Implementation of the Grammatical Method in Making Arabic Sentence Patterns at MTs Ulumul Qur'an Teladan

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Abstract: This study aims to find out how the process of learning Arabic by using grammatical methods in making Arabic sentence patterns at MTs Ulumul Qur'an Teladan. This research is a descriptive qualitative research using data collection techniques through observation, interviews, questionnaires and documentation. Data analysis was carried out through the stages of data collection, data reduction, display data and drawing conclusions. The validity of the data was tested by testing the validity of the data by extending attendance, increasing persistence, and triangulation, technical triangulation, and time triangulation. The results showed that: First, there are three stages of Arabic learning activities, namely opening activities, core activities and closing activities; Second, the grammatical method in making Arabic sentence patterns is implemented through three processes, namely the process of pronunciation and imitation, the process of translating and writing, the process of making Arabic sentence patterns properly and correctly in accordance with Arabic rules.

Keywords: Implementation, Grammatical Method, Arabic.

Abstrak: Penelitian ini bertujuan untuk mengetahui bagaimana proses pembelajaran bahasa Arab dengan menggunakan metode gramatika dalam membuat pola kalimat bahasa Arab di MTs Ulumul Qur'an Teladan. Penelitian ini merupakan jenis penelitian kualitaif deskriptif dengan menggunakan teknik pengumpulan data melalui observasi, wawancara, angket dan dokumentasi. Analisis data dilakukan melalui tahapan pengumpulan data, reduksi data, data display dan penarikan kesimpulan. Uji keabsahan data dilakukan dengan cara validitas data diuji dengan memperpanjang kehadiran, meningkatkan ketekunan, dan triangulasi, triangulasi teknis, dan triangulasi waktu. Hasil penelitian menunjukkan bahwa: *Pertama,* kegiatan pembelajaran bahasa Arab ada tiga tahapan, yaitu kegiatan pembukaan, kegiatan inti dan kegiatan penutup; *Kedua,* metode gramatika dalam membuat pola kalimat bahasa Arab diimplementasikan melalui tiga proses, yaitu proses pelafalan dan meniru, proses

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menerjemahkan dan menulis, proses membuat pola kalimat bahasa Arab dengan baik dan benar sesuai dengan kaidah-kaidah bahasa Arab.

Kata Kunci: Implementasi, Metode Gramatika, Bahasa Arab.

A. Introduction

Education and learning are an inseparable package. Learning is the most important part of the educational process. For To get a quality education, you need good learning also. Learning is a teaching and learning process that occurs continuously continuously. In the sense that there is an increase in learning in the improvement of carried out in order to achieve a better goal.

The success of the learning process in educational activities is basically influenced by many factors, including teachers, students, the environment, curriculum strategies, methods and effective learning media that can help students learn optimally and be able to increase student motivation and learning outcomes. To create interesting learning, teachers must choose the right learning methods and media according to the learning material being taught. In addition, teachers must understand the diversity of students in their classes, so teachers can plan strategically, efforts to achieve the specified targets (Setiawan, 2016).

The education that has been taught by our Apostle is a very complex education, there already refers to education introducing divinity (tawhid), education in personality formation (morals) and even education in the form of improving the quality of life and bringing sustenance (muamalah). Such a complex education has been played by the Apostle centuries ago. Education is the process of internalizing culture into a person and society so as to make people and society civilized. Education is not only a means of transferring knowledge, but more broadly, education is a means of civilizing and distributing values (enculturation and socialization). Children must get an education that touches the basic dimensions of humanity (Fanreza & Pasaribu, 2016)

As with the virtues of studying Arabic, among them the virtues of Arabic are very clear because Arabic is the language of the Qur'an. This reason is a big reason why we

have to learn Arabic. Arabic in the life of Muslims is an inseparable language, because Allah swt sent down the Qur'an in Arabic.

Thus, Arabic has become one of the languages studied by many people, not only in Muslim-majority countries, even in almost all corners of the world. Many think that learning Arabic is very difficult, so many are still not interested in learning Arabic. actually learning Arabic is the same as learning other languages, and without us knowing it by studying Arabic well and understanding it, it will really help us in understanding the holy verses of the Qur'an, especially the contents of the verses and their meanings contained in the Qur'an.

