Learning Arabic Translation at Islamic Boarding School in Madura

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ARTICLE INFO	ABSTRACT
	The study aimed to describe the method of learning turats book with a translation model in al-Amin Islamic boarding schools. This research was conducted using a qualitative approach with the process of analysis deductively. The process of data retrieval was based on direct observation of the learning process in Ma'had Al-Amin. The results of this study were the process of learning turats book material using the Harfiyah translation or literal translation process. The learning process is supported by the existence of "syamil" book which contains of material on qawaid. With the existence of the book, students were able to translate books containing subject matter with the help of the book of syamil. Therefore, the purpose of learning can be directly conveyed and students' understanding of qawaid translation if it can be done outside the classroom.
Keyword	Arabic Language; Ma'had Al-Amin; Translation

مستخلص البحث

هدفت الدراسة إلى وصف طريقة تعلم كتاب التراث بنموذج ترجمة في المعهد الإسلامي الأمين. وقد أجري هذا البحث باستخدام المنهج النوعي مع عملية التحليل بشكل استنتاجي. استندت عملية استرجاع البيانات إلى الملاحظة المباشرة لعملية التعلم في معهد الأمين. كانت نتائج هذه الدراسة هي عملية تعلم مادة كتاب التراث باستخدام الترجمة الحرفية. وكانت عملية التعلم مدعومة بوجود كتاب "الشامل" الذي يحتوي على مواد القواعد. بوجود هذا الكتاب ، يمكن للطلاب أن يترجموا الكتب التي تحتوي على المواضيع بمساعدة الكتاب "الشامل". لذلك، يمكن أن يحصل الطلاب غرض التعلم مباشرة ويفهم الطلاب قواعد الترجمة إذا كان يمكن القيام به خارج الفصول الدراسية

كلمات أساسية	ترجمة؛ لغة عربية؛ معهد الأمين

INTRODUCTION

Translation plays a big role in the development of human culture. Through translation, people in one country learn about the lives of other countries, history, civilization, culture, and their achievements in various fields of science. Translation deals with broad circles of human activity. From one language to another, poetry, literary arts books, social literature, scientific books, various business documents, research and articles, and speeches of political figures are translated. Translation is a process of transformation of knowledge from various countries (Muhammad, 2018, p. 6).

Translation is a human activity back to the past. Without this activity, we would not be able to learn about cultural differences, such as Persian culture, Indian culture, and Greek culture (Hakim, 1989, p. 89). The world of translation has become very important (Hakim, 1989, p. 65) especially in the educational and religious aspects. These two aspects require a lot of literacy especially from the Middle East region which in fact all use Arabic. In other words, Arabic is worth studying for religious motives, and there is no place for language that has anything to do with religion. Arabic is the linguistic aspect of the Muslim book, the Koran. Learning Arabic as part of religious activities. Without prejudice to the other languages, Arabic is needed for the formation of the ability to worship a Muslim (Baharun, 2016, p. 193).

The theoretical study of translation cannot be separated from the study of grammar. Thus, each translation must pay attention to the context and variety of languages that are translated and is able to express elements of explanation of an implied or explicit meaning (Didawi, 1992, p. 15) or have the ability to interpret a sentence (Lubis, 2004, p. 96).

Translation is the process of converting speech production in one language into speech production in another proportional language (Machali, 2000, p. 26) or replace text in one language with text in another language (Budianto, 2010, p. 27) while preserving the fixed content side of meaning (Katfuru, 1991, p. 9). There are three kinds of translation: intralingual translation, interlingual translation, and intersemiotic translation (Munday, 2012, p. 9). Language of translation is written and spoken (Hakim, 1989, p. 71). Translation is the way to find a match and equivalent word in languages (Suciati, 2010, p. 3).

To make an effective translation we must look for the source meaning and use the form of the target language that can express that meaning naturally (Widiarti, 2011, p. 186) and the context of source and target language (Sholih, 2007, p. 84). The translator will not attain the maturity in thinking and skill unless he spends on educating himself about the same effort he spends on securing his life (Hakim, 1989, p. 185).

The translation process is carried out as follows: 1) the stage of analysis or understanding. 2) The transfer or transfer stage 3) The restructuring stage. 4) The evaluation and revision stage (Suryawinata & Hariyanto, 2003, p. 19). There are several elements of translation process: tuning, analysis, understanding, terminology, restructuring, and checking (Widyamartaya, 1989, p. 15). There are five procedures in translation: transposition (shape shift), modulation (shift of meaning), adaptation (customization), and contour matching and recorded matching (Prasetyo, 2011, p. 7).

