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THE OVERCOME OF STUDENTS' LEARNING DIFFICULTIES OF ARABIC SPEAKING AND WRITING SKILLS BASED ON EDWIN GUTHRIE'S THEORY

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Abstract. This research aims to describe the causal factors of learning difficulties of students' speaking and writing skills in ArabicLanguage and Literature Department and to find the solutions in overcoming of learning difficulties of students' speaking and writing skills in ArabicLanguage and Literature Department based on Edwin R. Guthrie perspective. This research is descriptive qualitative research. This research is also a case study. The subjects of this research are students of ArabicLanguange and Literature Department at Humanity Faculty in UIN Maulana Malik Ibrahim academic year 2017. The techniques of data collections that used in this research are observation, documentations, and interviews. The techniques of data validation used are increasing theperseverance, applying triangulation, and discussing with the experts. Then, the technique of data analysis used is Miles and Huberman model that contains of three steps. They are data reduction, data presentation, and data verification. The result of this research shows that: (1) the causal factors of learning difficulties of students' speaking and writing skills in ArabicLanguage And Literature Department are instrinsic and extrinsic aspects, as follow: (a) the instrinsic aspects that cause the difficulties in speaking skills are lack of mastering vocabularies, lack of matering grammatical in nahwu and shorof, lack of time management, the difficulty of learning methods. Thus far,the extrinsic aspects that cause the difficulties in speaking skills are the lack of habituation to practice talking with classmates; (b) the instrinsic aspects that cause the difficulties in writing skills are lack of mastering vocabularies, lack of mastering grammatical (nahwu and shorof), lack of understanding imla' correctly. Thus far, the extrinsic aspects that cause the difficulties in writing skills are unproper learning strategy; (2) thesolutions in overcoming of learning difficulties of students' speaking and writing skills in ArabicLanguage and Literature Department based on Edwin R. Guthrie perspectiveare: (a) the solutions for the difficulties in speaking skills are memorizing and using vocabularies, and establishing language area; (b) the solutions for the difficulties in writing skills are starting writing a vocabulary, a sentence, a paragraph and applying a creative learning strategy, such writing a diary, poster, and daily report.
Keywords: Diagnostic; Learning Difficulties; Speaking Skills; Writing Skills

A. INTRODUCTION

Arabic speaking and writing are part of skills in arabic. All of them are related to each other in arabic language. According to Fairuz Zabadi in his dictionary "Muhith" etymologically is skills is profocient, skilled, understand deeply. In addition, Ahmad Zaky stated terminologically that Arabic speaking skills is ability, accuracy in presenting message that can

be understood by speaker and listener (Fuad, 143 H, p. 7). While writing skills is a skill in language that need practice and trial regularly, especially students of non arabic language suggested that writing skills is the most lesson between all of skills. (Munir, 2017, p. 181-182).

Learning Arabic speaking skills foccused into some points, as mentioned by Mackee, there are telling a story, description of something, discussion, conversation, oration, interaction (Fuad, 1434 H, p. 97). whreas the principle that have to pay attention the learning method of writing skills: a) the theme must be clear, b) the theme comes from real life or experience from the students, c) learning of essay (wahab dkk, 2016, p. 45).

Based on observation that be held on 05 nopember 2017, most of the students in Arabic language and Literature Departement suggested that writing skill is easy if we know the basic of it. It's nahwu and shorof and ideas from the author in their writing, so the message will be delivered correctly. While Arabic speaking skills not only mastering nahwu and shorof rules, but also mastering the vocabularies and increase the skills in speaking, so all of them can develop arabic speaking skills quick and right.

In addition, environment factors influence developing arabic speaking and writing skills. The habituation will be appear from that factors. So that, when they find some obtacles, and it calleed by learning difficultes (result of discussion with classmate at 05-nopember 2107).

There are some experts give definitions about learning difficulties, they are; Based on the suggestion that defined by Rosyidan, learning difficulties are learning disorder, when the tudents get distrubed by conflicting responses. Actually, someone who was through learning difficulties, their achievement were not distrubed but their learning process were obstructed by some conflicting responses. Thus the learning achievement will be lower than their own potential (Mulyadi, 2010, p. 7). In addition, Mulyadi also declared that learning difficulties are certain condinition which marked by the obtacles in achieving goals. May these obtacles will be realized or not by someone who has learning difficulties (Mulyadi, 2010, p. 6).