In learning Arabic, one aspect that is often in the spotlight is the method aspect. The teaching method is a way that used by a teacher in the teaching and learning process, because the method This teaching method is a tool to move students to can learn the subject matter (Usman, 2001). That is, the method contains a flexible understanding according to situations and conditions and contains implications for influencing and interdependence between educators and students.

One method of teaching Arabic is the grammatical method. In this method students learn the rules of grammar with examples which include analysis of short readings that illustrate the principles of grammar being taught. This method provides an opportunity for students to carry out exercises on how to make good sentence patterns. Basically the estuary of learning methods is to achieve the learning objectives of students at MTs Ulumul Qur'an. So with a goal, educators try to provide good teaching so that students are able to understand what is taught by educators using grammatical methods.

The implementation of the grammatical method in making Arabic sentence patterns is the application of the method by providing rules in Arabic so that students are able to make sentence patterns properly and correctly in order to achieve learning objectives. The grammatical method is a method that will explain how the rules of nahwu are in Arabic. In this method students learn the rules of grammar with examples which include analysis of short readings that illustrate the principles of grammar being taught. This method provides an opportunity for students to carry out exercises to make Arabic sentence patterns properly and correctly.

So far, in the process of learning Arabic at MTs Ulumul Qur'an Exemplary teachers use grammatical methods and other methods as well as media used books for teaching Arabic lessons, at MTs Ulumul Qur'an Exemplary Arabic lessons so far according to Arabic teacher Mrs. Syahfitri Rahmadani has used the grammatical method in class VIII, but in the initial observations, the researcher showed that the Arabic teacher at the school did not really emphasize his teaching on understanding the Arabic grammatical method of students, only at the level of providing vocabulary and understanding its meaning, while in the discussion of Arabic grammar is only necessary, such as giving dhamir-dhamir, isim fi'il and harf only. But in reality, in making good sentence patterns in Arabic, the discussion must be clear and detailed, such as how fi'il, how fa'il, how maf'ul and many other Arabic rules that must be given to students so that students are able to understand the learning well.

The current reality, learning Arabic is facing several obstacles, among others: especially at MTs Ulumul Qur'an Teladan Pertama, the time provided is limited with the material content that is so dense but it is indeed important, which requires strengthening knowledge so that great students are formed in mastering the language. Arab. Second, is the lack of participation of Arabic language teachers and other subject teachers in motivating students to practice Arabic values in everyday life. Third, the lack of teacher resources in developing more varied approaches and methods. Fourth, the lack of various training and development facilities, as well as the low participation of parents of students.

B.   Metode Penelitian

The method is a structured way or way that is used to achieve a desired goal. The method used in this study is a descriptive qualitative approach research that obtained data from observations, interviews and documentation.

C.   Results and Discussion

The results of the research at MTs Ulumul Qur'an Teladan, illustrate that the implementation of grammatical methods in making Arabic sentence patterns has been carried out according to the results of observations, interviews and documentation. In the discussion that will be discussed by researchers after this will discuss the implementation of grammatical methods in making Arabic sentence patterns at MTs Ulumul Qur'an Teladan, this study will explain general data such as descriptions of research locations, and continue with research findings and discussion.

This information will be useful for the school to provide several things in the implementation of learning Arabic at MTs Ulumul Qur'an Teladan, among others, researchers will provide new experiences for researchers and other readers. Thus, the researcher will detail the related matters that have been obtained.

1. Arabic Learning Process at Madrasah Tsanawiyah Ulumul Qur'an Exemplary

The implementation of Arabic learning for class VIII students of MTs Ulumul Qur'an Teladan was held 3 times a week, taught by Mrs. Syahfitri Rahmadani S,s. The ongoing learning taught by Mrs. Syahfitri Rahmadani took place in class VIII of MTs Ulumul Qur'an Teladan. Based on the results of observations, learning activities start at 07.30 to 08.30 as for the learning process, namely opening activities, core activities and closing activities.

a   Opening Activities

The opening stage carried out by educators according to the results of observations and interviews is that the educator opens the lesson by inviting the class leader to lead his friend to read a prayer together, after that the teacher fills in the attendance list of students by filling out the attendance list by mentioning the names of students one by one, after filling in the attendance list. attendance list, educators provide reinforcement in remembering subjects by repeating and asking previously learned material.