In Islamic boarding school, the process of translating has become commonplace, even the process of translation has become common in delivering the contents of the target language. This is because many Islamic boarding schools using the majority of Arabic books. Based on observations, several Islamic boarding schools using mixed translation methods. Starting from the literal translation and meaningful translation.

There are a lot of studies on the translation methods used in Islamic boarding school, but most of these studies only discuss about the methods used, such as the *harfiyah* (Ma'luf, 2005, p. 60), *ma'nawiyah*, and *tafsiriyah* methods. Even some of Islamic boarding schools still use Javanese language in delivery of the meaning to maintain Javanese culture. As an example, the translation method which used at the Al-Anwar Salafi Islamic boarding school is the literal, *ma'nawiyyah* and *tafsiriyah* translation methods (Shobaruddin, 2019, p. 63). In translating *tafsiriyah*, awareness of interpretation is easier and faster for people who do not understand Arabic well (Fadil, 2016, p. 133).

Based on previous research, this research is focused on describing the translation method in *ma'had* al-amin which has a special textbook containing Arabic grammar to improve students' ability to translate. Students in the *ma'had* are required to studying the book for once a week. This translation companion textbook is rarely used by the other Islamic boarding schools.

The purpose of learning at *Ma'had* Al-Amin is to form productive competencies of students who are able to translate books into the Target Language both Arabic and Indonesian. While the problem faced by students is difficulty in the translation process due to lack of vocabularies.

METHOD

This research used the qualitative approach for several reasons, they are: first, the research is conducted in the natural occurrence or in the special context. Second, the researchers became tool for basic data collection, because the use of non-humans in this research cannot fit proportions and appropriateness with

the phenomena of the field of research. Third, it uses the inductive method for analysis, because this method is faster to establish the existence of relations between the researchers and the informants, a phenomenon, and it can show the phenomena as it is so it is described accurately (Furqon & Fauzi, 2019, p. 70). Fourth, the data collected consist of words and behaviors that are not numbers and accounts. Fifth, this research favors the process from the outcome (Badawi, 1963, p. 5).

This research is multi-case study approach. The steps that the researchers conducted in the study are: 1) identifying the phenomenon, problem, or type of behavior to be studied, 2) defining concepts and asserting the availability of related data, 3) identifying the ways of collecting data such as observation, interview, documentation, recording data, analyzing data, and extracting results (Badar, 1982, p. 391). Primary data in this research are from the interview with the director of the institute and Arabic language teachers and students, observation, and questionnaire. The secondary data are from documents, books and periodicals. The data collection method is 1) interview, 2) observation, 3) giving questionnaire, and 4) written documents. The data are analyzed in flow model of analysis: 1) data selection, 2) data presentation, 3) conclusion (Rahardjo, 2010, p. 57).

FINDINGS & DISCUSSION

The main purposes of teaching translation in this *Ma'had* consist of general purposes and special purposes. As for the general purposes are (1) creating the personality of students who are competent in improving and utilizing their skills, (2) creating the personality of students who are competent in improving and utilizing their skills. 3) Training productive and assertive characters for socialization in various parts of the world. While the special purpose is to make students able to translate the words, sentences, and phrases in Arabic into Arabic itself and into the correct Indonesian language according to the correct grammar, and apply the subject studied in daily life.

The criteria applied in determining the textbooks are the language of the book, the form of the book, the level of understanding of the book and so on. Also, this Islamic boarding school conducted intensive grammar training for final year students for one week using the book "Syamil" to improve students' translation skills

Textbooks or student handbooks have a very important role in the process of knowledge transfer. Books are an effective tool that is able to transfer knowledge which is not found in the class. And even can be more effective, if the

book is programmed in such a way that it can be used as training material and a deepening of material outside the classroom as well (Efendi, 2009, p. 5). The use of books can support students' understanding of a theory being learned. With a high interest in reading, students will get a lot of various concepts, knowledge, and information (Wiyanti, 2015, p. 89).

The textbooks used in the *Ma'had* al-Amin are in the following table.

Table 1. Textbook for *Turats* Books

No.	Grade	*Turats* Book
1	1st	تعليم المتعلم
2	2nd	بداية الهداية
3	3rd	نصائح العباد
4	4th	كفاية الأتقياء
5	5th	منهاج العابدين
6	6th	إحياء علوم الدين

For every grade, there are different *turats* book as in table 1. For first grade, students learn *turats* "*Ta'lim al-Muta'allim*". For first grade, students learn *turats* "*ta'lim al-muta'allim*". For second grade, students learn *turats* "*Bidayah al-Hidayah*". For third grade, students learn *turats* "*Nashaih al-'Ibad*". For fourth grade, students learn *turats* "*Kifayah al-Atqiya'*". For fifth grade, students learn *turats* "*Minhaj al-'Abidin*". For first grade, students learn *turats* "*Ihya' 'Ulumiddin*".