After knowing some explanation about learning difficulties, there are some explanation about diagnostic analysis as instrument to know students learning difficulties in this research. Based on Arikunto suggestion that defined diagnostic analysis is test used to determine students weaknesses, then based on these weaknesses can giving the right enforcement (Anas, 2009, p. 34). In addition, Muhibbin Syah also said that the analysis of learning difficulties is an alternative solution of students learning difficulties that will be investigated by teacher first, based on the phenomenons that indicate the possibility of student's learning difficulties (Syah, 2007, p. 37).

Some explanations above explained some definitions about diagnostic analysis and learning difficulties theoritically. In other side, in learning process exactly there are several theory that can be applied as learning method good and effectively. One of guthrie theory as the development from conditioning pavlov theory. In this theory, guthrie suggested that "human behaviour can be changed, and good behaviour can be changed into bad behavior, and on the contarly (Siregar, 2011, p. 26).

Based on the explanations above, they supports enough to the reseacher as the foccus in this research. May this reseach can find the method that can be applied in learning of Arabic speaking and writing skills.

According to the previous research, there are many researches investigated learning diificulties. They are: Ifi Erwhintiana and Abdul Basid analyzed learning difficulties of Arabic speaking skills in students of Arabic Language and Literature Department based on Guthrie's theory. The result showed that causal factors of learning difficulties of students speaking in Arabic Language and Literature Departement are instrinsic and extrinsic aspect, as follow: (a) the instrinsic aspects that cause the difficulties in speaking skills are lack of mastering vocabularies, lack of mastering grammatical in nahwu and shorof, lack of time mangement. (b) the extrinsic aspect that cause the difficulties in speaking skills are the lack of habituation to practice talking with classmate. The solutions for that learning difficulties in speaking skills are

memorizing and using vocabularies, and establishing language area (Erwhintiana dan Basid, 2017, p. 108); Ainun Rosyidah and Abdul Basid. They analyzed learning difficulties of Arabic writing skills in students of Arabic Language and Literature Department. The results showed that the types of students' learning difficulties are students' value is lower 63,3%, the lack of mastering materials 50%, the lack of vocabularies 56.9% and the factors caused the learning difficulties are the lack of practice and time management (Rosyidah dan Basid, 2017, p. 88); and Dewi Kurniawati analyzed the factors of learning difficulties in listening skills of third semester in English Education in IAIN Raden Intan Lampung. The result showed that there are intern and ekstern factors. The intern factors are condition of students, students preceptions for listening skills, students motivation in listening skills, and also students chance in listening skills. The exstern factors are learning method in listening lesson, place of listening learning (Kurniawati, 2015, p. 157).

Based on the explanation above, the aims of this research are: first, to describe the factors caused learning difficulties in Arabic speaking and writing skills for students of Arabic language and Literature Departement of UIN Maulana Malik Ibrahim Malang; second, to overcome the factors caused learning difficulties in Arabic speaking and writing skills for students of Arabic language and Literature Departement of UIN Maulana Malik Ibrahim Malang based on Guthrie's perspective.

B.   RESEARCH METHOD

This research is qualitative study. Qualitative method is a research method based on postpositivism philosophy that used to examine the condition of natural objects, where reseachers are as key instrument, the sampling of data sources purposively, data collection techniques with trianggulation, data analysis is inductive/qualitative, and the result of this research more emphasis on aspects of meaning than the generalization aspect (Sugiyono, 2015, p. 48).

This research is also a case study. The case study is an empirical study that investigates phenomenon in a real-life context. The limits between phenomenon and context are not visibly apparent and used multi sources.

The technique of data collection is the most important step in the research because the main purpose of a research is getting accurate data (Sugiyono, 2008, h. 208). Beside it, for obtaining an accurate data and getting suitability with our expectation for this research. There are some techniques that used in this research. They are interview, observation, and documentation.

This reseach was conducted towards students of Arabic Language and Literature Department of UIN Maulana Malik Ibrahim academic year 2017 with the subject around 30 students. The collected data will be analyzed by descriptive analysis with data analysis of Miles and Huberman model. That is data reduction, data display, and data verification (Sugiyono, 2008, h. 337). After the data collected, the reseachers will summarize and select the data related to the factors caused learning difficulties in speaking and writing skills. Thus the researchers arrange and reduce them based on subtema-containing factors caused learning difficulties ini speaking and writing skills. The last step is the researcher analyze the factors caused learning difficulties in speaking and writing skills and conclude the overcome of them based on guthrie theory.

