

ABSTRAK

Penelitian ini bertujuan : (1) Untuk mengetahui upaya guru Bahasa Arab dalam meningkatkan kemampuan berbahasa Arab siswa kelas X di SMA Muhammadiyah 7 Yogyakarta; (2) Untuk menganalisa hambatan guru bahasa Arab dalam meningkatkan kemampuan berbahasa Arab siswa SMA Muhammadiyah 7 Yogyakarta; (3) Untuk Mengetahui efektivitas upaya guru bahasa Arab dalam meningkatkan kemampuan berbahasa Arab siswa kelas X di SMA Muhammadiyah 7.

Jenis Penelitian yang digunakan adalah pendekatan kualitatif deskriptif dengan mengambil lokasi penelitian di SMA Muhammadiyah 7 Yogyakarta. Subjek penelitian ini sebanyak 7 orang yaitu satu guru bahasa Arab kelas X SMA Muhammadiyah 7 Yogyakarta dan siswa kelas X SMA Muhammadiyah 7 Yogyakarta sejumlah enam orang diantaranya tiga orang siswa IPA dan tiga orang siswa IPS. Objek yang diteliti pada penelitian ini yakni Upaya Guru dalam Meningkatkan Kemampuan Berbahasa Arab Siswa. Tehnik pengumpulan data dalam penelitian ini yakni wawancara, observasi dan dokumentasi. Tehnik analisis data yang digunakan adalah reduksi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian adalah sebagai berikut: (1) Upaya guru dalam meningkatkan kemampuan berbahasa Arab siswa SMA Muhammadiyah 7 Yogyakarta yaitu dengan menggunakan berbagai macam strategi dan metode pembelajaran. Strategi yang diterapkan guru adalah strategi qiro'ah strategi kitabah, strategi istima' dan strategi kalam namun guru bahasa Arab kelas X SMA Muhammadiyah 7 Yogyakarta dominan menggunakan strategi kalam. Sedangkan metode yang diterapkan guru bahasa Arab kelas X SMA Muhammadiyah 7 Yogyakarta adalah metode gramatika tarjamah, metode langsung, metode membaca, metode, audio lingual dan metode campuran, namun guru lebih dominan menerapkan metode gramatikal tarjamah. (2) Hambatan guru bahasa Arab dalam meningkatkan kemampuan berbahasa Arab siswa SMA Muhammadiyah 7 Yogyakarta terdapat beberapa faktor yaitu faktor internal seperti ashwat 'arabiyah, mufrodah, qowa'id dan tarakib, namun hambatan yang sering dihadapi dalam pembelajaran bahasa Arab adalah faktor ashwat 'arabiyah dan qowa'id. Selain itu faktor eksternal yakni pendidik yang belum sesuai kompetensi, waktu pembelajaran yang kurang tepat, faktor latar belakang dan kemampuan siswa yang berbeda-beda. (3) Efektivitas upaya guru bahasa Arab meningkatkan kemampuan Berbahasa Arab siswa SMA Muhammadiyah 7 Yogyakarta dinilai belum efektif. Berdasarkan beberapa pendapat siswa dari hasil wawancara, bahwa siswa merasa upaya yang dilakukan guru belum efektif jika dilihat dari cara guru mengajar dan berdasarkan bukti hasil ujian bahwa 62.9% dari 27 siswa mendapatkan nilai dibawah KKM.

Kata kunci: Upaya guru , kemampuan berbahasa Arab.

ABSTRACT

This research aims to : (1) know the efforts of Arabic language teachers to improve Arabic language skills of grade X students at SMA (Senior High School) Muhammadiyah 7 Yogyakarta; (2) analyze the obstacles faced by Arabic language teachers to improve Arabic language skills of grade X students at SMA Muhammadiyah 7 Yogyakarta, (3) know the effectiveness of Arabic language teachers' effort to improve Arabic language skills of grade X students at SMA Muhammadiyah 7 Yogyakarta.

This is a descriptive qualitative research conducted at SMA Muhammadiyah 7 Yogyakarta. The subjects of the research were 7 Arabic language teachers teaching grade X students at SMA Muhammadiyah 7 Yogyakarta and 6 grade X students at SMA Muhammadiyah Yogyakarta in which 3 students were from natural sciences program and 3 students were from social sciences programs. The studied object was the efforts of Arabic language teachers to improve Arabic language skills. The data of the research were collected from interview, observation, and documentation. The collected data were then analyzed using data reduction, data display, and conclusion drawing.

The findings of the research are : (1) The efforts of Arabic language teachers to improve Arabic language skills of students at SMA Muhammadiyah 7 Yogyakarta are done using various strategies and learning methods. The strategies implemented by the teachers are strategies of qiro'ah (reading), kitabah (writing), istima' (listening) and kalam (speaking). Among those strategies, the teachers tend to use kalam strategy. Meanwhile, the methods implemented by the Arabic language teachers at SMA Muhammadiyah 7 are grammar translation method, direct method, reading method, audio lingual method, and mixed method. However, the teachers tend to use grammar translation method. (2) the obstacles experienced by the Arabic language teachers to improve Arabic language skills of students at SMA 7 Yogyakarta are from both internal and external factors. The internal factors include ashwat 'arabiyah, mufrodat, quwa'id and tarakib, and the most frequent obstacles faced by the teachers are ashwat ' arabiyah and qowa'id. Meanwhile, the external factors include less competent teachers, improper learning hours, students' different background and abilities. (3) The efforts of Arabic language teachers to improve Arabic language skills of students at SMA Muhammadiyah 7 Yogyakarta has not been effective proven with the responses given by the students. They argue that the efforts done by the teachers have not been effective yet seen from the way they teach. In addition, it is also proven with the test result in which 62.9 % of 27 students get scores under the minimum criteria of mastery learning.

Key words : Efforts of teachers, Arabic language skills