b   Core Activities

The second stage carried out in the learning process was strengthened by the results of the researcher's observations that in this core activity the teacher delivered the material, and after the material was delivered and explained the

teacher gave students the opportunity to ask what things were not understood and understood related to the material that had been explained later. students give stimulus or appreciation to students who are able to respond such as asking or answering by applauding or usually students say "MaasyaAllah, Ahsanti/ Ahsanta" or sometimes in Indonesian sentences, namely "MaasyaAllah, good son, mantepp".

c   Closing Activities

The third stage is the closing activity, at this stage the educator only evaluates learning a few times then gives questions back to students and conveys to students what material will be studied for the next meeting and immediately closes the lesson.

According to Ahdar Djamaluddin and Wardani Learning is a process of interaction of students with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs can occur in students. In other words, learning is a process to help students learn well (Djamaluddin 2019)

The success of the learning process in educational activities is basically influenced by many factors, including teachers, students, environment, curriculum, strategies, methods and effective learning media that can help students learn optimally and be able to increase student motivation and learning outcomes. To create interesting learning, teachers must choose the right models, strategies, methods and learning media according to the learning material being taught (Setiawan 2017).

2.   Implementation of grammatical methods in making Arabic sentence patterns at Madrasah Tsanawiyah Ulumul Qur'an Exemplary

Based on the observations obtained, the implementation of the grammatical method in making Arabic sentence patterns at MTs Ulumul Qur'an Teladan, has been applied for quite a long time. In addition to the grammatical method, in learning Arabic the teacher often also uses methods such as recitation, and imla 'in class.

Because according to Mrs. Syahfitri as an Arabic teacher the use of this grammatical method will be more effective for learning Arabic, especially in making Arabic sentence patterns using good and correct nahwu rules because in this grammatical method the teacher does not teach language skills, but focuses on in learning grammar (Nahw Sharf). Because in teaching, the teacher assumes that grammar or rules are more than language proficiency.

about how the steps taken in learning Arabic using the grammatical method can be described that in its implementation educators take several steps in applying grammatical methods in making sentence patterns. So the material taught in this lesson is in the form of fi'il (verb) including the forms of fi'il madhi and fi'il mudhari 'which will make sentence patterns, as follows:

Fi'il Mudhari'	Fi'il madhi
يَقْرَأ	قَرَأ
يَجْلِسُ	جَلَسَ
يَقُوْمُ	قَامَ

a. The process of pronouncing and imitating The first thing the teacher pronounces the verb is قَامَ – يَقُوْمُ , جَلَسَ - يَجْلِسُ , قَرَأ – يَقْرَأ three times and the students imitated three times.

b. Translation and Writing Process

Then the teacher asked if anyone knew the meaning of the mufradat, and if no one knew, the teacher immediately translated it. Then students are asked to write what is on the blackboard that has been written by the teacher.

c. Example process of making sentence patterns

In this process the teacher makes an example to explain the sentence pattern of fi'il madhi, namely: (ضَرَبَ زَيْدٌ الكَلْبَ) what becomes fi'il madhi here is the word ضَرَبَ followed by زَيْدٌ namely as fa'il and الكَلْبَ maf'ul bih. And for examples of sentence patterns from fi'il mudhari', namely: (يُصَلَّى مُحَمَّد في

(الْمَسْجِدِ) what becomes fi'il mudhari' here is the word يُصَلَّى followed by مُحَمَّد as fa'il dan في harf jar and الْمَسْجِد as the isim of the harf jar.

So Fi'il means verb, Fa'il means subject, and Maf'ul Bih means object. And the above pattern begins with a verb.

And for the example of fi'il mudhari' it is the same as fi'il madhi, only fi'il madhi is a word or condition that has passed while fi'il mudhari' is a word or present state.

The process of learning Arabic using grammatical methods is very important so that students know more about the correct rules in making sentence patterns so that it is easier for them to learn Arabic. Not only vocabulary that is obtained every day, but with learning to make sentences, students will be better able to make sentences what they want by learning the rules of nahwu. Although there are still some who do not really understand the rules in Arabic, their teachers try to give understanding little by little in order to achieve the learning objectives at MTs Ulumul Qur'an.

