

Alsunna

Journal of Arabic and English Language

Analysis of Coherence and Cohesion on Students' Academic Writing: A Case Study at the 3rd Year students at English Education Program
(Lismay Leli)

The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills
(Rina Rachmawati, Fibria Cahyani)

Analysis of Translation Techniques, Methods, and Ideology on Children's Bilingual Story Books
(Niswatin Nurul Hidayati)

The The Relationship between Speaking and Writing Performance in an Indonesian Senior High English Foreign Language (EFL) Classroom
(Lilik Masykuroh Hadah, Sayyidatul Maghfiroh, Naza Zulmia Humaira, Wahyu Nur Akhada)

Student's Perception Towards Incorporation of Hello English Application in Vocabulary Learning
(Haris Nutriyanto)

A Study of Synchronous and Asynchronous Approaches: Online Arabic Learning During The Covid-19 Pandemic
(Khoirin Nikmah, Nahdliyyatul Azimah)

Learning Model of Speaking Arabic: Field Research Based on Constructivism Theory at Al Muhsinin Islamic Boarding School Kerinci
(Abdul Muid, Sulhi Muhammad Daud Abdul Kadir, Noza Aflisia, Neldi Harianto)

Similarities in Pronunciation and Meaning of Local Languages and Arabic: Study Contrastive Linguistics of Sundanese Language and Impact on Learning Arabic
(Rizal Firdaus, Ana Choerunisa, Amardin Amardin)

Characteristic of Evaluation in Learning Arabic Language at Islamic Boarding School Anwarul Huda Malang
(Ahmad Jaunanto, Hanik Mahliatussikah)

Creating Language Environment at Al-Mashduqiah Islamic Education Center Patokan Kraksaan Probolinggo
(Syamsul Ma'arif, Edi Kurniawan Farid, Mamluatun Ni'mah)

المجلة العلمية في اللغة العربية والإنجليزية

Research Paper Edition

Alsuna: Journal of Arabic and English Language ([ISSN 2615-0905](https://doi.org/10.31538/alsuna)) has recently joined International Database for Indexing with National Accreditation [SINTA 4](#), [Gogle Scholar](#), [DOAJ](#), and in every article published already has a unique DOI number (doi.org/10.31538/alsuna)

Editorial Board

Chief Editor

Ammar Zainuddin

Advisory Editorial Board

Yuli Ani Setyo Dewi	Najlaa Aly Matari
Saidna Zulfiqar Bin-Tahir	Nur Aeni
Eka Rizki Amalia	Nabila Boucharif
Azkie Muharom Albantani	Bello Muhammad
Aliy Abdulwahid Adebisi	

Journal Consultant

Muhammad Anas Ma'arif	Moch. Khafidz Fuad Raya
-----------------------	-------------------------

Manuscript Editor

Eva Lathifah Fauzia	Nurul Azizah Ria Kusri
Hasyim Asy'ari	Muqimah Liwais Sunnah
Muflihah	Mardhiana Jamal
M. Mujtaba Mitra Zuana	

Layout and Assistant

Muhammad Rifqi	Warni Muthi'illah
Nafi'ul Huda	Triyandi Syamsuri Siddiq
Alisa	Aisyah

Publisher

Prodi Pendidikan Bahasa Arab, Lembaga Bahasa Asing, Institut Pesantren KH
Abdul Chalim Mojokerto-Indonesia.

e-Mail: jurnal.alsuna@gmail.com

Volume. 3 No. 2 (2020)

Table of Content

Analysis of Coherence and Cohesion on Students' Academic Writing: A Case Study at the 3rd Year students at English Education Program (Lismay Leli)	74
The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills (Rina Rachmawati, Fibria Cahyani)	83
Analysis of Translation Techniques, Methods, and Ideology on Children's Bilingual Story Books (Niswatin Nurul Hidayati)	94
A Study of Synchronous and Asynchronous Approaches: Online Arabic Learning During The Covid-19 Pandemic (Khoirin Nikmah, Nahdliyyatul Azimah)	115
Learning Model of Speaking Arabic: Field Research Based on Constructivism Theory at Al Muhsinin Islamic Boarding School Kerinci (Abdul Muid, Sulhi Muhamad Daud Abdul Kadir, Noza Aflisia, Neldi Harianto)	140
Similarities in Pronunciation and Meaning of Local Languages and Arabic: Study Contrastive Linguistics of Sundanese Language and Impact on Learning Arabic (Rizal Firdaus, Ana Choerunisa, Amardin Amardin)	152
The The Relationship between Speaking and Writing Performance in an Indonesian Senior High English Foreign Language (EFL) Classroom (Lilik Masykuroh Hadah, Sayyidatul Maghfiroh, Naza Zulmia Humaira, Wahyu Nur Akhada)	162
Characteristic of Evaluation in Learning Arabic Language at Islamic Boarding School Anwarul Huda Malang (Ahmad Jaunanto, Hanik Mahliatussikah)	179

Creating Language Environment at Al-Mashduqiah Islamic Education Center Patokan Kraksaan Probolinggo (Syamsul Ma'arif, Edi Kurniawan Farid, Mamluatun Ni'mah)	187
Student's Perception Towards Incorporation of Hello English Application in Vocabulary Learning (Haris Nutriyanto)	197

Analysis of Coherence and Cohesion on Students' Academic Writing: A Case Study at the 3rd year Students at The English Education Program



Page | 74

Alsuna: Journal of Arabic and English Language

Leli Lismay

Institut Agama Islam Negeri Bukittinggi

✉ syarliatsiilah@gmail.com

Keywords:

Coherence
Cohesion
Comprehension
Academic Writing

Article Information:

Submitted: 22 September, 2020

Accepted: 04 Nopember, 2020

Approved: 11 Nopember, 2020

Abstract

Purpose - This research aims to analyze the understanding of coherence and cohesion made by the 3rd year students of English education program on their academic writing at Islamic Institute of Bukittinggi.

Design/methodology/approach - This was descriptive research which explains the phenomena concerns on the data due to field finding. This research applied for the library based work where the data was taken by using document analysis and interview.

Findings - The result of the research showed that the numbers of students were still difficult to construct the idea cohesively and coherently. The result of the students' understanding on coherence and cohesion showed that there were 59% students who were considered in need to improve and also followed by good work and could be better with 27% and 14% respectively. It can be explained that students were lack of ability to write the idea smoothly and grammatically correct. The interview result showed that there were three main reasons for this. Those are lack of motivation, limited lecture duration and prior English knowledge.

Originality/value - coherence and cohesion are parts of academic writing that should be mastered by students in order to create a good thesis. Specifically for the students who will graduate from Higher Education.

Paper type – Research paper

Introduction

Academic writing, in a wide issue, is a scientific assignment to accomplish a particular obligation, such as writing books, research paper, dissertation and thesis. It is obvious that all of the university students are required to able to writing academically. The reason occurs because university students will face the upcoming challenge, which is doing a thesis. Regarding to Irvin in (Poudel 2018) that scientific writing is always a form of assessment that requires a demonstration of knowledge and illustrate proficiency, being particular disciplinary

skill on though, interpreting and presenting. In writing, the position of grammar and syntax are crucial in order to allow the learners to make an intelligible sentence (Aziz 2020). The various method has been used to teach language as a foreign language in Indonesia, such as contextual teaching and learning (Aziz and Dewi 2019). Writing requires a high level of learning concern the ability of mastering grammar, vocabulary, coherence etc (Sholah 2019). Due to the expert, it clearly defines academic writing always describing your prior knowledge both thinking and presenting an idea. Students supposed to learn how to explore the better argument in order to illustrate in writing script.

As English education study program students, require to write the script utilizing English due to the conditions set by the faculty so that students are expected to have the capability in expressing an idea through English. (Lismay and Zubaidah 2019) state that in expressing the idea, students need to find better strategies that suit their style in learning. However, writing is not simply a matter of revealing critical arguments. Students need to consider cohesion and coherence as the important devices in the writing quality. Many of the students in Higher Education still find difficulties in making their writing coherent due to their limitation in understanding the cohesive devices and their application in their writing (Suwandi 2016). (Crossley et al. 2010) strengthened that there is a strongly held sense that essay quality is highly related to the cohesion and coherence of the essay. It means that students' writing quality will be admitted by having a great understanding of implementing cohesion and coherence into. Without both parts, students cannot interest the readers due to the unstructured writing. In fact, producing cohesive and coherence in a piece of academic writing is an enormous challenge, especially in EFL students. (N.A.W 2016) stated that "a text or a paragraph which uses cohesion and coherence must be a good writer." Writing is more complicated as the students need to unite the idea well, pattern and English competence. (N.A.W 2016) also strengthens that cohesion and coherence mean that all of the parts of the sentences are connected logically and linguistically to form a whole. Therefore, both cohesion and coherence must be considered by the students while expressing ideas in writing in order to have valuable paragraphs.

Looking more closely at cohesion, the interest of this type of research has been starting in the past many years. It happens because this part of writing is necessary in order to combine the sentences such as using a conjunction. (Tangkiengsiriin 2010) states that according to whom cohesion is "the means available in the surface forms of the text to signal relations that

hold between sentences or clausal units in the text” The study shows the beneficiary among one clause to other clauses by giving a linking or conjunction, in relation to the sentence connection.

Besides cohesion, there is also another part which is necessary to smoothing the sentences. It is called coherence. Coherence cannot be separated in writing because it is needed to create writing logically. (Mark Briesmaster 2017) stated that coherence makes every sentence flows smoothly and logically. The study illustrates that coherence requires students to be good at arranging ideas. How the idea in a paragraph connects to further paragraph.

As cohesion and coherence are required in academic writing, lecturers need to guide the students to have capacity on writing. According to Ahmed “As many teachers of English have noted, acquiring writing skill seems to be more laborious and demanding than acquiring the other language skills (Ahmed 2010). It is obvious that lecturers are the facilitator to the students in order to help them to construct the structured ideas because lectures are aware it is challenges skills to master. Furthermore, analyzing coherence and cohesion is crucial due to the requirement in finishing the study of Higher Education in Indonesia is conducting research on Academic English.

State of The Arts and Distinguish

Crossley et.al state that cohesion directly gives an effect to the text comprehension, while coherence is an important part of the quality of an essay (Crossley et al. 2010). Furthermore, the role of coherence and cohesion can evaluate the quality of the essay. Ahmed explains that the teaching materials used should cover a wide range of skill on how to master cohesion and coherence related to a different level of proficiency the students had so that feedback should be given information of oral and written feedback (Ahmed 2010). Moreover, Ashani et.al mention limited time in the classroom teaching activities lead to the poor capacity of understandable writing and some operational solution were given to improve students' ability to write coherent and cohesive text (Ashani Michel Dossoumou, Mahugnon everin mehounou 2018).

Related to the mentioned background, the research problem on this research was “what were the students' understanding of coherence and cohesion in their Academic Writing?”. The objective of the research is to analyze the comprehension of coherence and

cohesion on students' academic writing at the 3rd year of English education program of Islamic Institute of Bukittinggi. This research was conducted in order to know the students' understanding in writing academic text coherently and cohesively.

Methodology

This study used descriptive qualitative research. Based on (M.E 2013) that Descriptive research is purposed to describe the phenomena. Phenomena description is treated systematically which concerns on the data due to the field finding. Walliman also states that Qualitative data cannot be accurately measured and counted, and are generally expressed in words rather than numbers (Nicholas 2011). Both experts have clearly defined that descriptive qualitative research involves the researcher to express an argument related to the findings got from the field. It means that this study is not needed to present numeric to show the findings.

To collect the data, the researcher used document analysis and interview in order to gain a specific study.

Document analysis

In this research, the researcher decides to take a mid-semester test from twenty-nine students in PBI-A as the documentation for the instrumentation. According to Sugiyono, documentation is the record of events that had passed, and it can be written picture or monumental works from someone (Sugiyono 2016). In other sides, Arikunto also mentioned that documentation is written item (Arikunto 1999). With regards to the experts, this type of research instrument needs a document that is used to identify the content (Creswell 2012). The researcher aims to know how many students are good at cohesion and coherence ability in academic writing, which is a required course before taking the thesis.

Interview

Document analysis is not the only instrumentation that was used in this research. The researcher also used an open interview to gain specific reason regarding the problems why students were still difficult to construct idea cohesively and coherently. There were ten items asked as an interview guideline. According to Gay, an interview is a purposeful interaction in which one person obtains information from another (Gay 2000). The researcher considered the students who are not good at cohesion, and coherence became the informant to present the reasons why the students did not comprehend cohesion and coherence yet. There were

ten students out of twenty-nine students who became the informant which were the sixth semester.

Findings and Discussion

Page | 78

The researcher collected the data from students' academic writing mid semester test from PBI A class of English education study program at IAIN Bukittinggi. There were approximately twenty-nine students who submitted the projects. From the tasks, the lecturer asked the students to make a thesis proposal from Academic writing subject in order to prepare students' capacity before taking a thesis course. It was necessary because students needed to be prepared before taking the course as the compulsory in IAIN Bukittinggi. To make the analysis process easily, formerly the researcher decided to use rubric assessment which was adapted from (Poudel 2018). The rubric provided 4-assessment levels with 4-criteria to count the writing ability.

The researcher considered to use the rubric is to simplify the document analysis process as it became the guidance to the researcher in order to investigate students' writing quality. The rubric assessment could be looked at the following figure:

Criteria	Level of Writing ability			
	Outstanding	Good work	Could do better	Need to improve
Main Idea/Topic Sentence	1. Main idea or topic sentence stated clearly and accurately. 2. There is only one main idea or topic sentence in the right place (either in the first paragraph or the last paragraph).	1. Main idea or topic sentence stated fairly clearly and accurately. 2. There is only one main idea or topic sentence, but they are not in the right place (neither in the first paragraph nor the last paragraph).	1. Main idea or topic sentence somewhat stated, unclear and inaccurate. 2. There is more than one main idea or topic sentence, and they are not in the right place (neither in the first paragraph nor the last paragraph).	1. Main idea or topic sentence stated not at all clear or accurate. 2. Main idea or topic sentence shows complete confusion
Supporting Details	The main idea is supported by six or more sentences that give details about it.	The main idea is supported by four or five sentences that give details about it.	The main idea is supported only by one to three sentences that give details about it.	There are no obvious supporting detail sentences to back up the main idea.

Transition Signals in Use	Transition signals (sentence connectors, clause connectors, and others) properly in every paragraph and manages them well.	Writing uses a range of transition signals appropriately, although there may be some under-/over-use in some paragraphs.	Writing uses transition signals, but in some paragraphs, there may be faulty or mechanical.	Writing uses transition signals inadequate, inaccurate or over in every paragraph.
Spelling & Punctuation	All sentences use correct spelling, capital and punctuation.	Sentences have a few errors in spelling, capital and punctuation.	Sentences have fair number error of spelling, capital and punctuation.	Sentences have no control over spelling, capital and punctuation.

Table 1: Assessment rubric for academic writing

The result showed that the numbers of students were still difficult to construct the idea cohesively and coherently. It was proven by the data through pie chart below.

