and external code-switching. Internal code-switching occurs within a single national language, such as switching between regional languages, dialects within a regional language, or styles within a particular dialect. On the other hand, external code-switching refers to the switching between a native language and a foreign language. These, code-switching occurs in a conversation when one speaker uses one language and the interlocutor responds in another language. (Rasy, 2015)

**Here are the results of the table showing mistakes in the Code-Switching
Issues Between Languages to Other Languages in speaking**

1	mistake in speaking analysis	Correct	Incorrect

	The error involves a language code problem, specifically " لا لماذا الماذا," which should be "لا بأس" (meaning "it's okay" or "no problem").	أ: الماذا أنت ب: لا بأس	أ: الماذا أنت ب: لا الماذا الماذا
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And then, In Arabic language learning, particularly in the area of (productive skills), several factors affect the learning process. These issues often arise during Arabic language instruction. However, research findings indicate that the problems associated with learning maharah intajiah include non-linguistic factors, such as:

1. Lack of prior experience in learning Arabic

This second language learning occurs among new students who start learning the language to communicate within their environment. The goal of learning this second language is to understand or comprehend the foreign language in their surroundings, However, there has not yet been any noticeable progress. Therefore, in general, students who have not previously studied Arabic often perceive it as a difficult language to understand. It is clear that interactions with peers play a significant role in their learning in your friend(Athifah Saifurrahman & Nursyamsi, 2023).

2. Lack of motivation and interest in learning Arabic

According to Wahab, motivation is the totality of impulses, needs, desires, and similar attractions that drive a person's behavior. Certainly, with this motivation, the aim is to change behavior towards a spirit of learning. (Humairoh Humairoh, 2018) This motivation serves to encourage effort and achievement of accomplishments that a student may have. If the student does not have strong motivation towards learning Arabic, Then, motivation is divided into two types(Amilatus Sholihah & Riza Yonisa Kurniawan, 2016).

- **Internal motivation:** This type of motivation comes from within the individual, such as a lack of interest in certain subjects, feelings of laziness originating from the individual, and a lack of self-confidence.(Catur Fathonah Djarwo, 2020)

- **External motivation:** This type of motivation arises from outside the individual, such as the background of the school with its distinct characteristics, a lack of intrinsic desire, and insufficient support to encourage the student to learn Arabic.(Hans A. Lao, 2018).

Based on the explanation above, motivation plays a crucial role in enhancing student learning. It aims to address low enthusiasm for studying, improve persistence in learning, and so on, thereby reinvigorating the student's motivation.

3. Problem of Unequal Mastery of Productive Skills

The diversity in students' backgrounds leads to varying levels of knowledge about Arabic. Some have previously studied Arabic, while others have not. Consequently, this creates a problem in the teaching of Arabic productive skills that has already been implemented at the campus.

Productive skills are one of the productive abilities within an individual, such as language skills used to convey information or ideas, whether orally or in writing. (Rahman, gorontalo)

Generally, two main problems will persist in Arabic language learning: linguistic problems and non-linguistic problems. Linguistic problems are issues directly related to the Arabic language that a student may face, including: constructing perfect sentences, limited vocabulary in Arabic, writing difficulties, and code-switching between languages. Non-linguistic problems faced by a student are issues not directly related to the language being studied but still affect success in learning Arabic. These include a lack of self-motivation, limited experience in learning Arabic, and insufficient proficiency in productive skills that do not meet the required standards.

Thus, with the aforementioned abilities, there is a mismatch in the mastery of productive skills. The following are the issues related to this mismatch in the mastery of productive skills.

1. The weakness in the student's ability to write in Arabic, is caused by a lack of practice in writing Arabic directly.

2. The weakness in the student's ability to read Arabic texts, is due to limited vocabulary in Arabic and insufficient reading of Arabic books.
3. The weakness in constructing perfect sentences, both nominal and verbal, is due to insufficient practice in writing composition correctly according to Arabic language rules.

Conclusions

Address linguistic and non-linguistic problems and improve productive skills in daily life, whether in the dormitory or in class, the researcher can draw the following conclusions: Enhanced Practice: Regular and targeted practice in writing and speaking Arabic is essential. This includes exercises that focus on constructing correct sentences and expanding vocabulary, iIncreased Exposure: Students should be encouraged to read more Arabic texts and engage with Arabic media to build vocabulary and improve reading comprehension, Motivation and Support: Addressing non-linguistic issues, such as lack of motivation and insufficient experience, is crucial. Providing motivational support and creating opportunities for practical use of Arabic can help bridge these gaps, Structured Training: Implementing structured training programs that focus on both linguistic and non-linguistic aspects can help students improve their productive skills effectively, Feedback and Correction: Regular feedback and correction from instructors can help students identify and rectify errors in their use of Arabic, thereby improving their overall proficiency. Conclusions should answer the objectives of research. Tells how your work advances the field from the present state of knowledge. Without clear Conclusions, reviewers and readers will find it difficult to judge the work, and whether or not it merits publication in the journal. Do not repeat the Abstract, or just list experimental results. Provide a clear scientific justification for your work, and indicate possible applications and extensions. You should also suggest future experiments and/or point out those that are underway.

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