The criteria applied in determining the textbooks are the language of the book, the form of the book, the level of understanding of the book and so on. to improving students' translation skills, this Islamic boarding school conducted intensive grammar training for final year students for one week using the book "Syamil" which wrote in it a summary of the book "Alfiah Ibn Majah", so that it easy for students to quickly understand the rules of grammar (interview with the principal for *Turats* book subjects, KH. Bustami Tabian).

The function of Qowai al-Lughah is often overlooked. Whereas, qowai al-lughah is a tool to read the Arabic book correctly. This also gives the impression that *Qawaid* al-Lughah's lessons seem partial and fragmented. *Qawaid* al-Lughah's material does not seem to coincide with its implementation of students'

reading skills. Seeing the ability of students towards mastery of *Qawaid* al-Lughah which can be assessed sufficiently needs to be balanced against their ability to read the book as the main purpose. The *Qawaid* tarjamah method looks at language from a perspective perspective, thus the truth is guided by written instructions, named the rules set by linguists (Hanun & Wassalwa, 2017, p. 88).

The *Qawaid* tarjamah learning method is good for use with the characteristics of a salafi Islamic boarding schools. However, it is not suitable to be applied in modern Islamic boarding schools. Because the function of learning *qawaid* translation is more on understanding the text, such as demands in the salafi Islamic boarding schools (Arif, 2019, p. 45).

The student requirements are to increase vocabulary provision and to provide vocabulary related to academic subjects. Other requirements are to improve the teaching of literary texts, teach vocabulary with many meanings, improve grammatical explanations, and assist in understanding the subject (questionnaires filled out by sixth year students of Islamic boarding school A).

Children's vocabularies develop rapidly, along with the child's development and experience interacting with their environment. Children learn vocabularies from everyday experience, the more often children interact with others the better their vocabulary development, and vice versa (Pradini, 2016, p. 3).

Table 2. The Problems of Learning Materials

No.	The Problems	The Solutions
1	Hard vocabularies	Increase supply of vocabularies
2	Literary texts Metaphorical words	Providing vocabularies for the subject materials
3	Similar texts	Increase the teaching of literary texts
4	Vocabulary with several meanings	Teaching vocabularies with several meanings
5	Language syntax	Increase explanation of grammar
6	Difficulty understanding the sentence	Help understanding materials

The problems of learning materials are various as written in table 2. Some problems are solved by using special treatments. Hard vocabularies can be solved by increasing vocabularies supply. Problem with similiar texts is solved by increasing the teaching of literary texts. Language syntax is solved by increasing explanation of grammar.

The research procedure is related to the teaching method, the steps of the teaching process, students' problems in the method and their requirements in it. The learning process is only done in the classroom, and the media used during learning are only books, blackboard and pens. The approaches used for this

lesson are the group approach when studying in the classes during the day and the individual approach outside the classroom when studying at night.

The selection of this individual learning method starts from the desire to create a learning atmosphere of students that runs according to the tempo of their respective speeds in achieving learning goals without being hindered by their slower peers (Mularsih, 2007, p. 15).

This individual learning, of course, will not provide significant benefits when it is not supported by adequate learning resources. Learning resources can be in the form of textbooks or humans. in this case, al-Amin Islamic boarding school use the learning resources in the form of textbooks. Good learning resources will certainly provide several benefits. Among them is allowing learning to take place continuously and learning to be easily absorbed and more ready to be applied (Abdullah, 2012, p. 221).

The translation method used is literal translation and free translation. Literal translation is an interpretation that is translated by word for word concepts in the text. After students understand the meaning of a word, they look for it in the target language, and compile a deferred translation in the source language even if the translation is not good (Lubis, 2004, p. 98).

Literal translation is used when the teacher first teaches the text or at the beginning of the teaching, which means the teacher translates the text word for word and then the teacher explains the paragraphs learned with free translation. The teaching steps applied for this lesson are as follows: First**,** introduction and reinforcement: (1) introduction/opening, (2) explain the purpose of teaching, (3) review the previous lesson. (4) confirms to students about new topic, (5) summarize the elements of the topic. Second**,** presentation and application. Third**,** evaluation and closing (Interview with subject teacher, Haroun Al-Rasheed). However, the problem faced by students in this method is sometimes the lack of enthusiasm in the teacher's soul, the teacher sits more and does not go around among students until they feel bored, and the teacher's lack of explanation about grammar. The advantages of the method for students are: easy to understand because the teacher explains the materials clearly and the teacher translates the text word for word so that they know the meaning of various words, sometimes even telling stories related to the materials.