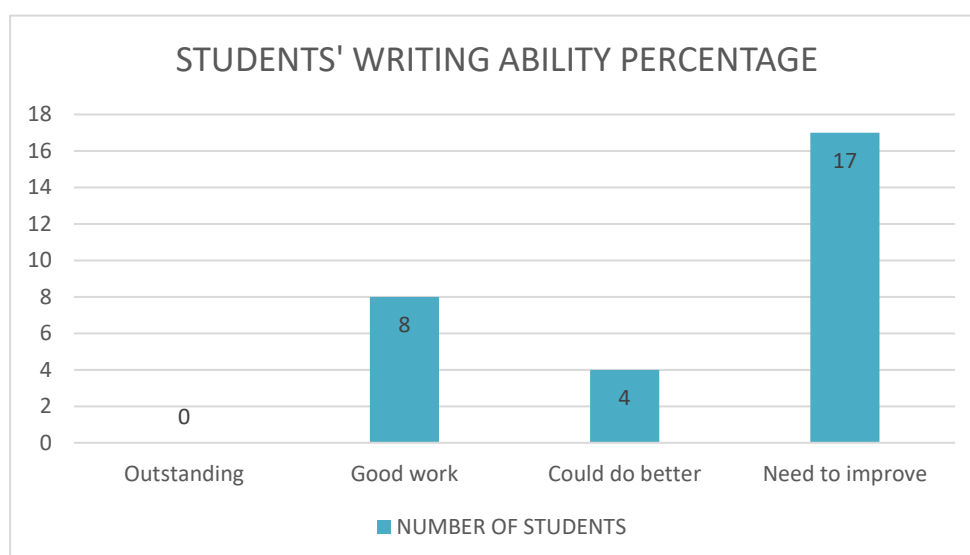


Figure 1: Students' understanding of coherence and cohesion

The pie chart illustrated that there were 59% of students who were considered in need to improve and also followed by good work and could do better with 27% and 14% respectively. However, there were not students who obtain outstanding category as academic writing is not as easy as remaining English skills. The standard was captured based on the assessment rubric for academic writing in table 1.

The researcher found that the students were still lack of ability to write the idea grammatically and smoothly. It was proven by the ability to combine clause which was still

low. Moreover, students mostly express the idea unsystematically; for instance, a paragraph to the next paragraph never made sense.

Furthermore, to strengthen the data, the researcher also held the interview to ten students from twenty-nine students as the sample in order to obtain the specific data from the informant so that researcher knew why the students were still lack of ability in academic writing with cohesion and coherent capability. Based on the interview, the researcher obtained the finding that there are three main reasons appeared by the students. Those are lack of motivation, limited lecture duration and prior English knowledge.

From ten informants, there are ten students who answered motivation and limited lecture duration influenced the writing performance. However, only seven students who stated the prior English knowledge impacted on your writing capacity. According to the interview, most of the students were aware that academic writing is necessary, even there were many obstacles faced by the students.

Therefore, students' writing ability, especially in cohesion and coherent, was impacted by particular problems.

Conclusion

Academic writing becomes a compulsory subject in English education study program at IAIN Bukittinggi. It occurs because the subject is a preparatory tool to face the thesis as the requirement to obtain the degree. In writing, cohesion and coherent always exists because both can smoothen the arrangement so that reader will be easy to understand the idea. The students' understanding of coherence and cohesion on the 3rd year of English Department at IAIN Bukittinggi needs to be improved. While 59% of students did not understand how to to write academic writing coherently and cohesively, only 27% of students did a good work on understanding coherence and cohesion. However, most of the students are difficult to construct the idea of cohesively and coherently. It is due to particular reasons, such as lack of motivation, limited lecture duration and prior English knowledge. Those reasons bother students' capacity in academic writing so that the students express ideas through the writing usuriously. In result, cohesion and coherent ability decreased while the students write the argument.

Implications of Findings

Writing is one of the necessary skills that require Higher Educations' students to master it. By doing so, the students will be obligated to take an academic writing class to learn the procedure to write a good text. The most crucial requirements in writing are both coherence and cohesion as those abilities need prior knowledge from the writer.

Bibliography

- Ahmed, Abdel Hamid. 2010. 'Students' Problems with Cohesion and Coherence in EFL Essay Writing in Egypt: Different Perspectives'. *Literacy Information and Computer Education Journal*, no. April: 211–21. <https://doi.org/10.20533/licej.2040.2589.2010.0030>.
- Arikunto, Suharsimi. 1999. *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Ashani Michel Dossoumou, Mahugnon everin mehounou, Albert Omonlegbe Krokpossi. 2018. 'Appraising the Impacts of Cohesion and Coherence in Benin SS3 EFL Learners' Writing Productions'. *International Journal of Linguistics, Literature and Culture* 4 (5).
- Aziz, Imam Nur. 2020. 'The Development of English Grammar Book Through Direct Method: Research and Development Study at Mambaus Sholihin English Course'. *Alsuna: Journal of Arabic and English Language* 3 (1): 1–18. <https://doi.org/10.31538/alsuna.v3i1.643>.
- Aziz, Imam Nur, and Yuli Ani Setyo Dewi. 2019. 'The Implementation of Contextual Teaching and Learning on English Grammar Competence'. *Alsuna: Journal of Arabic and English Language* 2 (2): 67–95. <https://doi.org/10.31538/alsuna.v2i2.392>.
- Creswell, John W. 2012. *Educational Reserach: Panning, Conducting and Evaluating Quantitative and Qualtative Research*.
- Crossley, Scott, Danielle Mcnamara, Scott A Crossley, and Danielle S Mcnamara. 2010. 'UC Merced Proceedings of the Annual Meeting of the Cognitive Science Society Title Cohesion, Coherence, and Expert Evaluations of Writing Proficiency Cohesion, Coherence, and Expert Evaluations of Writing Proficiency', no. 32: 32.
- Gay, L. R. 2000. *Educational Reserach: Competences for Analysis and Apprication*. New York: Macmillan Publishing Company.

- Lismay, Leli, and Zubaidah Zubaidah. 2019. 'Strategi Pembelajaran Bahasa Inggris Mahasiswa Mahad IAIN Bukittinggi'. *Journal Educative : Journal of Educational Studies* 4 (1): 45. <https://doi.org/10.30983/educative.v4i1.967>.
- Mark Briesmaster, Paulo Etchegaray. 2017. 'Coherence and Cohesion in EFL Students' Writing Production: The Impact of a Metacognitive Based Intervention'. *Ikala* 22 (2).
- M.E, Winarno. 2013. *Metodologi Penelitian Dalam Pendidikan Jasmani*. Malang: UM Press.
- N.A.W, Wahyu Dyah. 2016. 'An Analysis of Cohesion and Coherence in the Students' Writing Text'. IAIN Salatiga.
- Nicholas, Walliman. 2011. *Research Method*. New York: Routledge.
- Poudel, Ambika Prasad. 2018. 'Academic Writing: Coherence and Cohesion in Paragraph'. In *Reserach Gate*.
- Sholah, Hanif Maulaniam. 2019. 'Enhancing EFL Learners' Writing Skill via Journal Writing'. *Alsuna: Journal of Arabic and English Language* 2 (2).
- Sugiyono. 2016. *Metode Penelitian Pendidikan Pebdekatan Kulaitatif, Kuantitatif Dan R&D*. Bandung: Alfabeta.
- Suwandi. 2016. 'COHERENCE AND COHESION: AN ANALYSIS OF THE FINAL PROJECT ABSTRACTS OF THE UNDERGRADUATE STUDENTS OF PGRI SEMARANG'. *Indonesian Ournal Of Applied Linguistic* 5 (2).
- Tangkiengsiriin, Supong. 2010. 'Promoting Cohesion in EFL Expository Writing : A Study of Graduate Students in Thailand'. *Nternational Journal of Arts and Science*.

The Use of Youtube Videos in Improving Non-English Department Students' Pronunciation Skills



Page | 83

Alsuna: Journal of Arabic and English Language

Rina Rachmawati

Institut Keguruan dan Ilmu
Pengetahuan Widya Darma

✉ tweety.r3@gmail.com

Fibria Cahyani

Institut Keguruan dan Ilmu
Pengetahuan Widya Darma

✉ vicenzo1987@gmail.com

Keywords:

YouTube
Learning Media
Pronunciation

Article Information:

Submitted: 08 September, 2020

Accepted: 04 Nopember, 2020

Approved: 12 Nopember, 2020

Abstract

Purpose - The purpose of this study is to determine whether or not the use of YouTube videos as media affects the non-English department students' pronunciation skills.

Design/methodology/approach - This study used quantitative - experimental method with the pretest-posttest control group design. In collecting data, researchers used tests and observations as instruments. The data obtained were analyzed using a hypothetical test using a t-test. The researchers used a program computer facility called SPSS for Windows Release version 22 for the entire data computing process.

Findings - Students, applied direct pronunciation learning strategies (PLS) by imitating, practising, and saying aloud the words pronounced by YouTubers on their YouTube channel. The results showed that the use of YouTube videos as the media positively affected students' pronunciation skills. In other words, YouTube can be one of the influential English pronunciation learning media for non-English department students.

Originality/value - Coherence and cohesion are parts of academic writing that should be mastered by students in order to create a good thesis. Specifically for the students who will graduate from Higher Education.

Paper type – Research paper

Introduction

English is an international language. In Indonesia, English is also taught in tertiary level such as Universities and is a compulsory subject across study programs as an EFL classroom (Sholah 2019). The students supposed to be performed well communicatively in an EFL classroom. Lecturers have to assist them to practice the language actively (Rosalina, Setiawan, and Suhartono 2020). As far as English pronunciation is concerned, the learners have to face a lot of problems. Sound pronunciation is supposed to be a hallmark of sound education (Akram and Qureshi 2012). English lecturers mostly demonstrate inaccurate pronunciation. The teaching of pronunciation is overlooked. The pronunciation should be accurate enough to

be clearly understood, and it should enable the students to communicate in an efficient way to be intelligible.

Pronunciation learning in English is most appropriate using the method of exemplifying (imitation). Lecturers give an example of proper English pronunciation, and then students imitate it. However, the English pronunciation model sometimes feels inappropriate and not maximal because most English Lecturers in Indonesia are non-native English speakers who achieved local educational background. Such learning activities are conventional learning systems. Then this is where the role of creative, modern, and innovative learning media is needed. Good lecturers will use other modern learning media and not just do conventional teaching activities. Learning media has important roles in the teaching and learning process (Gunada 2018). The lecturer must be able to choose the right type of media so that the learning objectives can be achieved well. Some things that must be considered in determining the type of learning media include learning objectives, learning material to be delivered, student characteristics, types of media suitable for use, environments in which students take lessons, and as well as available resources (Marpanaji, Mahali, and Putra 2018). The development of learning media should always keep up with the development of the times that have become accustomed to utilizing Information and Communication Technology.

One of the most frequently accessed by Indonesians of Information and Communication Technology products is YouTube. YouTube viewers can use many video contents as the alternative learning media for their learning process. One example of video content on youtube is about "Pronunciation", which is taught directly by native speakers using Bilingual Indonesia and English as a preface, like a youtube account named Guruku Mr D and Sacha Stevenson. Those YouTube videos can significantly help both English and non-English department students understand and imitate the English words correct pronunciation, according to native speakers. By pronouncing the English words such as native speakers, it can increase students' confidence in the ability to speak English. Non-English department students, when obtaining the general course of English, will undoubtedly have difficulty in pronunciation of English vocabulary correctly and adequately according to native speakers. Although students have spent at least for six years, there is no guarantee for them to have a good ability in English (Moedjito 2016). This is because they rarely use English to communicate in learning activities or daily activities. Unlike English Study Program students who are obliged

to use English, especially when learning to teach. So they have much better English pronunciation skills.

Based on the background of the problem, the following formulation of the question arises: does the use of YouTube videos as media affect non-English department students' pronunciation skills?. The formulation of the problem was made to determine whether or not the use of YouTube videos as media affects the non-English department students' pronunciation skills.

The study focused on learning pronunciation using YouTube videos as media. The YouTube videos used in this research activity are created directly by native speakers such as Guruku Mr D and Sacha Stevenson's YouTube accounts uploaded on the www.youtube.com channel. Then those videos are tested to non-English department students. This study was expected to help the development of learning media, especially in English general courses. In other words, English lecturers in Indonesia are expected to switch from conventional methods to modern methods. Researchers hypothesized the study as follows:

Ha: There is a positive influence on using YouTube videos as media in improving non-English department students' pronunciation skills.

Ho: There is no positive influence on using YouTube videos as media in improving non-English department students' pronunciation skills.

English pronunciation uses the pronunciation procedures in the Oxford Dictionary or Longman Dictionary. Pronunciation is a technique or method for reciting an English word such as a native speaker. Pronunciation is one of the English elements that English speakers must master. According to Yuzawa (Yuzawa 2007), pronunciation is a foundation and includes things that should be understood by anyone who will or is in the process of learning English communicatively. In other words, pronunciation mastery has the phonology system and the ability to produce sounds so that the listener can understand their meaning. According to Ali Mustadi (Mustadi 2012), the aspects assessed in pronunciation are fluency of spelling and pronunciation, the accuracy of spelling pronunciation, stressing, and intonation.

Pronunciation can be very vital if someone recites a word that has a different meaning than what is intended. Therefore, it is necessary to learn and master pronunciation skills correctly, according to native speakers. It is using media and learning methods that can make it easier for students in their understanding. Burns and Claire suggest some principles in

pronunciation learning. First, study pronunciation from the earliest level. It means that understanding the correct use of phonemes, consonant letters, vowels, intonation, and word emphasis must be mastered first. Second, test students using a word with the correct pronunciation in a simple conversation. Selection of exciting topics that can stimulate students in communicating using English with the correct pronunciation. The fourth is to focus on practising and imitating English pronunciation and using it in the broader conversation. The fifth, beware of some pronunciation that is almost the same as its meaning (Burns, A.; Claire 2003). For example, in the pronunciation of the words "flower" and "flour". Both words have different writings and meanings but have almost the same pronunciation. English speakers are not only able to understand the pronunciation of an English word correctly, but they should also be able to understand the use of intonation and emphasis on pronunciation skills as well.

The use of the Oxford dictionary is also still often found in pronunciation learning (Handayani 2017). Such activities are not entirely considered wrong to allow for mispronunciation or errors in word pronunciation when studied without proper guidance. As for this study, researchers tend to point to the definition of learning media described by Oemar Hamalik because the scope of his understanding tends to be broader. Oemar Hamalik (Hamalik 1994) states that the learning media is not determined as a tool only but is also part of techniques and methods that can include definitions from other educational experts on the procedures of teaching and students' learning strategies. Many types of learning media can be used in the world of education, especially in learning activities. There are six types of learning media, namely: Visual Media, Audio Media, Silent Projection Media, Motion Projection Media and Audio Visual, Multimedia, and Objects (Siswoyo 2011). In this study, the researchers used audiovisual as a learning media in the pronunciation teaching-learning process. YouTube videos are the product of audiovisual media.