C.   RESULT

Based on the observation at learning Arabic speaking skills, there are some points that can be data in this research. They are:

Kind of skill	Expression	Response
Speaking skill	There are five students who are enthusiastic when the learning process is held, but also there are some of them who only watching the lecture without responding him and there only two possibilities are they really understand or not.	Occuring interaction between lecture and students. This is evidenced by two students who asked some questions and dialogued with the lecture in describing topic on shorof as morfologhy rule for speaking skills. They have enough respond in answering questions.
Writing skill	There are three students who feel burdened when they have to make arrangements, so that the dictions which used by student are simple. They only discuss about the certain themes without developing it broadly, So the writing is simple	They are complicated enough, when the lecture asked to make an essay suitable with certain themes. Almost of students less excited when they have to share their ideas in essay

The interviews were conducted for students of Arabic Language and Literature Departement in UIN Maulana Malik Ibrahim academic year 2017. This following discussion is about speaking skills based on interview result from informants:

No	Name	Factor	Solution
1	Husna	Lack of conditiong practice	Make interesting learning method
2	Atik	Lack of time management	Balance between each other
3	Nuris	Lack of mastering vocabularies	Often open the dictionary
4	Faiz	Lack of mastering nahwu and shorof rules	More learning about nahwu and shorof and memorizing vocabularies
5	Putri	Lack of understanding Arabic dialect and lack of matering vocabularies	Memorizing much vocabulares and learning nahwu and shorof more
6	Nanik	Lack of conditiong practice	Memorizing much vocabulares and learning nahwu and shorof more
7	Hilmi	Lack of mastering nahwu and shorof rules	Increase speaking practice
8	Pipit	Lack of understanding Arabic dialect	More practice in Arabic speaking
9	Arif	Lack of matering vocabularies	More practice in Arabic speaking
10	Sari	Lack of matering vocabularies	Practice conversation with expert classmate
11	Fredy	Forget the meaning of particular vocabularies	Practice arabic speaking everyday
12	Alan	Lack of conditiong practice	Increase the confidence, and look for spare time to learn more about speaking
13	Rifqy	Lack of mastering vocabularies	Make a languange area
14	Anis	Lack of conditiong practice	More practicing Arabic speaking

15	Fifi	Lack of conditiong practice	Memorizing much vocabularies step by step
16	Tiwi	Lack of conditiong practice	Giving learning motivation
17	Mimi	Lack of mastering vocabularies	More learning about nahwu and shorof rules
18	Sasa	Lack of interesting to Arabic language	Meemorizing much vocabularies with classmate
19	Hasna	Lack of the confidence in speaking	Memorizing much vocabularies, and learn about nahwu and shorof
20	Nike	Lack of mastering vocabularies	Make a language environment
21	Nur	Lack of mastering nahwu and shorof rules	More learning about nahwu and shorof
22	Ulfa	Lack of the confidence to practice speaking	Support each other and make language area
23	Ifa	Lack of mastering nahwu and i'lal rules	Make interesting learning method, and supporting environment
24	Nisa	Lack of understanding the dialect quickly	Listen to native speaker when speaking
25	Eva	Lack of time management	Manage time correctly
26	Diyah	Lack of mastring vocabularies	Look for the expert frriends as supporting facility
27	Nila	Lazy, shame, no supportive friends	Make rules and punishment in practicing arabic speaking
28	Nuri	Too much rules in nahwu and shorof	More practice it, not just a theory
29	Pipit	Feel difficult in understanding the vocabularies	Memorizing much vocabularies
30	Mely	Lack of mastering vocabularies	Memorizing much vocabularies

In addition, there are some descriptions about writing skills from interview result, as follow:

No	Name	Factor	Solution
1	Zannah	Lack of conditioning practice in writing	More practice
2	Zaki	Lack of mastering vocabularies and lack of understanding the theory	More practice
3	Sufiyah	Lack of mastering vocabularies	More memorizing much vocabularies
4	Rofiqoh	Lack of mastering vocabularies	Make a interesting learning method
5	Elok	Lack of mastering nahwu shorof	More learning about nahwu and shorof
6	Cholifah	Lack of mastering *imla'*	More writing exercises
7	Zikriah	Lack of conditioning in composing sentences	More exercise