Success in the translation process for students is due to the frequent students in learning and practicing translating. This requires a long time. Because in addition to translating with the guidance of the teacher, someone who wants to succeed in translation must learn and observe the results of the translation done by the expert (Darma, 2007, p. 679).

Some things that students expect from this subject are the change of learning time because the learning process has been at the sixth and seventh

lessons during the day, as well as the use of various learning media such as pictures and others, also teachers teach by standing or walking around students, increasing grammar materials teaching, and learning outside the classroom (questionnaire filled out by sixth graders in Islamic boarding school al-Amin).

<p align="center">**Table 3. The Problems of Learning Method**</p>

No.	The Problems	The Solutions
1	Sometimes the teacher is not enthusiastic about teaching	**Change the learning time because the learning process has been at the sixth and seventh lessons during the day**
2	Teachers teach by sitting more and not standing or walking around among students until they feel tired	**Using various of learning media such as pictures and others**
3	The teacher only explains the grammar a little	**The teacher teaches by standing or walking around among students** **Increasing grammar materils** **Study outside the classroom**

The problems of learning method are various as written in table 3. Some problems are solved by using special treatments. Sometimes the teacher is not enthusiastic about teaching. Teachers also often teach by sitting more and not standing or walking around among students until they feel tired. The teacher only explains the grammar a little. The problems are solved by changing learning time, using various of learning media such as pictures and others, Increasing grammar materils, and learning outside of class. There are two factors that are crucial in this learning: the teacher's factor as the subject of learning and the learner's factor as the object of learning (Hidayat, 2012, p. 83).

The learning process is only done in the classroom, and the media used during learning are only books, blackboard and pens. The approaches used for this lesson are the group approach when studying in the classes during the day and the individual approach outside the classroom when studying at night. The translation methods used is literal translation according to vocabulary and free translation. The learning steps applied for this lesson are as follows.

Introduction and reinforcement: (1) introduction/opening, (2) explain the purpose of teaching, (3) review the previous lesson. (4) confirms to students about new topic, (5) summarize the elements of the topic, (6) presentation and application. The evaluation process for translation subject at this Islamic boarding school is based on the following: at each meeting, at the first midterm exam, at the first final exam, at the second midterm exam, and at the second final exam.

Learning in Islamic boarding schools cannot be separated from learning based on *qawaid*, because that is the key to the study of *turats* books. So, for students who are in boarding schools must master *Qawaid* to be able to translate the book being studied (Asy'ari & Zainuddin, 2018, p. 168). Mistakes in doing the translation affect the students' understanding of the material received.

The evaluation in this *ma'had* exam has four points. The first point of evaluation focuses on the form of phrases and their translations. The second point of evaluation focuses on the grammar of the phrases written on the first point. In the third point of the evaluation focuses on the content of the lessons learned in this chapter. And on the last Point, this assessment focuses on students' knowledge of vocabularies or phrases (interview with the principal for the book *Turats* subjects, KH. Bustami Tabian).

Evaluation of good learning, should be done in three stages: pre-test, during the learning process and end with a post-test (Qodri, 2019, p. 122). The purpose of the evaluation is to find out how much students' knowledge and understanding of the materials. That was done at the al-Amin pesantren to see the results of the effectiveness of the *qawaid* books being taught. Class-based evaluation of learning will be in accordance with what is expected (Syahatah, 1996, p. 10), if carried out continuously and consider accountability (Baharun, 2016, p. 215).

CONCLUSIONS / خاتمة

Islamic Boarding School Al-Amin held intensive grammar training for final year students during one week by using "Al-Shamil" book to increase students' proficiency in translation. As the result of research, the researchers suggested solutions for the problems, they are: 1) increasing the provision of vocabulary so that students know the vocabularies with meaning variations, 2) increasing the teacher's interest in teaching grammar in order to improve the students' competence in correct translation, 3) using various teaching methods to prevent students from feeling bored and tired, such as question, answer, and discussion, 4) upgrading the teaching of language elements in terms of vocabulary, grammar, 5) upgrading other skills of teaching language like speaking and reading.

The research had implication that the students' competence result in learning translation were different. It depends on the differences in their linguistics competence and their practice in learning. It means the result of students' assimilation of the subject affects language proficiency, learning process, and practice of learning.

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