The primary role of the media is to introduce messages. By understanding that there are many types of learning media, students can utilize some learning media which are suitable for their learning strategies. Although over time, it develops into an entertainment, relaxation (a distraction from social tension), as a means of expression of opinions, ideas, and ideas, helping in overcoming the limitations of space and time, as well as being a means of education for the community. Not only education in social life but also able to be an effective means of learning. Many educational practitioners have used media as a means of learning for many years (Prihastuti, Wahyuni, and Ramadhani 2018). Good responses and results tend to be

obtained when an educational practitioner can combine media and the world of education to become an epic learning medium. Media can attract students' interest, bring a positive attitude and make the teaching-learning run well (Zuana 2018).

There are many forms of media as a means of learning. For example, there are already some schools that apply the use of BSE (Electronic School Books), where electronic books can be used not only in the classroom but even wherever and whenever students want to learn. Examples of other media use can be through the website page, commonly referred to as "web media". Web media is the merging of internet and website usage as a means of learning to get optimal learning results (Aggarwal 2014). There is no denying that as the era progresses, more sophisticated types of learning media such as websites can be used to achieve the ultimate goal of learning optimally. One example of a familiar form of web media is YouTube.

The form of information technology that can be used as media learning is named e-learning (Hartanto 2016). The latest trend in e-learning today is computers and other portable media in accessing learning materials to support the learning process. It can increase flexibility in teaching and learning activities. The expansion of information and communication technology has led to online formats becoming increasingly practical and as an inexpensive tool for education (Molinillo et al. 2018). One example of using information and communication technology is audiovisual media used to learn English Pronunciation. The video in question can be a recording or a combination of moving images. Video is suitable for practicing pronunciation because, in addition to displaying recordings or moving images also provides sound. The combination of sound and image will catch the attention of the audience. Video can improve all four aspects of pronunciation: accuracy, fluency, intonation, and stress. Ebru Atak Damar explains:

"Through films, using longer pieces of discourse to allow students to practice stress and intonation is also beneficial, since most pronunciation books provide short, limited contexts, for practising the suprasegmental features. As a consequence, videos provide an opportunity of being exposed to different native speaker voices, slang, reduced speeches, stress, accents, and dialects and they offer endless opportunities for pedagogically sound activities for developing fluency". (Damar 2014)

Unlike books, videos can help students practice stress, intonation, and improve fluency. Videos that present examples of pronunciation from native speakers can allow

students to listen to how the pronunciation is correct so that over time aspects of fluency in the pronunciation will increase. Although a number of different interactive multimedia or audiovisual media used in learning new languages, it is still considered a very difficult process in learning a new language, particularly for adult learners (Lonsdale 2011).

YouTube is a vast resource for educational content (Saurabh and Gautam 2019). YouTube is often used as a sharing event, providing information, and giving internet users appreciation worldwide. On YouTube pages, for example, viewers are not only entertained by the videos presented, but also able to serve as a learning medium (Akbar 2018). Students can see some videos created by content creators of which they are English native speakers. They provide a proper understanding of pronunciation, stressing, and intonation through video. That's where viewers (in this case, students) can learn to do imitations and practice appropriately according to what the English native speaker exemplifies on YouTube videos.

State of The Arts and Distinguish

This study is the development of several studies that had been published before. Some previous studies have not proven specific forms of learning media that can effectively be used in English pronunciation learning. Renda Lestari from STKIP Muhammadiyah Muara Bungo, in her article published at the Seminar Nasional Kedua Pendidikan Berkemajuan dan Menggembirakan in 2016 with the number of ISBN. 978-602-361-102-7 created a research article titled *Penggunaan YouTube Sebagai Media Pembelajaran Bahasa Inggris*. The study's purpose was to determine the extent of YouTube use as a learning media in English courses. The study results proved that YouTube videos are capable of being used as one of the learning media. (Lestari 2013).

Nafisah Endahati of PGRI University Yogyakarta conducted another study similar to Renda Lestari. Nafisah research was published in repository.upy.ac.id 2014 with the title "*Peningkatan Kemampuan Pronunciation Mahasiswa Kelompok A1 Semester I Program Studi Pendidikan Bahasa Inggris FKIP UPY TA 2013/2014 Melalui Pendekatan Audiolingual*". The results of this study showed that using an audio-lingual approach in pronunciation drill techniques is proven to improve pronunciation skills in English. These results can be seen by student increasing ability to recite all aspects of sound in English, parts of syllable emphasis in vocabulary, and understanding the use of intonation, namely rising intonation and falling intonation in spoken sentences (Endahati 2014). Therefore, this study is different from

previous studies because researchers want to prove that one alternative web-based learning media such as YouTube can be an effective solution for English pronunciation learning.

Methodology

Page | 89

This study used quantitative - experimental method with the pretest-posttest control group design. The first step was to decide who becomes the control group and the experiment group. Then the researchers gave the same pretest to both groups. After that, the experiment group was given treatment using YouTube videos as the media, and the control group was given treatment using conventional media. Then the posttest was given to both groups.

Non-English department students of IKIP Widya Darma, who get an English course for the 2019/2020 school year, were the population in this study. Then the sample was selected using a random sampling technique using the lottery to be then decided by the experiment group and the control group as a sample. The sample for the experiment group was 24 students, and the control group was also 24 students.

In collecting data, researchers used several instruments in this study, namely: tests and observations. The tests referred to in this study were pretest and posttest. Tests were conducted to experiment groups and control groups. Pretests were performed before the experiment group, and the control group got treatment. After treatment was given to both the experimental group and the control group, posttest was carried out. The test used the pronunciation assessment rubric because it was part of the performance test category. The test had previously been tested for its validity and reliability levels and expert judges before being given to the research subjects. The purpose of the validity and reliability test was for the instrument to be declared valid and reliable. Repeated revisions were made until the measuring instrument was deemed qualified and feasible. Pretest and posttest assessments used the following pronunciation scoring rubric:

Scoring Rubric for Pronunciation		
Aspect	Score	Description
Pronunciation	5	The pronunciation is perfect. The words are easy to understand and have the native speaker's accent.
	4	The words are easy to understand with a certain accent. Clearly understandable.
	3	The words are easy to understand with a particular accent. Understandable.
	2	Unclear pronunciation. The words are difficult to understand.

	1	The words are very difficult to understand. The pronunciation is incomprehensible.
--	---	--

Table 1: Pronunciation Assessment Rubric

Checklist observations were done by looking directly and thoroughly at what was being researched. The Observer observed every detail of the non-English department students' activities while using YouTube videos in learning pronunciation. Then fill in the prepared checklist observations. Descriptive and statistical analyses were used in data analysis techniques. The data obtained results were then tested using a hypothesis test where the hypothesis test used a t-test. The t-test itself was used in showing how much influence a variable causes in describing a bound variable. But before the t-test was carried out, the prerequisite test of the analysis is first carried out; in this study were the normality test and the homogeneity test. The researchers used a program computer facility called SPSS (statistical product and service solution) for Windows Release version 22 for the entire data computing process.

Findings and Discussion

The pretest and posttest results of non-English department students' pronunciation are important data in this study. Before performing the t-test calculation, it is necessary to know the distribution of data, whether it is normal or not. Therefore, the researchers must carry out the normality tests to the students' pretest and posttest scores. If the data has a normal distribution means it also has a normal distribution. It means the data is meaningfully able to represent the population. Data is said to be normal when probability (sig.) > 0,05. Activities in normality testing in this study used the Kolmogorov Smirnov test type through SPSS program version 22. This study's normality test results were: pretest and posttest for normally distributed groups with sig values. 0,138 and 0,067, respectively. So is pretest and posttest in a normally distributed experiment group with a sig. 0,270 and 0,290, respectively. When it has been declared to have a normal distribution, the next step is to carry out the Homogeneity Test.

The implementation of the homogeneity test in this study used Test Homogeneity of Variances using SPSS version 22. Both groups can be declared homogeneous if the significance > 0,05. The results obtained from the homogeneity test in this study are: sig. Value for the pretest control group and the experiment group is 0,443, which means homogeneous.

Similarly, posttest control groups and experiment groups are also homogeneous with sig. values 0,580.

The t-test was used to perform hypothetical tests. The t-test results of both groups proved that the Zero Hypothesis (H_0) was accepted to reject the Alternative Hypothesis (H_a). The t-score can see it was 1,271 and the t-table was 2,0129 with df 46 and the sig. (2-tailed) is 0,210. Thus it can be said that there was no positive influence on the improvement of non-English department students' pronunciation skills before treatment was given.

The t-test results of the posttest proved that hypothesis zero (H_0) was rejected, which means that the Alternative Hypothesis (H_a) was accepted. It proved that there was a positive influence on the use of YouTube videos on improving the non-English department students' pronunciation skills after been given treatment. The posttest hypothesis test results can be seen as follows: the t-score was 5,779, the t-table was 2,0129, the df 46 and the sig. (2-tailed) was 0,000.

The search for average or mean values for pretest and post-test in each control group and experiment group was intended to ensure no increase in scores generated by each group after treatment. We can also observe data on improving students' pronunciation skills by comparing pretest and post-test results scores in control and experiment group. It can also be seen from the gain score. Data about the results of these activities, display in the following table.

Source of the data	Control group	Experiment group
Pretest	43,54	38,96
Posttest	67,08	79,79
Gain Score	23,54	40,48

Table 2: The Average Score (Mean) of Control Group and Experiment Group

The average score (mean) of the control group and the experiment group above stated that each group's mean result of the posttest had improved. The average score for pretest in the control group initially was 43,54. Then after being treated using conventional learning, the average score was 67,08. While the average score for pretests in the experiment group initially was 38,96. Then after being treated using YouTube videos, the average score was 79,79. The control group and the experiment group experienced an increase in the average score results from pretest to posttest. It can be seen from the gain score for the control group was 23,54

and the experiment group was 40,48. It can be concluded that the non-English department students' pronunciation improved significantly.

YouTube video as learning media is considered quite effective and efficient to use. In line with Lestari's statement (Lestari 2013), which stated that YouTube could be used as a learning media for some difficult courses. In line with the statement, Ramadhani said that YouTube videos could be used as motivation and a media of students' work publication. If the viewers use YouTube well, it will have a good impact on its viewers as well (Ramadhani 2016).

The use of YouTube videos in education has always been considered attractive when used as a learning media, especially for Higher Education in Indonesia . Therefore, this study aimed to determine the influence of youTube video usage on the increased non-English department students' pronunciation skills. The pretest-posttest control group design and put the research subjects into two groups: the experiment and control groups. The two groups were given different treatments after the pretest. The experiment group was given treatment using YouTube videos and the control group was given treatment using conventional learning.

The video is the right media in practising speech organs (Kustandi and Sutjipto 2011). In line with the statement, videos are suitable for practising pronunciation skills because it shows recordings or moving images with sound. The combination of sound and image will catch the attention of the audience (Stuart 2013). This study showed that after using YouTube videos, there was an increase in the non-English department students' pronunciation skills. The pretest means before the treatments were given 38,95. Then after being given treatment by using YouTube video, the posttest mean was 79,79. It represents a very significant increase in the mean score, with the gain score was 40,48. When compared to the control group that did not get YouTube videos for the treatment, the gain score from the pretest means to the posttest mean was only 23,54. The posttest hypothesis test results also reinforced this statement that t-score 5,779 was greater than t-table 2,0129. It can also be seen from the posttest significance of Sig. (2-tailed) 0.000 was less than 0.05, which means hypothesis zero (H_0) was rejected so that the Alternative Hypothesis (H_a) was declared acceptable. Thus, it can be explained that there is a positive influence of YouTube videos on the increased non-English department students' pronunciation skills.

Conclusion

The conclusion drawn from this study is that using YouTube videos as media positively influences the increased non-English department students' pronunciation skills. The YouTube videos are chosen as a pronunciation learning media, better taught directly by English native speakers. YouTube is not only functioned as a source of entertainment but also be used as a learning media in learning English pronunciation, especially for non-English department students in the Higher Education environment.

Implications of Findings

This study offered recommendations for lecturers, and students use modern learning media. YouTube function is proved not only as a source of entertainment but also as a learning resource, especially in pronunciation learning in the Higher Education environment. Lecturers, as well as students who are studying English course, should be able to create an interactive and enjoyable learning atmosphere. The use of media is increasingly required in daily learning activities. YouTube is an alternative effective learning media in pronunciation class. If the viewers use YouTube well, it will have a good impact on its viewers as well. English learning pronunciation does require direct practice with the right model, like the original speakers or English native speakers. Therefore, English pronunciation learning becomes very easy to use learning videos on YouTube with native speakers.

Bibliography

- Aggarwal, Anil K. 2014. *Web-Based Education : Learning from Experience*.
- Akbar, Ali. 2018. 'Efektifitas Youtube Sebagai Media Penyebaran Informasi (Studi Pada Serambi on TV)'. Universitas Islam Negeri Ar-Raniry Banda Aceh.
- Akram, Muhammad, and Abrar H. Qureshi. 2012. 'Problems in Learning and Teaching English Pronunciation in Pakistan'. *Intjrl* 1 (4): 43–48.
- Burns, A.; Claire, S. 2003. *Clearly Speaking Pronunciation in Action for Teachers*. New York: McGraw-Hill.
- Damar, Ebru Atak. 2014. 'Task-Based Video Use for the Improvement of English Stress and Intonation'. *Journal of Educational and Social Research* 4 (2): 227–33. <https://doi.org/10.5901/jesr.2014.v4n2p227>.