8	Suci	Lack of masetring nahwu and shorof	Look for the expert one to learn about nahwu and shorof
9	Ika	Lack of mastering *imla'*	More exercise regularly
10	Farida	Lack of masetring nahwu and shorof	More practice and not only theoritical
11	Jannah	Lack of masetring nahwu and shorof	More exercise and memorize much vocabularies
12	Fitri	Lack of masetring nahwu and shorof	More exercise regularly
13	Aiza	Lack of mastering vocabuaries	More exercise with fun method
14	Ardi	Less foccus in learning writing skill	Make a good time management
15	Aviany	Lack of mastering *imla'*	Make a wrting habituation
16	Fuada	Lack of masetring nahwu and shorof	Often make questions
17	Nur	Lack of reading deeply	More repeat the theory
18	Naim kuar	Lack of masetring nahwu and shorof and lack of conditioning practice	More practice
19	Dita	The difficulty of laerning method	More exercise
20	Kartika	Lack of conditiong practice	Make a suppoting environment
21	Candra	Lack of mastering nahwu and shorof	More exercise with classmates
22	Lina	Lack of mastering *imla'*	Make a fun learning method
23	Sofia	Lack of conditiong practice	More practice with classmates
24	Intan	Lack of mastering nahwu and shorof	More learn about nahwu and shorof
25	Desy	Lack of mastering vocabularies	More practice conversation
26	Rita	Lack of mastering nahwu and shorof	More exercise
27	Alfi	Lack of conditiong practice	Practice it regularly
28	Nana	Lack of mastering nahwu and shorof	More conditiong of practice
29	Ratna	Lack of conditiong practice	More exercise regularly
30	Fatma	Lack of mastering nahwu and shorof	More learn about nahwu and shorof rules

D. DISCUSSION

Based on data that has been collected, then reseacher will analyz suitable with case study method. The first step is data reduction where the data will be described, as follows:

After collecting data through interviews, there would be a conclusion that the majority of Arabic Language and Literature Departement students in academic year 2017 have learning difficulties. It caused by lack of mastering new Arabic vocabularies. It can be evidenced by percentage of learning difficulties in Arabic Language and Literature Departement students academic year 2017 for about 30%, especially in using vocabularies that used in daily activities.

In addition, there are other factors that caused Arabic Language and Literature Departement students in academic year 2017 have learning difficulties. It is caused by lack of

mastering nahwu and shorof theory as supporting element that formed good and right language. It can be evidenced by interviews result that showed 30% of students feel less confident because they lack of mastering nahwu and shorof rules. They will think for long time to obtain the suitable structer as they want.

As for other factors which affect enough for Arabic speaking skills development is practice less for practicing good Arabic language with lectures and friends. It is proven of interviews that 27% students felt difficult in studying because of practice less in practicing, so most of them are stiff while speaking Arabic language whether in the room or outside.

Besides it, there are two factors which make students in difficulty of study although it is few. That is teaching method which is difficult to be understood until it makes them difficult in understanding well. This can be proven by 7% students who felt difficult in studying because of that factor. On the other hand, less of time management also becomes one of factors that cause difficulty in studying.

Factors which are described can support enough the appearance of student difficulties which impact student interests to study Arabic speaking skills, even avoid that. Therefore, it needs solution of those factors, so it doesn't obstruct them in taking on Arabic speaking skills, although they are bored to learn that Arabic speaking skills in its implication.

According to the explanation above, the researcher has explained the cause of difficulties in learning Arabic speaking skills that occur in the student of Arabic Letters Department 2017. Then, the researcher explains the factor of difficulties of Arabic speaking skills that lack of mastery of the rule of nahwu and shorof as their basic in developing writing skills. This case is proven by the interview result that indicates 47 % students are getting the difficulties of learning with that factor.

That is not much different with Arabic speaking skills, the students are also getting the difficulties because their comprehension of vocabularies is limited, neither the synonym word or not. The interview result indicates that 27%students are getting the difficulties in developing a paragraph because that factor. On the other hand, there is another factor that cause difficulties of students learning in writing skills, it is the lack of mastery in *imla'* and the learning method that is difficult to be understood. This case is proven by 20 % who are getting that factor, and 7 % students that are getting the difficulties in learning because that factor.

Some factors above are supporting factors that influenced students in studying Arabic speaking and writing skills. Based on the explanition above, the factors can be classified into internal and external factors. Therefore, it should have solutions as follow up of the problems to get an enhancement in their learning. Whereas in education world, there are various learning theories that can be applied in learning of Arabic speaking and writing skills. In this case, the reseacher will apply guthrie theory as solution for overcoming learning difficulties in Arabic speaking and writing skills of Arabic Language and Literature Departement.