3. The positive impact of implementing grammatical methods in making Arabic sentence patterns

   a. Make it easy for students to get used to making Arabic sentence patterns.

      The use of grammatical methods in learning Arabic can make students accustomed to making Arabic sentence patterns properly and correctly, because in learning Arabic the teacher familiarizes students with continuing to make sentence patterns using vocabulary and nahwu rules in Arabic that being taught by the teacher. Thus, students will continue to be more confident in practicing to make Arabic sentence patterns well and in accordance with Arabic rules.

   b. Generating the spirit of students in recognizing the rules of Arabic and memorizing vocabulary

      The use of grammatical methods in learning Arabic can arouse the enthusiasm and enthusiasm of students in recognizing the rules of the Arabic language, and memorizing vocabulary that will be used as sentences.

Because the use of this method requires students to always respond to the rules in Arabic taught by the teacher, because without rules in Arabic, making sentence patterns is not appropriate and correct. In addition, the use of grammatical methods can support students to be confident in making sentence patterns and students are able to carry out sequences or tasks given by the teacher.

In learning certainly has a positive impact, in this study the positive impact is divided into two, namely; Makes it easier for students to get used to making Arabic sentence patterns, and awakening students' enthusiasm in recognizing Arabic rules and memorizing vocabulary. The positive impacts in learning Arabic are;

1) Develop the ability to communicate in Arabic, both oral and written, which includes four language skills, namely listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah).

2) To raise awareness about the importance of Arabic as one of the foreign languages to become the main learning tool, especially in studying the sources of Islamic teachings.

3) Develop an understanding of the interrelationships between language and culture and broaden cultural horizons. Thus, students are expected to have cross-cultural insight and involve themselves in cultural diversity (Nisa' 2017).

The success of managing learning in achieving these goals cannot be separated from the ability of teachers to prepare appropriate learning methods.

4. Obstacles experienced by teachers and students in implementing grammatical methods in making Arabic sentence patterns

    a. Teachers have difficulty in dividing learning time

    Difficulties experienced by teachers in the division of time. Teachers sometimes only explain a little of the material because time runs out to explain the material to students who do not understand because some students come from an

elementary school education background so they don't get Arabic language material at the basic education level. Therefore, the delivery of material that should be effective and sufficient becomes less, because the task of the teacher must level the understanding of students from those who are difficult to memorize and understand and those who are easy to memorize and understand can sometimes cause the delivery of material in learning using grammatical methods to be less than optimal.

b.   Students feel bored and bored when the teacher delivers the material.

Students who look bored and not enthusiastic in participating in learning, because some of them are not from Madrasah Ibtidaiyah and are therefore unable to follow the lesson to the fullest. In addition, sometimes teachers who teach are not able to melt the classroom atmosphere so that some feel bored and sleepy during class hours.

Thus, the results and discussion obtained by the researcher in class VIII of MTs Ulumul Qur'an exemplary can be seen that the implementation of the grammatical method in making Arabic sentence patterns goes through several stages, namely the opening stage, the core stage, and the closing stage. And fi'il learning using the grammatical method is good enough to have a positive impact on the ability of students to recognize the rules of the Arabic language even though there are still many who don't really understand it, even though it makes them memorize a lot of vocabulary too, and similarly there are still some obstacles. experienced by teachers and students in the learning process.

D.   Conclusion

Based on the results of the research that has been done by researchers on "Implementation of grammatical methods in making Arabic sentence patterns at MTs Ulumul Qur'an Teladan" it can be concluded as follows:

1.   The Arabic language learning process goes through three stages, namely opening activities, core activities and closing activities.

2. The implementation of grammatical methods in making Arabic sentence patterns aims to make students better understand the rules in Arabic and be able to make Arabic sentence patterns properly and correctly.

3. The material used is about fi'il (verb) which includes fi'il madhi and fi'il mudhari' which is made into a sentence pattern.

4. The implementation of this method is divided into three stages, namely the process of pronouncing and imitating, the process of translating and writing, then making examples of correct sentence patterns according to the rules of the Arabic language.

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