- Endahati, Nafisah. 2014. 'Peningkatan Kemampuan Pronunciation Mahasiswa Kelas A1 Semester I Program Studi Pendidikan Bahasa Inggris Fkip Upy Ta 2013/2014 Melalui Pendekatan Audiolingual'. *FKIP Universitas PGRI Yogyakarta*, no. siklus I.
- Gunada, I Wayan Sastra. 2018. 'Using YouTube Video; An IT-Based Media to Improve Students' Speaking Skill', no. June: 0–9.
- Hamalik, Oemar. 1994. *Media Pendidikan*. Bandung: Citra Aditya Bakti.
- Handayani, Dyah Indri Fitri. 2017. 'Journal of English and Education' 5 (2): 194–201.
- Hartanto, Wiwin. 2016. 'Penggunaan E-Learning Sebagai Media Pembelajaran'. *Jurnal Pendidikan Ekonomi* 10 (1): 1–18.
- Kustandi, Cecep, and Bambang Sutjipto. 2011. *Media Pembelajaran Manual Dan Digital*. Bogor: Ghalia Indonesia.
- Lestari, Renda. 2013. 'Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris'. *Seminar Nasional Kedua Pendidikan Berkemajuan Dan Menggembirakan (The Second Progressive and Fun Education Seminar)*, 607–12.
- Lonsdale, Christopher John. 2011. 'Method for Teaching Language Pronunciation and Spelling'. *United States Patent Application Publication*, 1–15.
- Marpanaji, E., M. I. Mahali, and R. A.S. Putra. 2018. 'Survey on How to Select and Develop Learning Media Conducted by Teacher Professional Education Participants'. *Journal of Physics: Conference Series* 1140 (1). <https://doi.org/10.1088/1742-6596/1140/1/012014>.
- Moedjito. 2016. 'The Teaching of English Pronunciation: Perceptions of Indonesian School Teachers and University Students'. *English Language Teaching* 9 (6): 30–41. <https://doi.org/10.5539/elt.v9n6p30>.
- Molinillo, Sebastian, Rafael Anaya-Sánchez, Rocío Aguilar-Illescas, and María Vallespín-Arán. 2018. 'Social Media-Based Collaborative Learning: Exploring Antecedents of Attitude'. *The Internet and Higher Education* 38 (April): 18–27. <https://doi.org/10.1016/j.iheduc.2018.04.003>.
- Mustadi, Ali. 2012. *Communicative Competence Based Language Teaching*. Yogyakarta: Universitas Negeri Yogyakarta.
- Prihastuti, Asepma Hygi, Sri Wahyuni, and Suci Ramadhani. 2018. 'THE USE OF SOCIAL MEDIA AS A LEARNING MEDIA IN IMPROVING STUDENTS' MOTIVATION IN THE

- MANAGEMENT ACCOUNTING COURSE'. *International Journal of Educational Best Practices (IJEBP)* 2 (2): 55–62.
- Ramadhani, Dini Wulan. 2016. 'Pemanfaatan Situs YouTube Sebagai Sumber Belajar Pada Pembelajaran Bahasa Indonesia Di SMA Panjura Malang'. Universitas Negeri Malang.
- Rosalina, Irene, Slamet Setiawan, and Suhartono Suhartono. 2020. 'An Analysis of a Local and International University-Graduated Teachers Questioning in English for Specific Purposes Class'. *Alsuna: Journal of Arabic and English Language* 3 (1): 19–35. <https://doi.org/10.31538/alsuna.v3i1.676>.
- Saurabh, Samanth, and Sanjana Gautam. 2019. 'Modelling and Statistical Analysis of YouTube's Educational Videos: A Channel Owner's Perspective'. *Computers & Education: An International Journal* 128 (January): 145–58. <https://doi.org/10.1016/j.compedu.2018.09.003>.
- Sholah, Hanif Maulaniam. 2019. 'Enhancing EFL Learners' Writing Skill via Journal Writing'. *ALSUNA: Journal of Arabic and English Language* 2 (2): 96–116. <https://doi.org/10.5539/elt.v3n3p81>.
- Siswoyo, Dwi. 2011. *Ilmu Pendidikan*. Yogyakarta: UNY press.
- Stuart, Ann E. 2013. 'Engaging the Audience: Developing Presentation Skills in Science Students'. *Journal of Undergraduate Neuroscience Education* 12 (1): 4–10.
- Yuzawa, Nobuo. 2007. 'Teaching English Pronunciation'. *The Economic Journal of TCUE* 50 (1): 95–107. [https://doi.org/10.1016/0346-251x\(90\)90033-2](https://doi.org/10.1016/0346-251x(90)90033-2).
- Zuana, Muhammad Mujtaba Mitra. 2018. 'Digital Storytelling: An Attractive Media to Teach Narrative Text in Speaking Class'. *Alsuna: Journal of Arabic and English Language* 1 (1): 26–39. <https://doi.org/10.4018/ijicte.2017010107>.

Analysis of Translation Techniques, Methods, and Ideology on Children's Bilingual Story Books



Page | 96

Alsuna: Journal of Arabic and English Language

Niswatin Nurul Hidayati

Institut Agama Islam Al Hikmah Tuban

 niswatinnh@iaialhikmah Tuban.ac.id

Keywords:

Translation Technique

Translation Method

Translation Ideology

Children's Bilingual Books

Article Information:

Submitted: 25 April, 2020

Accepted: 04 Nopember, 2020

Approved: 15 Nopember, 2020

Abstract

Purpose - This research aimed to describe, the techniques, methods and ideology used by the author of children's bilingual books.

Design/methodology/approach - This study used descriptive qualitative in this research, in which the author used Molina & Albir and Newmark for the basic theory.

Findings - The author found that the bilingual books' author mostly used literal translation as the technique. Then, for the methods, the most frequent was a word-for-word and literal translation. It meant that the author's ideology was foreignization because the bilingual books' author tended to maintain the word of the source language.

Originality/value - The concluded that literal or word-for-word translation in translating stories for children is not suitable, since the sentences in the translated version tended to be complicated which is not suitable for teachers, parents, and children especially. The suggested for the bilingual books' authors use a communicative translation so that it can be easily read and understood.

Paper type – Research paper

Introduction

With the development of technology, the need for mastering foreign languages has been recognized by many parties, including parents, schools, and government. There are methods and media that are offered to introduce and teach foreign languages to children, for example, with songs, flashcards, traditional game modifications, and storytelling by reading bilingual books to children. Nowadays, finding bilingual books is very easy, both in offline and online stores.

In teaching language to children, media are needed so that children are more interested in learning languages. Storybooks for children are usually designed with colourful pictures accompanied by short stories. This storybook is sometimes read by teachers, parents

and children who have been able to read, for example, for children in elementary school. Bilingual books become one of the media used to hone language skills in children, both Indonesian and English. The target of using this bilingual book is to introduce or improve the vocabulary of children.

Vocabulary is an essential part of learning languages because when a child has rich vocabulary, he will later be easy to learn other English abilities (Hidayati 2020c). In the development of children, we know of the existence of golden ages, where the child's brain is able to absorb many things. This is where parents and teachers can provide stimulation so that the development of language skills can develop properly. We know that children tend to imitate what they hear or see around them. If we are used to doing storytelling, the vocabulary used by both parents and teachers will be absorbed by children. Suppose we associate with learning foreign languages, for example, English, in this case, vocabulary is a crucial component to be introduced to children, because by mastering vocabulary, it will support the abilities of children in other areas of ability, for example, speaking, writing or reading (Hidayati 2020d).

In this article, the author discussed four main points related to the translation of bilingual books, including 1) Techniques used in translating bilingual books 2) the methods used in translating bilingual books, and 3) the ideology of translation used. The translation is not easy because it involves the contents of the message to be conveyed from one language to another. There are quite a number of experts who define translation, for example, (Catford 1965) states that "translation is the replacement of textual material in one language by equivalent textual material in another language". Newmark mentions that translation is "it is rendering the meaning of a text into another language in the way that the author intended the text" (Newmark 1988).

In translation, it was known that the source language (SL) and target language (TL). According to Nababan, the process (translation) is a series of activities carried out deliberately. (Ma'mur 2004) The translation process can also be interpreted as a series of activities carried out by a translator when he shifted the mandate from the source language to the target language. Of course, the transfer of this mandate must also be based on a variety of abilities that must be possessed by an interpreter, for example, language, technical mastery, theory, the use of supporting facilities, and others. Because if a translator in the translation process does not pay attention to the conditions that a translator must own, then the translation

results (text translation) will mislead the reader or user. Nababan also stated that it is not excessive if there is an opinion which states that an improper translation will mislead and at the same time poison the reader. This translation process consists of 3 stages, namely the analysis of the Source Language Text (SL), 2) Diverting messages, and 3) Restructuring.

Vocabulary is an essential part in learning languages because when a child has a rich vocabulary, he will later be easy to learn other abilities in English, for example, the ability to listen, speak, write, also read. In the development of children, we know of the existence of golden ages, where the child's brain can absorb many things (Hidayati 2019). This is where parents and teachers to provide stimulation so that the development of language skills can develop properly. We know that children tend to imitate what they hear or see around them. If we are used to doing storytelling, the vocabulary used by both parents and teachers will be absorbed by children (Hidayati 2020b). If we associate with learning foreign languages, for example English, vocabulary is a very important component to be introduced to children, because by mastering vocabulary, it will support the abilities of children in other areas of ability, for example, speaking, writing or reading (Hidayati 2020a). There were some researches which had been carried out previously, for example (Setiawan and Mitra Zuana 2018) examining the vocabulary teaching, entitled Teaching Vocabulary Modified Snakes and Ladders Game. Besides, there was also research related to the reading comprehension entitled The Correlation Between Reading Habit and Students' Reading Comprehension Achievements (Sulaiman and Harpiansi 2018).

Specifically related to the translation of cultural terms, there was research by (Sudana, Suyasa, and N.P.E. Marsakawati 2014). There was also research by (Widiarti 2011) which analyzed the translation of metaphor on the Japanese language. Then, (Ahmad Fadly 2016) also conducted research on translation specifically on the ideology of translation.

Methodology

This research was a qualitative descriptive study. The data source used was seven bilingual storybooks chosen randomly. The stages used by researchers in carrying out this research are 1) reading bilingual storybooks; 2) transcribing bilingual storybooks into tables; 3) grouping parts of the story into the technique of translation technique proposed by Molina & Albir classifying them of translation methods proposed by (Newmark 1988) determining the ideology used in the translation and analyzing the quality of translators based on the

techniques and methods used in translating bilingual story books by identifying the errors found in the translation; 6) drawing conclusions (Molina and Albir 2002).

Findings and Discussion

Page | 99

Translation Techniques

There are several experts who mention translation techniques. Newmark which states that the translation technique is a translation procedure used for smaller sentences and linguistic units (Newmark 1988). Whereas the translation method is often associated with more extensive texts. In his book *A Textbook of Translation*, he mentioned several translation techniques, for example, literal translation, transference, naturalisation, cultural equivalent, functional equivalent, descriptive equivalent, synonymy, through-translation, shifts or transpositions, modulation, recognised translation, label translation, compensation, componential analysis, reduction and expansion, paraphrase, couplets, notes, additions, glosses. In addition, there are also theories from Molina & Albir that mention several translation techniques. Some of the experts' translation techniques presented by the experts above are the same, although they use different terms (Molina and Albir 2002).

Adaptation	Adaptation is a technique of replacing cultural elements in SL with the same thing in TL. Newmark mentions the term cultural equivalent. Whereas Baker calls it cultural substitution. An example of this translation technique is baseball which is translated into futbol in Spanish (Newmark 1988).
Amplification	Amplification is a technique for introducing detailed information or making explicit information not listed in SL. Amplification includes exploitation (Vinay & Dalbernet), addition (Delisle), legitimate and illegitimate paraphrase (Margot), explosive paraphrase (Newmark), Periphrasis and paraphrase (Delisle), and including footnotes, gloss, addition (Newmark 1988).
Borrowing	Borrowing is a technique of taking a word or expressing another language (Molina and Albir 2002). There are two types of lending; they are pure borrowing and naturalization. Pure borrowing is also known as transference (Newmark) and Loan word (Baker 1992). While naturalization is also known as phonological translation (Hoed). Examples of pure borrowing include the word catwalk (SL) which is still translated as catwalk (TL). Whereas naturalized borrowing for example if autobiography (SL) translates to otobiografi (TL)
Calque	Calque is a translation technique by transferring words or phrases from SL literally to TL both lexically and structurally (Molina and Albir 2002). For example, the word world cup which translates to Piala Dunia.

Compensation	Compensation is a technique of introducing information elements or other stylistic effects in other places on TL because it is not placed in the same position as in SL (Molina and Albir 2002) .
Description	A description is the technique of replacing a term or expression with a description of its form or function (Molina and Albir 2002). The techniques included in the description are descriptive equivalent and functional equivalent (Newmark 1988).
Discursive creation	Discursive creation is a technique for using a temporary equivalent that is out of context or not predicted, usually used for the translation of titles.
Established equivalent	An established equivalent is a technique of using terms or expressions known or recognized in a dictionary or target language as an equivalent of the SL (Molina and Albir 2002). This technique is also known as recognized translation/accepted standard translation (Newmark 1988).
Generalization	Generalization is a technique of using more general or neutral terms in the target language (Molina and Albir 2002). Newmark uses the terms neutralization and translation by neutral/less expressive and translation by general word (superordinate) expressed by Baker,1992 (Newmark 1988).The opposite of generalization is the technique of particularization.
Linguistic amplification	Linguistic amplification is a technique for adding linguistic elements so that the translation is longer.
Linguistic compression	Linguistic compression is a technique that synthesizes existing linguistic elements to be simpler because they can be understood.
Literal translation	A literal translation is the technique of translating a word or expression by word for word.
Modulation	Modulation is a technique to replace the point of view, focus or cognitive categories of SL, can be in the form of structural or lexical.
Particularization	Particularization is the technique of using more specific terms and concrete rather than the general form.
Reduction	The reduction is a technique to imply information because its meaning components are already included in the target language. This technique is the same as the reduction and elimination of redundancy proposed by (Newmark 1988) or word removal (omission) proposed by (Baker 1992).
Substitution	Substitution is the technique of replacing linguistic elements with paralinguistic (intonation, gesture) and vice versa. It is usually used in interpretation.
Transposition	Transposition is a replacement technique for grammar categories, for example from verbs to adverbs and so on.
Variation	Variation is a technique for replacing linguistic elements or linguistics (intonation, gesture) that affects aspects of linguistic diversity, for example, the replacement of social dialect styles, geographical dialects.

Table 1: Translation techniques

Translation Methods

Newmark states that the main problem in translating is to choose whether to translate literally or freely (Newmark 1988) In his book, Newmark divides the two groups of translation methods, they are the translation method which emphasizes on Source Language (SL) and which emphasizes on TL (Target Language) as follows:

SL Emphasis	TL Emphasis
Word-for-word translation	Adaptation
Literal translation	Free translation
Faithful translation	Idiomatic translation
Semantic translation	Communicative translation

SL Emphasis	TL Emphasis
Word-for-word translation This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words are translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process.	Adaptation This is the 'freest' form of translation. It is used mainly for plays (comedies and poetry; the themes, characters, plots are usually preserved, the SL culture converted to the TL culture and the text rewritten. The deplorable practise of having a play or poem literally translated and then rewritten by an established dramatist or poet has produced many poor adaptations, but other adaptations have 'rescued' period plays.
Literal translation The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved.	Free translation Free translation reproduces the matter without the manner, or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called 'intralingual translation*', often prolix and pretentious, and not translation at all.
Faithful translation A faithful Translation attempts to reproduce the precise contextual meaning of the original within the constraints of the TL grammatical structures. It 'transfers' cultural words and preserves the degree of grammatical and lexical 'abnormality' (deviation from	Idiomatic translation Idiomatic translation reproduces the 'message' of the original but tends to distort nuances of meaning by preferring colloquialisms and idioms where these do not exist in the original- (Authorities as diverse as

SL norms) in the translation. It attempts to be completely faithful to the intentions and the text-realisation of the SL writer.	Seteskovitch and Stuart Gilbert tend to this form of lively, 'natural' translation).
Semantic translation Semantic translation differs from 'faithful translation' only in as far as it must take more account of the aesthetic value (that is, the beautiful and natural sounds of the SL text, compromising on 'meaning' where appropriate so that no assonance, word-play or repetition jars in the finished version. Further, it may translate less important cultural words by culturally neutral third or functional terms but not by cultural equivalents - une nonne repassant un corporal may become 'a nun ironing a corporal cloth' - and it may make other small concessions to the readership. The distinction between 'faithful' and 'semantic' translation is that the first is uncompromising and dogmatic, while the second is more flexible, admits the creative exception to 100% fidelity and allows for the translator's intuitive empathy with the original.	Communicative translation Communicative translation attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.
Translation Ideology Hoed states that the ideology of translation is defined as principles or beliefs about right or wrong (Murniati 2011). In relation to this, ideology is grouped into two; they are domestication and foreignization. In regard to the ideology of translation, Newmark mentions "the choice between communicative and semantic is partly determined by orientation towards the social or the individual, that is, towards mass readership or the individual voice of the text producer. The choice is implicitly presented as ideological" (Hatim and Mason 1997).	
Domestication Nida and Taber state that good translation emphasizes the needs of the reader. This means that the ideology of domestication is used here (Nida and Taber 1982). They mentioned that "The priority of the audience over the forms of the language means essentially that one must attach greater importance to the forms understood and accepted by the audience for which a translation is designed than to the forms which may have a longer linguistic tradition or have greater literary prestige. "If this is related to the translation method used by Newmark illustrated in V diagram (1988), then the tendency used is TL emphasis, where the method of adaptation, free translation, idiomatic translation, and communicative translation (Nisaa 2011). The advantage of domesticated ideology is that the reader can understand the translated text easily because it is adapted to the reader's language; the translated text feels natural and communicative and allows for	

cultural assimilation. While the drawback is that aspects of culture in the source language often fade, readers of target language texts cannot provide interpretations of the text. This is because the interpretation has been done by the translator. Then, the target language text reader does not get cultural knowledge from the source language.