The behavioristic theory that has been declared by Edwin R Guthrie is a theory of continguty that looks at learning as an associative association between a particular stimulus and respons. In his theory, Guthrie argued that "the behaviour of humans can be changed, good behaviour can be changed into bad behaviour and on contraly.In this theory, Guthrie suggested that response to something tends to be repeated when the indivuduals have a similiar situations, because there are relationships between stimuli and responses. Then inside of learning process is a repeating stimuli will give strength until influnce postive impact in learning of Arabic speaking an writing skills. In this chance, the researcher would take two methods. There are response method and change environment method.

First method is response method in Arabic speaking skills. If the students have learning difficulties that caused by lack of mastering vocabularies, then apply one day one vocab method every Arabic speaking time in the class. As for the apllication is the lecture gives five minutes for giving the vocab either a word or phrase even sentence in every meeting, such as expression sentence, greeting sentence and so on. Then five minutes later is giving drill with making a sentence, after that the learning can be started as usual. Before going home, there is a review about vocabulary as their reuqirements before leaving the class.

Students will master many vocabularies step by step with appliying this sitimulus and its repetition in every meeting. Not only that, there is follow up from appliying that stimulus. It's cultivation word into a writing conversation, until the students not only know the vocabuaries on their idea. That applications can be applied once a week, so this method is not only a theory but also the application with classmates. In this case, it will appear the response from the students to learn Arabic speaking skill with various methods that was available to make it easier.

Second method is changing environment in Arabic speaking skills. If students feel bored with situation arround them, so change it into supporting situation and inspire their zest until make them pleasure and pleasant to learn arabic speaking skills. Then the application is make interesting situation, for example sometimes students feel bored when they was learning Arabic speaking in the class. It caused by the method of learning is so stagnant, the classmates are less supportive to practice speaking Arabic. For that reason, it should have a supporting environment as stimulus in orde they don't feel bored in learning Arabic speaking. This can be realized by arranging some learning acivities outdoor as park, field, even some tour destination as stimuli for making them interest in learning Arabic speaking. After their spirit appear, the lecture use that place as place to practice Arabic speaking. So that they can develop their vocabularies directly in that place. In addition, they can express what they thought suitable with the objects.

The implementation is practicing conversation with classmate or others, even native speaker when they was speaking about themes at that time. From that application, they will be help in describing something,or suggesting about something. Because of that factors, it will make the learning method interesting and effectively.

After knowing the application of guthrie theory for Arabic Speaking, there are the application of guthrie theory for writing skills. First method is one week one theme where the students are invited to develop their idea into essay, but that essay will be limited by on theme, until their idea will be explained detail. In addition, this application will make the students foccus on certain themes, and this habituation will influnce step by step and their learning method in learning writing skill. So, the application is almost same with arabic speaking skill. It is giving one theme once a week with the vocabularies tha related to the theme as supporting factor in developing ideas that will be explained into essay.

The second method which be applied in writing skills is changing environment, and the application is arranging creative writing in the middle of learning method as stimulus for making interesting learning method. So the implementation is making a poste, diary, or daily report that used simple themes arround us.

E. CONCLUSION

Based on the result of this research and diagnostic analysis of learning difficulties in Arabic speaking and writing skills on students of Language and Arabic Literature Departement, the researchers conclude that:

There are internal and external factors caused learning difficulties in Arabic speaking and writing skill. The detailed explanation as follows: 1) the factors caused learning difficulties in Arabic speaking skills are the lack of mastering vocabularies, the lack of mastering nahwu shorof rules, and the lack of time management. Whereas the internal factors that caused learning difficulties in writing skills are lack of mastering nahwu and shorof rules, lack of mastering imla' rules as the basic rule in Arabic writing. In addition, the external factors that caused learning difficulties in Arabic speaking skills are less supportive environment, and less interesting learning method. Whereas the external factors caused learning difficulties in writing less interesting learning method to develop a creative writing.

The overcome of students' learning difficulties in Arabic speaking and writing skills based on Ghutrie's theory are: First, the response method, the implemention is applying one day one vocab; and Second, method is changing environment by holding some learning

activities in outdoor, practice the convertation that related to the theme, while the implementation of guthrie theory is giving one week one theme, arrragement of creative writing as interest learning methods.

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