

ABSTRAK

Penelitian ini bertujuan guna mengetahui kesulitan belajar apasaja yang dialami peserta didik dalam mempelajari mata pelajaran Bahasa Arab, mengetahui strategi guru dalam mengatasi kesulitan belajar peserta didik Bahasa Arab di MAN III Sleman dan mengetahui efektivitas strategi guru dalam mengatasi kesulitan belajar Bahasa Arab peserta didik MAN III Sleman.

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Teknik pengumpulan data dalam penelitian ini menggunakan observasi, wawancara dan dokumentasi. Teknik analisa data yang digunakan yaitu analisis deskriptif analitik. Dengan metode reduksi data dan display data kemudian data yang dikumpulkan berupa observasi, dokumentasi, wawancara yang dianalisis secara deskriptif analitik.

Hasilnya mengungkapkan bahwa kesulitan belajar peserta didik mempelajari mata pelajaran Bahasa Arab di MAN III Sleman adalah kurangnya pemahaman tentang tata bunyi/*ashwat*, tata kata/*mufrodat*, tata kalimat/*qowa'id*, pemaknaan, kurangnya konsentrasi, bosan saat pembelajaran, kurangnya minat dalam belajar Bahasa Arab dan sikap guru tidak ramah. Strategi guru mengatasi kesulitan belajar Bahasa Arab peserta didik di MAN III Sleman antara lain siswa biasanya melakukan setoran wajib kepada guru sebanyak 15 kosakata, guru mengulang pembelajaran, guru mengadakan *ice breaking*, guru menggunakan media yang bervariasi, guru memberikan motivasi dan guru melakukan evaluasi diri. Guru dinilai efektif dalam mengatasi kesulitan belajar Bahasa Arab peserta didik di MAN III Sleman.

Kata kunci: strategi guru, kesulitan belajar Bahasa Arab

ABSTRAC

TEACHER'S STRATEGIES TO OVERCOME THE STUDENT'S' LEARNING DIFICULTIES IN LEARNING ARABIC IN MAN III SLEMAN

This study aims to find out the learning difficulties experienced by students in learning Arabic language in MAN III Sleman as well as the teacher's strategies to overcome those learning difficulties. Furthermore, it also seeks to assess the effectiveness of the teachers' strategies in overcoming the learning difficulties.

This study employs a descriptive qualitative approach. Data are collected through observation, interviews and documentation. The data analysis technique used is descriptive analysis which consists of data reduction and data display.

The results of this study reveal several learning difficulties experienced by the students in learning Arabic language in MAN III Sleman, including lack of understanding of the sound/*ashwat*, word order/*mufrodah*, grammar/*qowa'id*, lack of concentration, boredom during learning, lack of interest in learning Arabic and the teacher's attitude is not friendly.

In order to overcome these difficulties, the teacher employs the following strategies; students are required to memorize 15 new vocabularies every day, teaching a difficult subject more than once, ice breaking, using a variety of media, motivating the students, conducting self-evaluation. These strategies are considered effective in overcoming the learning difficulties in learning Arabic of the students in MAN III Sleman.

Keywords: Teacher strategy, difficulty learning Arabic