Foreignisation

Foreignisation is a translation ideology that emphasizes the source language. Hoed mentions that this ideology rests on the opinion that 'correct', 'acceptable', and 'good' translations are in accordance with the tastes and expectations of the target reader who wants the presence of source language culture or considers the presence of source language to benefit the community (Murniati 2011). Isabel Pascua considers translation to have an important role in cross-cultural education, as he mentioned (Pascua 2003).

Table 2: Translation methods

“As my main task as a translator is to let my readers know more about the foreign and the “other,” I would naturally opt for “foreignization”: keeping the exotic and the unknown in the translated text. Keeping intercultural education in mind when translating for children it is important to maintain the “cultural references” of the original text, and pay attention to the issues of acceptability and readability. The translated text should not maintain the “linguistic discourse” of the original language as we have to pay attention to the future readers, the children. They will not like a text with strange-sounding sentences and complex grammatical structures. Different treatment should be given to those cultural markers which introduce Spanish readers to new worlds. Readers will understand that it is a foreign text and should “feel” that they are reading a translation if not only for the exotic names, places, food, clothes, customs, etc (see Pascua 2000 and 2001). Unlike the norm in Spain a few decades ago, which required translated texts to “sound” very Spanish, this way of translating emphasizes the different – something essential in translating multicultural literature.”

From the above description, conclusions can be drawn related to the advantages and disadvantages of foreignization. The advantages include the target language text readers can understand the culture of the source language, the translated text can present the cultural nuances of the source language, as well as allow for intercultural learning. While the drawback is that the target text reader may feel unfamiliar with several terms. The text of the target language sometimes feels complex and unnatural in the use of the language. As well as negative aspects of the source culture can easily enter and influence the reader.

Based on data from 7 selected bilingual books, it was found that the dominance of the Technique used in translation was literal translation. Literal translation is the technique of

translating a word or phrase verbatim (Molina and Albir 2002). From this technique, the method used in the translation of the bilingual book tends to emphasize the source language (SL emphasis). We already know that Newmark divides the translation method into two large groups, namely SL emphasis and TL emphasis. SL emphasis includes word-for-word translation, literal translation, faithful translation and semantic translation. Whereas TL emphasis includes adaptation, free translation, idiomatic translation, and communicative translation. Based on the data that has been collected, the bilingual books use word-for-word translation and literal translation as the method used.

Word-for-word translation

This is often demonstrated as interlinear translation, with The TL immediately below the SL words. The SL word-order is preserved and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is either to understand the mechanics of the source language or to construe a difficult text as a pre-translation process (Newmark 1988).

Example 1	Source Language Di sebuah danau, hiduplah keluarga katak.
	Target Language In a lake, there lived a family of frogs.
Example 2	Source language Ia biasa dipanggil Pak Big.
	Target language He always called Mr. Big.
Example 3	Source language "Hmmm makhluk apakah itu? Besar sekali?" Serunya.
	Target language "Hmmm creature is it? Great all?" Exclaim.

Table 3: Word-for-word translation

Literal Translation

The SL grammatical constructions are converted to their nearest TL equivalents but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problems to be solved (Newmark 1988).

Example 1	Source language Setelah sampai di danau, ia segera menemui teman-temannya termasuk Pak Big.
------------------	--

Example 2	Target language After arriving at the lake, he soon met his friends including Mr. Big.
	Source language Pak Big yang penasaran dengan apa yang diceritakan oleh katak kecil, langsung menyahut "Benarkah? Sebesar apakah dia?" Target language Mr. Big is curious as it is reported by a small frog, immediately replied "Really? How big is he?"
Example 3	Source language Dobi tetap asyik mengunyah rumput, beberapa saat kemudian dia baru saja sadar bahwa ibunya dan gerombolan kambing lainnya sudah tidak ada lagi. Target language Dobi still fun chewing the grass, a few moments later he realized that his mother and hordes of other goat is no more.

Table 4: Literal translation

From the techniques and methods that were dominantly used in the translation of the 7 bilingual books, it was seen that the translator tended to have an ideology of foreignization. This can be seen from the tendency to use methods that emphasize the source language. Translation methods that emphasize the source language or target language have positive and negative sides respectively. The advantages of foreignisation include the target language text readers can understand the culture of the source language, the translated text can present the cultural nuances of the source language, as well as allow for intercultural learning. While the drawback is that the target text reader may feel unfamiliar with several terms. The text of the target language sometimes feels complex and unnatural in the use of the language. As well as negative aspects of the source culture can easily enter and influence the reader.

Bilingual books in this context are of course aimed at readers of Indonesian society, both parents, teachers and Indonesian children who want to learn English. In terms of sentence structure, the translation of word-for-word translation and literal translation can be easier because the structure is made similar to Indonesian. However, it should be noted that in this case the book is used as a medium to learn something, in this case English, both to learn the arrangement of languages, vocabulary and so on. Later, the authors found that the

translation technique used was too complex or long, even though the target audience was teachers, parents and children. The use of simpler language would be more helpful.

From observations made by the author, the process of translating using methods that emphasize the source language in the context of the story book, is considered inappropriate. The translation should be done more simply and in a shorter way. So that will make it easier for readers. The author also found a number of "deficiencies" or errors in the results of the translation done, for example, not exactly choosing diction, sentences that are not in accordance with the rules of the English language, improper tense, use of inconsistent nouns and so forth, as summarized in the following picture:

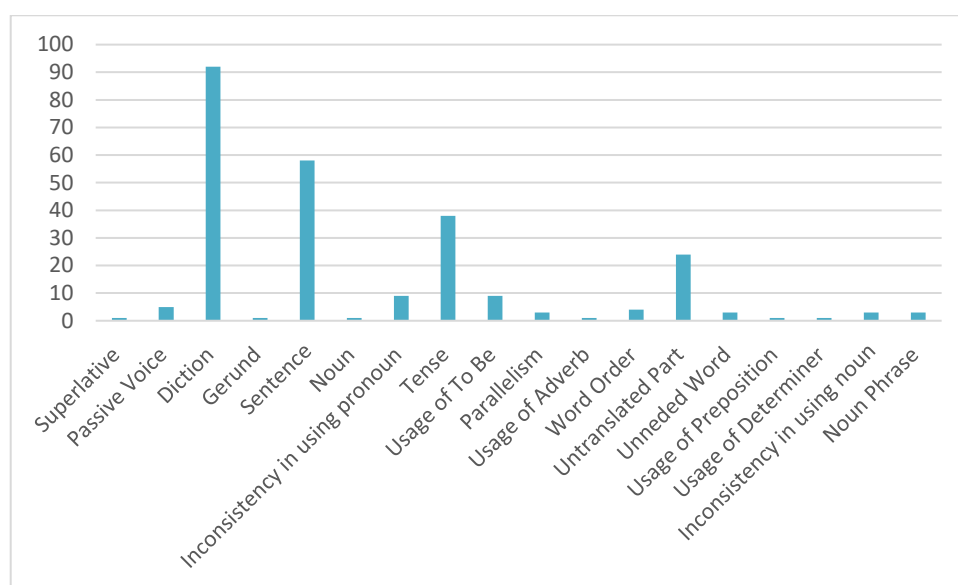


Figure 1: Errors Found in Bilingual Book Translation

Source Language	Target Language	Explanation
Di antara katak-katak itu terdapat katak yang paling besar tubuhnya diantara katak yang lain.	Among the frogs are most large frog frog body among others.	The sentences were taken from bilingual book entitled Katak-Katak yang Mengagumi Kerbau. There was part of sentence translated into most large frog, in which it was not appropriate in English grammar. In the discussion of degree of comparison, if there was an adjective consisted of one syllable, the it did not need the addition of most, but it must be added by -est at the end of it.

Table 5: Sample of Superlative

Source Language	Target Language	Explanation
la biasa dipanggil Pak Big.	He always called Mr. Big.	The sentences were taken from bilingual book entitled Katak-Katak yang Mengagumi Kerbau. The passive voice has a formula for having be and V3. As it can be seen in the table, be cannot be found in the sentence structure.

Table 6: Passive Voice

Source Language	Target Language	Explanation
Berry yang sejak tadi lapar segera mendekati ikan salmon itu dan meloncar menceburkan diri.	Berry who had been hungry soon approaching salmon that he jumped dedicated themselves.	The three sentences consisted of some unsuited diction or choice of word. For example, Ibu Berra was translated to Berra Mother. The similar this also happened to the word dedicated and in unison.
Dengan sigap ibu Berra meloncat dan menerkam kepala anjing laut itu.	Berra mother deftly leaping and pouncing on the seal head.	
"Iya!" Jawab	"Yes!" they answered in unison.	

Table 7: Sample of Diction

Source Language	Target Language	Explanation
Pak Big langsung menghirup udara sebanyak mungkin dan menggembungkan tubuhnya.	Big pack directly inhale as much air as possible and inflating its body.	The case of parallelism was found in the result of translation on bilingual book entitled Katak-Katak yang Mengagumi Kerbau, in which the word inflating was not parallel with inhale.
Tapi melihat Ted yang masih ragu ragu Berry langsung ikut memburu si anjing laut, Berry berhasil menggigit bokongnya dan Ted menggigit kepalanya.	But looking at the Ted Berry still undecided langsung join the hunt seals, Berry managed to bite her ass and Ted biting his head.	The similar case was also being found in the word to bite and biting in the bilingual book entitled Anak Beruang Belajar Mandiri

Table 8: Sample of Parallelism

Source Language	Target Language	Explanation
Kini Dobi sudah kembali berkumpul dengan ibu dan rombongannya.	Dobbies has now been re-assembled with the mother and his entourage	In this story, Dobi is a subject and singular. Unfortunately, in the previous sentence, it became plural by using the word Dobbies. In other parts of the text, the word Dobi remained the same in the translation result, as it can be found in the following sentence: "Oh good lord wolf, I'm just a poor little lamb, if you want to eat me please, but please sing me a song with your flute, because I wanted to dance before you eat." Said Dobi shaking.
Karena hamper setiap hari kucing dan anjing itu bertengkar, membuat binatang-binatang lain akhirnya tak peduli lagi dengan apa yang kucing dan anjing itu pertengkarkan.	Because almost every day cats and dogs that fight, make other animals finally do not care anymore what cats and dogs that were arguing.	In the bilingual book entitled <i>Pertengkaran Anjing & Kucing</i> , it was found that there were inconsistencies in translating the word kucing and anjing. The word kucing and anjing was singular character, but in this part, those words were translated into plural words by adding the end "-s". In other parts of the text, the character of dog and cat had been translated into singular word, as mentioned in the example of One is a dog and a cat.

Table 9: Sample of Inconsistency in Using Pronoun

Source Language	Target Language	Explanation
Tapi pagi itu Riri sangat terkejut, karena ketika ia bertemu Titi ia melihat mata Titi merah dan berair.	But that morning Riri very surprised, because when he met with Titi Titi he saw red and watery eyes.	This text was taken from the bilingual book entitled <i>Pesan Burung Kenari</i> . The use of the word with in the translated text of bertemu to become met with was not suitable. The word should not be used if it referred to English grammar.

Table 10: Sample of the Usage of Preposition

Untranslated part

From the 7 bilingual books becoming the data source, the author found some words which were not translated. So, the word in Indonesia which was the Source Language (SL) remained the same in the Target Language (TL).

Page | 109

Source Language	Target Language	Explanation
Setelah menasehati Bu Dara, Riri terbang melewati tempat Pak Owl, tapi ia terkejut ketika melihat tubuh Pak Owl oleng “Oh sepertinya Pak Owl kurang istirahat...”	After advising Mrs. Dara, Riri Owl flew past the pack, but when he saw the body pack terkejut shaky owl “Oh Sir Owl seems less break...”	The sentences were taken from bilingual book entitled Pesan Burung Kenari. The parts of sentence which were not translated were seen in word terkejut, in which it could be translated into surprised or shocked.
Masing masing menghujat satu sama lain, takt ahu mana yang benar.	Each menghujat each other, do not know what is right and what is wrong.	The untranslated part was also found in bilingual book entitled Pertengkaran Anjing dan Kucing. The untranslated word was menghujat (SL) which was still found in Target Language (TL), and it remained the same.
“Nggak pernah ada kapoknya, selalu saja sombong. Dasar kalian itu anjing!” hardik seekor kucing betina dengan wajah menunjukkan kekesalan.	“It’s never been a kapoknya, always arrogant. Your basis that dog!” Cried a female cat with a face showing annoyance.	Then, it was also found in the bilingual book entitled Pertengkaran Anjing dan Kucing. The word was kapoknya which remained the same in the Target Language (TL).
Namun ucapan Bonbon tak ada yang menggubris.	But saying nothing menggubris Boncon.	The author also found the word menggubris which was not translated in the bilingual book entitled Pertengkaran Anjing dan Kucing.

Table 11: Sample of Untranslated Parts

Usage of Adverb

There are many kinds of adverbs in English, for example adverb of manner, adverb of time, adverb of frequency, adverb of degree, and adverb of place. In this case, the author found the use of adverb of time which was not suitable in the sentence.

Source Language	Target Language	Explanation
-----------------	-----------------	-------------

Pagi itu Dobi dan ibunya sedang asyik makan rumput, karena sudah sore maka ibu Dobi mengajak pulang, namun tidak dihiraukan oleh Dobi, dia tetap asyik makan rumput.	Dobi morning and her mother was busy eating grass, because it was late afternoon Dobi mother took home, but was ignored by Dobi, he remained engrossed in eating grass.	The author found some errors in using the adverb of time in the bilingual book entitled Doby dan Serigala. Adverb of time is usually used at the beginning or at the end of the sentence. Then, the sentence pagi itu Dobi was translated into Dobi morning which was considered inappropriate.
--	---	---

Table 12: Sample of Usage of Adverb

Source Language	Target Language	Explanation
Dobi tetap asyik mengunyah rumput, beberapa saat kemudian dia baru saja sadar bahwa ibunya dan gerombolan kambing lainnya sudah tidak ada lagi.	Dobi still fun chewing the grass, a few moments later he realized that his mother and hordes of other goat is no more.	The sentence was found in the bilingual book entitled Doby dan Serigala. In that part, there are two points related to the use of be. The first part was "Dobi still fun chewing". In this part, there should be the word was after the subject. Then, the second part was that the word is should be replaced by were due to the plural subject, it was his mother and hordes of other goat.

Table 13: Sample of Usage of To Be

Source Language	Target Language	Explanation
Berry mengira itu ibunya, sambil berlari ia mengejanya dan tanpa sadar ia menabrak sesuatu.	Berry thought it was her mother, she ran after him and he unconsciously he hit something.	The sentence was taken from the bilingual book entitle Anak Beruang Belajar Mandiri. In the sentence, it was found that there was inconsistency in translating the word "ia", where it was sometimes translated into the pronoun for man, and sometimes for a woman. It can be seen from the word her, him and he in the translation.

Table 14: Sample of Inconsistency in Using Pronoun

Source Language	Target Language	Explanation
Tiba tiba si Kasuari punya ide, "Bagaimana kalau kau coba saja terbang?"	Suddenly the Cassowary got an idea, "How do not you try it fly?"	The two sentences were taken from the bilingual book entitled Kasuari dan Burung Unta. The part of the sentence in the Target Language How do

"Aku heran, kita berdua juga sama sama burung tapi kenapa kita tidak bisa terbang seperti si Sriti? Bukankah sayap kita jauh lebih besar?"	"I'm surprised, we were both equally birds but why we cannot fly like Sriti? Are not we much bigger wings?"	not you try it fly? and Are not we much bigger wings? Showed the inappropriate order.
--	---	---

Table 15: Sample of Sentences

Conclusion

The writer or translator does have the freedom to choose techniques, methods, and ideologies in the translation process he does. However, the authors argue that for translating storybooks with a market share for teachers, parents, and children themselves, it is better to use more communicative translations. This will make it easier for readers. This research shows a small portion of bilingual books for children. The author found that the translation using the literal translation technique or word-for-word translation inappropriate. This is proven by the large number of errors found in translation, which include errors in using superlative, passive voice, dictionaries, gerunds, sentences, nouns, inconsistencies in using pronoun, tense, usage of be, parallelism, adverb, word order, untranslated word, determiner, preposition, unneeded word, noun phrase. The use of foreignization ideology used also needs to be reconsidered. Foreignization does have advantages, for example, the target language text reader can understand the culture of the source language, the translated text can present the cultural nuances of the source language, and allow for intercultural learning. In comparison, the drawback is that the target text reader may feel unfamiliar with several terms. The text of the target language sometimes feels complex and unnatural in the use of the language. As well as negative aspects of the source culture can easily enter and influence the reader.

Implications of Findings

This study offered recommendations for bilingual books' authors use a communicative translation so that it can be easily read and understood. The concluded that literal or word-for-word translation in translating stories for children is not suitable, since the sentences in the translated version tended to be complicated which is not suitable for teachers, parents, and children especially.

Bibliography

- Ahmad Fadly. 2016. 'Ideologi Dalam Penerjemahan Budaya: Analisis Pada Novel Terjemahan "Negeri 5 Menara" Karya Ahmad Fuadi'. *Jurnal Pendidikan Bahasa Dan Sastra* 16 (2): 132. https://doi.org/10.17509/bs_jpbsp.v16i2.4477.
- Baker, Mona. 1992. *In Other Words, A Course Book on Translation*. London: Routledge.
- Catford, J.C. 1965. *A Linguistic Theory of Translation*.
- Endahati, Nafisah. 2014. 'Peningkatan Kemampuan Pronunciation Mahasiswa Kelas A1 Semester I Program Studi Pendidikan Bahasa Inggris Fkip Upy Ta 2013/2014 Melalui Pendekatan Audiolingual'. *FKIP Universitas PGRI Yogyakarta*, no. siklus I.
- Hatim, Basil, and Ian Mason. 1997. *The Translator as Communicator. The Translator as Communicator*. London: Routledge. <https://doi.org/10.4324/9780203992722>.
- Hidayati, Niswatin Nurul. 2019. 'Storytelling: One Package Learning in Improving Language Skill and Implanting Character Education on Children'. *EDUKASI: Jurnal Pendidikan Islam* 7 (2): 53–72. <https://doi.org/10.5281/edukasi.v7i2.390>.
- . 2020a. 'Bilingualisme Dan Multilingualisme: Pro Dan Kontra Pada Perkembangan Bahasa Dan Kognitif Anak'. *Al Hikmah: Jurnal Studi Keislaman* 10 (1): 91–104.
- . 2020b. 'Indonesian Traditional Games: A Way to Implant Character Education on Children and Preserve Indonesian Local Wisdom'. *Istawa: Jurnal Pendidikan Islam* 5 (1). <https://doi.org/10.24269/ijpi.v5i1.2475>.
- . 2020c. 'Language a Nd Brain : Maximizing Children ' s Brain in Learning Foreign Language Through Storytelling , Songs , and Flashcards'. *Ibriez: Jurnal Kependidikan Dasar Islam Berbasis Sains* 5 (1): 57–72.
- . 2020d. 'Rethinking the Quality of Children's Bilingual Story Books'. *AL-ASASIYYA: Journal Of Basic Education* 4 (1): 46–60. <https://doi.org/10.24269/ajbe.v4i1.2226>.

- Lestari, Renda. 2013. 'Penggunaan Youtube Sebagai Media Pembelajaran Bahasa Inggris'. *Seminar Nasional Kedua Pendidikan Berkemajuan Dan Menggembirakan (The Second Progressive and Fun Education Seminar)*, 607–12.
- Ma'mur, Ilzamudin. 2004. 'Konsep Dasar Penerjemahan: Tinjauan Teoretis'. *Al Qalam* 21 (102): 431–58.
- Molina, Lucía, and Amparo Hurtado Albir. 2002. 'Translation Techniques Revisited: A Dynamic and Functionalist Approach'. *Meta* 47 (4): 498–512.
<https://doi.org/10.7202/008033ar>.
- Murniati. 2011. 'Analyzing Translation Techniques Used in Sesame Street Books Murniati Bunda Mulia University'. *Journal of English Language and Culture* 1 (1): 43–53.
- Newmark, Peter. 1988. *Introduction to Translation*. Prentice-Hall International. New York: Prentice-Hall International. <https://doi.org/10.4161/trla.24611>.
- Nida, E., and C. Taber. 1982. *Theory and Practice in Translation*. Ej Brill. Leiden. <https://doi.org/10.1017/S0009840X00016978>.
- Nisaa, Rohmita Khoirun. 2011. 'Analisis Teknik, Metode, Dan Ideologi Penerjemahan Subtitle Film Beckham Unwrapped Dan Dampaknya Pada Kualitas Terjemahan [The Analysis of Techniques, Methods, and Ideology Used in the Translation of Beckham Unwrapped Movie Subtitle and Their Impact on The']
- Pascua, Isabel. 2003. 'Translation and Intercultural Education'. *Meta* 48 (1–2): 276–84.
<https://doi.org/10.7202/006974ar>.
- Setiawan, Imam, and Muhammad Mujtaba Mitra Zuana. 2018. 'Teaching Vocabulary Using Modified Snakes and Ladders Game'. *Alsuna: Journal of Arabic and English Language* 1 (2): 87–95. <https://doi.org/10.31538/alsuna.v1i2.86>.

Sudana, P.A.P., Suyasa, and N.P.E. Marsakawati. 2014. 'ANALISIS PENERJEMAHAN ISTILAH BUDAYA PADA NOVEL NEGERI 5 MENARA KE DALAM BAHASA INGGRIS : KAJIAN DESKRIPTIF BERORIENTASI TEORI Cross Language Equivalent Menyatakan'. *Jurnal Ilmu Sosial Dan Humaniora* 3 (2): 435–45.

Sulaiman, Masagus, and Harpiansi Harpiansi. 2018. 'The Correlation Between Reading Habit and Students' Reading Comprehension Achievements'. *Alsuna: Journal of Arabic and English Language* 1 (2): 78–86. <https://doi.org/10.31538/alsuna.v1i2.87>.

Widiarti, Rini. 2011. 'Analisis Penerjemahan Metafora: Studi Kasus Metafora Dalam Novel Yukiguni Karya Kawabata Yasunari Dan Terjemahannya Daerah Salju Oleh Ajip Rosidi'. *Lingua Cultura* 5 (2): 180. <https://doi.org/10.21512/lc.v5i2.388>.

A Study of Synchronous and Asynchronous E-Learning: Arabic Distance Learning During The Covid-19 Pandemic



Page | 115

Alsuna: Journal of Arabic and English Language

Khoirin Nikmah

Universitas Muhammadiyah Yogyakarta

khoirinikmah23@gmail.com
Nahdliyyatul 'Azimah

Institut Pesantren KH. Abdul Chalim

nahdliyyah.nafi@gmail.com
Keywords:

Arabic Distance Learning

e-Learning

Synchronous

Asynchronous

Covid-19 Pandemic

Article Information:

Submitted: 08 August, 2020

Accepted: 13 November, 2020

Approved: 15 November, 2020

Abstract

Purpose - This study focuses on online Arabic learning through synchronous and asynchronous e-learning models. Meanwhile, the aims of this study are; 1) describing the implementation of synchronous and asynchronous e-learning in higher education, 2) investigating its advantages and disadvantages, 3) offering solutions in learning Arabic through e-learning.

Design/methodology/approach - This is descriptive qualitative research that applies an observation method, interview, and documentation to collect the data. Afterwards, the identity method is used to investigate the data. Then, triangulation is applied for validity check.

Findings - The result shows that synchronous e-learning is the most widely applied in Arabic distance learning, for IPIREL UMY (75 %) and IPIEF UMY (62%). On the contrary, Arabic learning (IBA) at UINSA tends to apply asynchronous-learning (100%).

Originality/value - It is important for lecturer to prepare the best method and media for distance learning. By understanding what students need, a lecturer may determine how important for students to learn Arabic through synchronous or asynchronous e-learning.

Paper type – Research paper

Introduction

The covid-19 pandemic has been a global public health disaster since early 2020. It is not only having an impact on public health disruption but also in many fields. Education is one of an important area that is forced to create a big change in the system due to this situation. The government has issued a decision that there is no learning in the classroom while this pandemic is not over yet (Syah 2020). In Indonesia, it is applied in regions such as 'black zone', red zone, orange zone, and yellow zone area. Therefore, it is important to keep in mind that

social distancing is one of the ways that can be applied to reduce virus spreading. Hence, distance learning is highly recommended to be applied in each level of education, particularly in this pandemic (Wicaksana 2020).

Page | 116

Basically, the term of distance learning refers to online learning or e-learning (Wicaksana 2020). By e-learning, students can still learn and access the materials every time and everywhere, because a pandemic is not supposed to stop the students' enthusiasm for learning. There are many tools can be chosen either for online teaching or online learning, such as e-mail, whatsapp, instagram, google classroom, google meet, zoom meetings, microsoft teams, youtube, and others. The lecturer may send materials in some various formats or videos. The lecturer can also make a learning game by Kahoot! Or make a quiz by Edmodo, for instance. In this case, both lecturer and students are encouraged to be more active in utilizing technology.

Some of the advantages of e-learning are flexible, and it is easier to access, it motivates students to interact with others, cost-effective because it is no need for students to travel. Otherwise, it has some disadvantages, and it makes the learners undergo contemplation, remoteness, as well as lack of interaction or relation. It may also probably be misled to piracy and plagiarism, predisposed by inadequate selection skills, as well as the ease of copy and paste (Arkorful and Abaidoo 2015). In addition, internet access plays an important role in this learning model. The better the signal network, the better communication between lecturer and students, can be made.

The type of e-learning can be classified as synchronous and asynchronous (Indarti et al. 2015). The most common form of synchronous communication is face-to-face discourse. However, when the distance is being considered, synchronous communication is still possible with the intervention of technology or other tools. On the other hand, asynchronous

communication does not happen in real-time. Those who are involved in this type of communication may read and respond every time (Lim 2017).

The term of synchronous and asynchronous can be connected to education. It can be applied in online teaching and learning. So, there is no physical meeting. According to (Hrastinski 2008), asynchronous e-learning, commonly facilitated by media such as e-mail and discussion boards, supports work relations among learners and teachers, even when participants cannot be online at the same time. Asynchronous e-learning makes it possible for learners to log on to an e-learning environment at any time and download documents or send messages to teachers or peers. While synchronous e-learning, commonly supported by media such as video conferencing (Indarti et al. 2015). It has the potential to support e-learners in the development of learning communities. Learners and teachers experience synchronous e-learning as more social and avoid frustration by asking and answering questions in real-time. In other words, synchronous sessions help e-learners feel like participants rather than isolates.

In this case, students may obtain meaningful learning when they engage in a discussion actively rather than being passive observers. Therefore, active participation in class is a prominent aspect for enhancing students' language competencies (Khamkhien; Romano; Czekanski and Wolf; Dancer and Kamvounias (Muslimah 2018).

While Clark et al. (cited in (Shahabadi and Uplane 2015) mention that the roots of synchronous e-learning are derived from three main influences, such as the classroom, the media, and the conference. This type is live and real-time. Otherwise, Mayadas (cited in (Shahabadi and Uplane 2015) reveals that asynchronous e-learning introduced it as an interactive learning community which is not limited by time, place or the constraints of a classroom.

The previous studies relating to the two models of e-learning has ever been published by Clark. It aims to compare between asynchronous and synchronous video and text-based discussion in an online teacher education course. The findings suggest that the participants felt greater teaching and social presence when discussions occurred with video posts and synchronous video conferencing as compared to text-based discussions (Clark, Strudler, and Grove 2015). On the other hand, (Wahyuni 2017) published a study on blended learning (synchronous and asynchronous) for writing argumentative essay course. In this study, there are two methods applied, that is offline and online classes. The findings suggest that offline class is required to increase students' ability in writing an argumentative essay by listening to lectures in the classroom. While an online class aims to facilitate students in enhancing critical thinking through online debate, with the result that students can write an argumentative essay. The previous study about it is also written by (Lotfi and Pozveh 2019). It focuses on the effect of synchronous and asynchronous language learning: A study of Iranian EFL intermediate students' vocabulary learning.

State of The Art

This study concerns to a synchronous and asynchronous model of e-learning connected to Arabic distance learning during the covid-19 pandemic. Actually, Arabic learning through e-learning is not new practical learning. It has been applied in some places with various models. Whatsapp is one of the media that is very close to everyone. When it becomes a media for learning Arabic, it will be a simple learning tool, because students or lecturer have get used to operating it. (Sa'diyah 2019) do research about how efforts to foster self-confidence speaking Arabic through Whatsapp groups in PKPBA UIN Maliki Malang. The result shows that students' self-confidence can be grown through WhatsApp group as a learning media. Then, another research of Arabic e-learning is published by (Rozak and Albantani

2018). It is about google classroom as an online media in learning Arabic. It shows that the application may help and facilitate both lecturers and students in carrying out the learning process, because both of them may collect the assignments, distribute it, and access it at home or anywhere without being bound by time limits or hours of study.

The previous study about learning Arabic also have been carried out by (Humaidi 2019) discussing the problems and the solutions in learning Arabic at STAI Syaikhona Kholil Bangkalan. The results show that problems faced by students in learning Arabic such as differences of their educational background, lack of motivation, students' interest in learning Arabic, limitations in access online learning media, and difficulty in equating perceptions between teachers. The offered solutions are; first, teaching duties are given to teachers based on their scientific capacity, doing a discussion between teachers and students, and teachers should understand about differences of students' understanding. In this study, the author also describes learning Arabic in the pandemic era, using various online features.

Meanwhile, one of the latest researches is published by (Zubaidi 2020). It aims to develop the feasibility of the Mahārah al-Istimā' test instrument for electronic-based Arabic students using the Kahoot! application at UIN Sunan Kalijaga Yogyakarta. It prepares five objectives/ indicators, then it is compiled with 50 questions. Afterwards, it is followed by analyses, validation, revisions, and trial. The research concludes that Kahoot! is effective to use because all of them have a validation level/validity, have a discrimination index, and nothing is categorized as "very easy" and "very difficult".

As far as researchers know, there is no study about Arabic e-learning which focuses on synchronous and asynchronous models. Therefore, this study aims to describe the implementation of both of models in Arabic e-learning in higher education, to investigate its advantages and disadvantages, and to offer solutions of online Arabic learning through the

two models in a practical situation. This study involves students who learn Arabic from International Program for International Relations (IPIREL) and International Program for Islamic Economics and Finance (IPIEF), Universitas Muhammadiyah Yogyakarta (UMY), and also students from Faculty Sharia and Law, UIN Sunan Ampel Surabaya (UINSA).

Methodology

This is descriptive qualitative research. The data collections are retrieved through observation, interview, and documentation. In this case, researchers use participant observation in teaching Arabic through some models of e-learning, such as WhatsApp group, flipbook (e-module), e-edition, e-test, google classroom, go formative, zoom meeting, e-mail, and youtube. Researchers also doing a semi-structured interview with students randomly, however, interview and discussion with students with low competence or having problems in e-learning is very preferred. Then, documentations are obtained from students' assignment, mid-test, final test, and journal.

There are two data that are used in this research; *First*, the primary data is students who learn Arabic from International Program for International Relations (IPIREL) and International Program for Islamic Economics and Finance (IPIEF), Universitas Muhammadiyah Yogyakarta (UMY), and also students from Faculty Sharia and Law, UIN Sunan Ampel Surabaya (UINSA). *Second*, the secondary data is documentations. Afterwards, the data analysis involves three steps, including data reduction, data display, and conclusion drawing/ verification. In this case, identify method is chosen to analyze the data. This method involves orthographic method which uses written object to identify and pragmatic method that the hearer or respondent is as an object to identify.

For validity check, researchers use triangulation. According to Patton (cited in (Carter et al. 2014), it refers to the use of multiple methods or data sources in qualitative research to

develop a comprehensive understanding of phenomena. It also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. Therefore, researchers use method triangulation, triangulation between researchers, data source triangulation, and theory of triangulation. In this case, researchers matched the two data as seen in several similarities of the advantages and disadvantages of synchronous and asynchronous e-learning.

Findings and Discussion

Arabic Learning at IPIREL and IPIEF UMY

This research involves students who learn Arabic from International Program for International Relations (IPIREL) and International Program for Islamic Economics and Finance (IPIEF), Universitas Muhammadiyah Yogyakarta (UMY). Both of programs have different curricula about the Arabic program. Arabic 1, Arabic 2, and Arabic 3 are graded courses which given for IPIREL students from semester 3 to 5. The number of credits for these courses are 2 for each. In Arabic 1 and 2, students learn about grammar. Then, they will practice speaking in Arabic 3. Meanwhile, IPIEF only has two Arabic programs. Students learn Basic Arabic in semester 4. It focuses both on grammar and speaking. Afterwards, they may take TOAFL Preparation course in semester 5. Both Basic Arabic and TOAFL Preparation have a number of credits 1.

The odd semester starts from September to December, while the even semester starts from February to May. During the covid-19 pandemic, UMY issued an announcement about distance learning. It starts from March 16 until May 13, 2020. Therefore, all of the Arabic learnings are transformed from offline to online learning. In this transformation, either lecturer or students are encouraged to be able to use technology for Arabic distance learning

effectively. Whatsapp group, flipbook (e-module), zoom meeting, google classroom, go formative, and e-mail is the media that is chosen in this distance learning.

Whatsapp group is the main media that is used in Arabic class, especially for checking students' attendance. It is an effective media either for synchronous or asynchronous e-learning. Lecturer and students may discuss the material by typing text and voice recorder. Then, some materials such as powerpoint slide, Ms. word, and pdf also can be shared through a WhatsApp, with the result that students may access and download it every time. For testing students, an oral quiz can be given through voice recorder, while a written quiz is given through typing text or document.

On the other hand, zoom meeting is applied in Arabic learning. This media may help lecturer and students for face-to-face discussion and giving a lecture in real-time. Then, google classroom and e-mail are also used to share the materials and assignments. Students may download it anywhere and anytime, even if some of them did not attend the meeting at a particular time.

In Arabic distance learning, synchronous and asynchronous e-learning is applied. In this case, Arabic learning has been implemented 16 meetings for IPIREL students which is two meetings are held in every week. Meanwhile, IPIEF students have been implemented eight meetings in online Arabic learning which is one meeting is held each week. Look at the following figure.

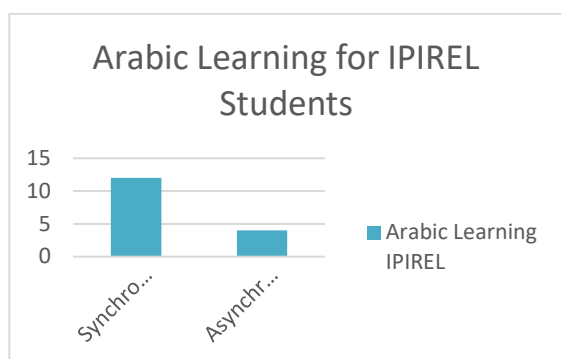


Figure 1: Online Arabic Learning for IPIREL Students

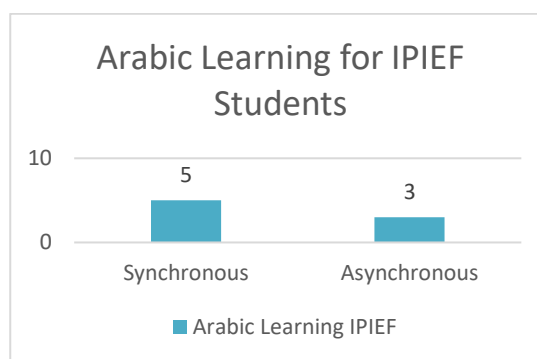


Figure 2: Online Arabic Learning for IPIEF Students

Based on figure, Arabic learning for IPIREL students consists of an asynchronous model, 75 % and asynchronous model 25 %. In this case, the synchronous model is held 12 times, while asynchronous is four times. On the other hand, IPIEF students have finished online Arabic learning with asynchronous model 5 times and synchronous model 3 times. So, 62% of online Arabic learning are synchronous, and 38% are asynchronous.

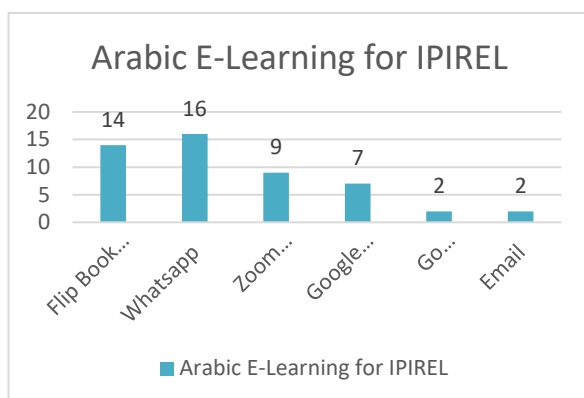


Figure 3: Arabic E-Learning for IPIREL Students

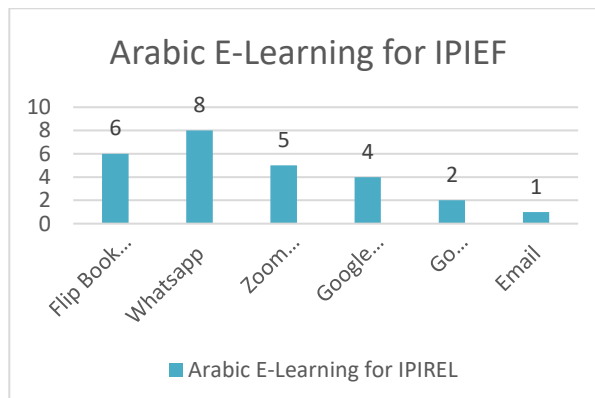


Figure 4: Arabic E-Learning for IPIEF Students

Based on figure 3 and 4, the media that are used by IPIREL and IPIEF students are flipbook (e-module), WhatsApp group, zoom meeting, google classroom, go formative, and e-mail. In learning Arabic, IPIREL students used flipbook 14 times (28 %), WhatsApp 16 times (32 %), zoom meeting 9 times (18 %), google classroom 7 times (14%), go formative 2 times (4%), and email 2 times (4%). While IPIEF students used flipbook 6 times (23 %), WhatsApp 8 times (31 %), zoom meeting 5 times (19 %), google classroom 4 times (15%), go formative 2 times (8%), and email 1 time (4%).

Implementation of Synchronous Arabic E-Learning in IPIREL and IPIEF UMY

In this pandemic, learning Arabic through e-learning is strongly recommended. Due to

Page | 124

the importance of social distancing, distance learning practice has to be designed effectively. Therefore, technology understanding plays an important role in the learning process. The lecturer may determine some applications for e-learning. The lecturer should have a plan the appropriate method for students in synchronous online learning. The main point, between lecturer and students, can use the application easily.

E-learning is totally used for learning Arabic by IPIREL and IPIEF students during distance learning. In synchronous teaching and learning, lecturer and students use e-module (flipbook), WhatsApp group, and zoom meeting. The basic difference between synchronous and asynchronous learning is using of face to face media. Because in asynchronous learning, students use the same media as in synchronous except zoom meeting.

- a. E-module (flipbook) is the main book that is used by lecturer and students. Actually, students have been given Arabic book in the beginning of the semester, but all of Arabic book has been transformed to flipbook, with the result that it can be accessed every time in online learning easily. This is the main reference in synchronous learning.
- b. WhatsApp group is the main media that is used in synchronous Arabic e-learning. It aims to check students' attendance, to share some materials, including powerpoint slide, Ms Word, and pdf, to discuss the materials, and give a quiz. It is an effective media for synchronous e-learning. Lecturer and students may discuss the material by typing text and voice recorder. Then, some materials also can be shared through a WhatsApp, with the result that students may access and download it every time. For testing students, an

oral quiz can be given through voice recorder, while a written quiz is given through typing text or document.

- c. Zoom meeting, it is a secondary media for synchronous Arabic learning and teaching. It is a virtual classroom where lecturer may explain the material in real-time. Lecturer and students can discuss with face-to-face (video conference). Students' motivation in learning Arabic also stable or tend to increase. In this case, the duration in communication through zoom meeting is 90 minutes for each meeting.

By those media on synchronous Arabic learning, there are some advantages showed, such as:

- a. Lecturer and students may communicate and interact in real-time and face-to-face through video conference.
- b. Students are easier to understand the materials because after explained by a lecturer, students can directly ask about it.
- c. In synchronous e-learning, close relation and emotion between lecturer and students are easy to be made.
- d. It is easy and very effective for lecturer to observe students' enthusiasm in learning Arabic when synchronous e-learning is applied.
- e. Students' motivation in learning Arabic can be increased through synchronous e-learning model.
- f. This synchronous e-learning is possible for students to feel virtual classroom, with the result that they can communicate one and each other.

However, this e-learning model is also having some disadvantages, such as:

- a. Students are having problems in typing Arabic keyboard, because in offline learning before the pandemic, students always practice writing Arabic on their handbooks.

- b. For discussing materials through video conference, students need a good signal.

However, students who live in an area with a low signal will frustrate with this situation. Finally, they cannot attend the discussion or meeting at all.

- c. There is a student who never attends the virtual classroom through video conference because of low signal, and it requires a big of data quota.
- d. Synchronous e-learning is limited time. Therefore, time to explain and discuss the materials is limited.

Synchronous e-learning is real-time learning. Therefore, both students and lecturer who live in different time zone have to adjust.

Implementation of Asynchronous Arabic E-Learning in IPIREL and IPIEF UMY

Asynchronous Arabic online learning is applied as a learning variation. In this asynchronous learning, there is no direct communication between lecturer and students. Students may read and download some materials and assignment that have shared by a lecturer. Some media are used, including e-module (flipbook), WhatsApp, google classroom, go formative, and e-mail.

- a. E-module (flipbook) is the main book that is used by lecturer and students. Both of synchronous and asynchronous learning, students are always encouraged to read this primary material. On the other hand, students are also recommended to read other references relate to the material.
- b. Whatsapp group, it also becomes the main media that is used not only in synchronous but also asynchronous Arabic learning. In asynchronous learning, it aims to check students' attendance and to explain the rules about students' assignments.
- c. Google Classroom (GC). If WhatsApp group is aimed to share materials, GC is used to share students' assignments. Students have to download and submit their assignments

no later than the deadline. This media helps lecturer to organize and check how many students have submitted the assignment in time, on time, done late, or have not submitted.

Page | 127

- d. Go formative. This media is also used in asynchronous learning, especially for test. Students may access mid-test, and final test through go formative. They have to complete the test before the time is up.
- e. E-mail. Sometimes, there are two or three students who have problems in joining online learning. Some of them cannot join in google classroom and zoom meeting. Sometimes, problems in access go formative is appeared. That is why, students may submit assignments through e-mail.

By those media on asynchronous Arabic learning, there are some advantages showed, such as:

- a. Students may access the materials flexibly, with the result that students who did not attend the meeting due to the low signal or limited data quota can still learn it.
- b. Asynchronous e-learning without video conference as synchronous e-learning is cheaper and more efficient because it is no need a big data quota or high signal.
- c. In this asynchronous model, lecturer has a lot of time for planning and preparing the materials before share it through WhatsApp, google classroom, go formative, or e-mail.
- d. Student's absence rates can be reduced. Sometimes, in synchronous e-learning, students did not attend the video conference meeting through zoom meeting due to low signal or they do not have a big of data quota. Therefore, this asynchronous e-learning may help students in balancing their attendance score.
- e. Students have a lot of time for reading and understanding materials.

However, this e-learning model is also having some disadvantages, such as:

- a. Students are having problems in typing Arabic keyboard, because in offline learning before the pandemic, students always practice writing Arabic on their handbooks. When it happened in the mid-test or final test, it causes a problem for them. In an online test through going formative, students have to type Arabic keyboard correctly and quickly, because the online test will automatically lock and close when time is up. If they cannot finish within a particular duration, they will not pass the test, and they have to take a remedial test.
- b. Each student has various understandings. Generally, students who have good basic about Arabic language tend to be able to understand materials well. On the contrary, students who have never learned Arabic before will find the difficulty to understand it.
- c. The lower interaction or communication between lecturer and students, the lower close relation and emotional will be made between them.
- d. Sometimes, asynchronous e-learning causes students' learning motivation decreases; therefore, the impacts are students become undisciplined and inconsistent in learning Arabic. Students' learning motivation tends to decrease when a virtual classroom is nothing, and when there is no discussion in real time between students and lecturer. The impact, when students with low competence have to learn Arabic by themselves without discussion, it may cause stress.
- e. There is no role-playing between lecturer and students in asynchronous e-learning.

In asynchronous e-learning, students are possible to copy or plagiarism other assignments. In this case, lecturer's accurate in checking all of the assignments is required.

Arabic Intensive (IBA) Program at UINSA

Arabic plays an important role for the pace of religious education in state Islamic higher educations, especially at UINSA. The main reason is learning Arabic has a significant integration with religious learning. Many Islamic religious literatures available in the library are in Arabic. Therefore, it is a necessity for UINSA students to take an intensive Arabic learning program as a provision to study *sharia*, *aqidah*, *kalam*, *hadith*, *qur'an*, and other Islamic scientific disciplines. IBA is managed by the "Language Development Centre (P2B)" team under the UINSA. The participants of the IBA are 1) UINSA students are semester I and II, they are legally registered in the academic section of the UINSA, 2) UINSA student who do not pass this IBA program, its implementation will be regulated according to the mechanism determined by P2B in coordination with the faculty coordinator.

The IBA learning program held at UINSA is a non-SKS (semester credit system), program which held for two semesters or one year. Furthermore, students who are deemed eligible to take the final online test (FOT) are those who meet a minimum attendance of 75% for two semesters. For students who have passed FOT, they will be given an academic certificate issued by P2B. Meanwhile, students who do not pass are required to take part in the IBA remedy program. The funding for the remedy program for students who do not pass FOT will be managed by P2B.

The academic certificate issued by P2B is one of the requirements for students who will take the thesis exam '*munāqasyat*'. IBA learning program at UINSA aims to equip students with Arabic language skills, both oral and written texts based on the book Modern Standard Arabic. In the first semester, students are given material with six chapters; namely chapters 1-6 lessons. While in the second semester, students are given material with six chapters too; namely chapters 7-12 lessons. At the end of the second semester, students are faced with a

final online test or called FOT with a minimum passing score of 60% for majors other Pendidikan bahasa Arab and sastra Arab majors. The IBA learning program is held twice a week, study time starts at 06.00-07.40 WIB in each faculty before the regular learning class program.

In this study, the author focuses on the IBA online learning program through the application of synchronous and asynchronous e-learning which have been held as 15 meetings. Look at the diagram below.

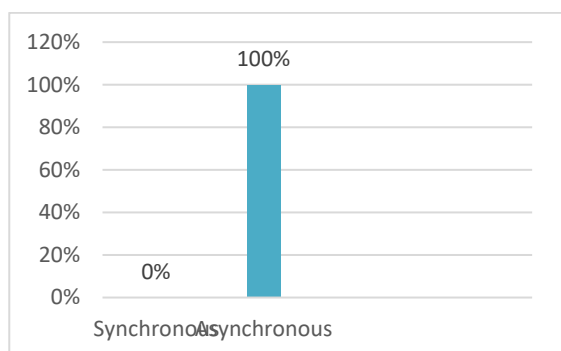


Figure 5: IBA Program

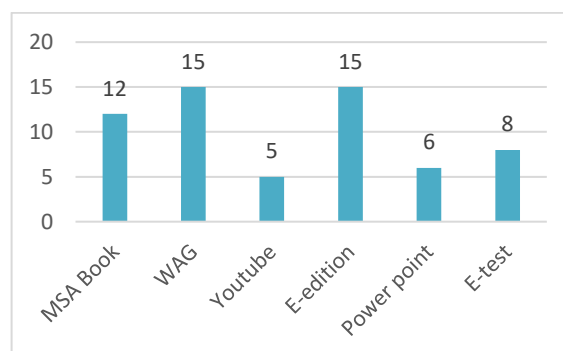


Figure 6: IBA E-Learning Program

Figure 5 shows the IBA online learning program at the Faculty of Sharia and Law just used the asynchronous model which is implemented 15 times (100%). Figure 6 shows that the media used by Faculty Sharia and Law students in the IBA program are the MSA book, Whatsapp Group, Youtube, E-test, E-edition, and Powerpoint. In IBA learning program, Faculty Sharia and Law students use the MSA book 12 times (20%), Whatsapp Group 15 times (25%), Youtube 5 times (8%), E-test 8 times (13%), E-edition 15 times (25%), and Powerpoint 6 times (10%).

Implementation of Asynchronous E-Learning at IBA UINSA

The asynchronous learning model is used and implemented during distance learning at IBA program. Through the asynchronous learning model, teachers and students optimize

the use of various media or learning applications that are not time-bound. Referring to the diagram in the previous paragraph, indeed the lecturers at the faculty of sharia and law do not use asynchronous learning model with various considerations - one of which is the result of polling from students - they object to having real-time learning either via zoom or google meet, however, they prefer to apply asynchronous learning. Even though lecturers use asynchronous learning, it does not mean that there is no communication in it, in fact, it helps students in leeway in time and quotas. The following are the learning media and online applications used in IBA learning, including actions of media used in IBA learning through:

- a. MSA Book : In the IBA learning program activities at UINSA, there is a central curriculum which has been a compulsory textbook that is determined by P2B, namely Modern Standard Arabic book or *al-arābiyyah al-mu'āṣirah*. This book is a collaboration between UINSA and the Leipzig University since 2017 up to now. This handbook was written by Eckehard Schulz (2017), it is not only available in printed version, but also online version with the result that students may use it for learning independently through audio facilities, vocabulary exercises, e-test exercises for each chapter along with the answer keys, audio dialect of several Arab countries and so on. These features can be used students and lecturers easily in accessing through devices, computers, smartphones, laptops, tablet PC, and so on. According to (Negeri and Um 2012) in this way, students make more efforts to improve their own abilities with various materials and methods that are chosen by themselves. In the other side, it helps students to study and read it anytime easier. Usually, the lecture gives a reading assignment and helps summarize each chapter with free deadlines.
- b. E-edition : An online edition of the MSA book, it is equipped with adequate facilities for students to study independently. Usually, lecturer gives assignments

with some stages; it is started from listening to narrative text audio, conversational audio text in various dialect, doing e-test exercises for each chapter, and taking block exams made by the lecturer through the My-Exam feature. It is an online-based practice question feature with various items; listening, reading, vocabulary, grammar, terminology, and writing. It is expected can be used by students often to learn independently, so that it is easier for them to prepare their final exams or FOT.

- c. E-test: This is a feature part of e-edition that is often accessed by students to practice question after a chapter that has been studied and discussed with the lecturers. They claim to be greatly helped by this feature because it is equipped with error analysis as well as an accurate answer key.
- d. Whatsapp group: It is a primary learning application service which is very useful in the asynchronous mode of the IBA program particularly. The purpose of WAG for communication of virtual classroom regarding IBA; repetition of information that has been submitted by the lecturer, assignments, collection of assignments, attendance requirements, the announcement of e-test scores, the announcement of test scores, submission of new material, indirect discussions or respond to student questions. By this application, lecturers and students often implemented asynchronous learning model because they are considered effective and save quota. For example; lectures via WhatsApp, discussion of material between lecturer and students, question and answer about material which is difficult to understand, and presentation.
- e. Youtube : It is a social media with audio-visual feature where students can use it collectively to record their presentation activities based on the chapter material that has been shared by the lecturer, then the presentation link that has been made via Youtube will be published to the WAG. After that, lecturer and students conduct

lectures via WhatsApp according to the agreed time. After the presentation session ended, it is continued with a question and answer session and discussion.

- f. Power Point : Supporting visual media of the presentation material to be presented, lecturer asks for a power point file as an evidence of their group work achievement in understanding the e-test exercise by giving the *shakal* perfectly each word and inserting a page that matches with the textbook on each item. After that, lecture and students conduct lectures via WhatsApp according to the agreed time. After the presentation session ended, it was continued with a question and answer session and discussion.

Advantages and Disadvantages of Asynchronous E-Learning at IBA UINSA

Based on the results of distributing questionnaires through whatsapp conversations conducted to several students at the Faculty of Sharia and Law, the following results and discussions were obtained:

Learning IBA Asynchronous E-Learning at UINSA (Faculty of Sharia and Law)	
Advantages	Disadvantages
With the implementation of learning other than offline, students are able to empower themselves with learning strategies and intensive training out of the classroom.	It requires good signal quality and internet network.
Online access provides the flexibility of time and place for students, making it easier for them to study independently to improve their language skills.	The target materials are too much; it causes students who do not have a basic skill about Arabic will feel overwhelmed.
Students have flexible time access to listen to the conversational audio and Arabic texts from native speakers in a variety of Arabic dialects today.	There is a low of communication between lecture and students, because they are focused on assignment bills. In other case, Students who are also preoccupied with other subjects cause less in participating in IBA online.

Tabel 1: Learning IBA Asynchronous E-Learning at UINSA

The Alternative to Easy Online Learning

Every learning design has advantages, disadvantages, problems, and challenges. The learning process will be effective when lecture or teacher understands about their students' skills, motivations, or problems in learning Arabic. In distance learning, especially during this pandemic, lecturer has to choose what media will be effective and easy to use. Based on quantitative and qualitative data, some advantages and disadvantages are shown. Therefore, the researchers offer several solutions for online learning.

1. Supports from university are very required. University should give special attention to improve the quality of wifi signal, make it easier for students to access e-edition, e-module, or specific website from university, and this is certainly able to reduce expenses for purchasing data quotas.
2. It is better if university provides internet quota subsidies for underprivileged students while learning in a pandemic era, because generally they complain about the limited data quota. Not all of students come from the prosperous families.
3. The comparison between synchronous and asynchronous e-learning have to redesign. Synchronous is needed to explain materials, discuss, and motivate students. It is an active way to teach and learn. Either students with high or low competence will need it to discuss and listen motivations from their lecturer. At the same time, asynchronous is used to share learning object like materials, assignments, and test. In other words, it is a passive way to teach and learn because there is no direct communication between lecturer with students. It is also good for students to study independently. Therefore, by understanding what students need, the lecturer may determine how important for students to learn Arabic through the synchronous or asynchronous model. Perhaps, 50 : 50, 65 : 35, or others.

4. The virtual classroom can be made through a video conference or a group chat like whatsapp. In synchronous learning, students can use zoom meeting or whatsapp application. However, in asynchronous learning, there is no video conference between lecturer and students. They can use google classroom, go formative, e-mail, and whatsapp to share and download materials and assignments. Video conference is a good media for face to face communication, between lecturer and students can feel emotions one and each other. Students can directly look at lecturer, while he/she are explaining the materials. Then, when lecturer gives motivation, students will feel it. It is a good application, but not good for daily virtual classroom. A big of the quota will be demanded to access it every day. Therefore, lecturer may combine between video conference and group chat in making virtual classroom. Other media are also can be used to help lecturer in checking and organizing students' attendance and making online test. Do not only use one or two media but combine it, with the result that lecturer will find some effective media and their own effects for students and learning process.
5. The researcher recommends P2B to add the duration of IBA learning to four semesters and give the weight of the material charged to students 12 chapters because most of the students have non-Islamic boarding school backgrounds.

The researcher also recommends P2B to fix the network server of the MSA online version, because sometimes it is an error when it is accessed.

Conclusion

During the covid-19 pandemic, Arabic learning for IPIREL and IPIEF UMY students have applied distance learning through some media, such as; WhatsApp (IPIREL 32%; IPIEF 31%), flipbook (IPIREL 28%; IPIEF 23 %), zoom meeting (IPIREL 18%; IPIEF 19%), google classroom (IPIREL 14%; IPIEF 15%), go formative (IPIREL 4%; IPIEF 8%), and email (IPIREL 4%, IPIEF 4%).

Meanwhile, two learning models are also applied, such as synchronous and asynchronous. In this case, synchronous is the most widely applied. Synchronous e-learning for IPIREL students up to 75 %, while IPIEF up to 62%.

Page | 136

Then, online IBA learning program at the Faculty of Sharia and Law UINSA only uses an asynchronous model which is implemented 15 times (100%). Thus, IBA learning in general, is going well and effectively. Through this IBA distance learning, students are more independent than before in completing the target material for one semester. On the other hand, the main problem that is faced by students in distance learning is the limited signal and quotas.

Implications of Findings

Learning Arabic during the pandemic is challenging. Lecturer is encouraged to prepare the best method and media for distance learning. By understanding what students need, lecturer may determine how important for students to learn Arabic through synchronous or asynchronous e-learning model because both of them are good to be combined. On the other hand, lecturer may use media which are easy to access for all students. Is it effective technically and economically? If it is possible to use more than one or two media, combine it. Every media has its own function. Then, it is also important for a university to support students with internet quota subsidies during this distance learning.

Bibliography

Arkorful, Valentina, and Nelly Abaidoo. 2015. 'The Role of E-Learning, Advantages and Disadvantages of Its Adoption in Higher Education'. *International Journal of Instructional Technology and Distance Learning* 12 (1): 29–42.

- Carter, Nancy, Denise Bryant-Lukosius, Alba Dicenso, Jennifer Blythe, and Alan J. Neville. 2014. 'The Use of Triangulation in Qualitative Research'. *Oncology Nursing Forum* 41 (5): 545–47. <https://doi.org/10.1188/14.ONF.545-547>.
- Clark, Cynthia, Neal Strudler, and Karen Grove. 2015. 'Comparing Asynchronous and Synchronous Video vs. Text Based Discussions in an Online Teacher Education Course'. *Journal of Asynchronous Learning Network* 19 (3): 48–69. <https://doi.org/10.24059/olj.v19i3.510>.
- Hrastinski, Stefan. 2008. 'Asynchronous & Synchronous E-Learning.' *EDUCAUSE Quarterly* 31 (4): 51–55.
- Humaidi, Humaidi. 2019. "Adad al-Mushkilāt Wa Żuhūrihā Wa Ḥulūlihā Fī Ta'lim al-Lughah al-Arābiyah'. *Alsuna: Journal of Arabic and English Language* 2 (2): 129–49. <https://doi.org/10.31538/alsuna.v2i2.251>.
- Indarti, Fadjar Noer Hidayat, M. Tamimuddin, Rustam Efendi, Wendhie Prayitno, and Muda Nurul K. 2015. *E-Learning Untuk Pengembangan Keprofesian Berkelanjutan (PKB) Guru. Direktorat Jenderal Guru Dan Tenaga Kependidikan Kementerian Pendidikan Dan Kebudayaan*.
- Lim, Francis Pol. 2017. 'An Analysis of Synchronous and Asynchronous Communication Tools in E-Learning', no. January: 230–34. <https://doi.org/10.14257/astl.2017.143.46>.
- Lotfi, Ahmad Reza, and Sayed Mir Hossein Hosseini Pozveh. 2019. 'The Effect of Synchronous and Asynchronous Language Learning: A Study of Iranian EFL Intermediate Students' Vocabulary Learning'. *Theory and Practice in Language Studies* 9 (12): 1585. <https://doi.org/10.17507/tpls.0912.16>.

- Muslimah, Maziyyatul. 2018. 'Is Students' Speaking Participation Related to Students' Personality and Gender?' *Alsuna: Journal of Arabic and English Language* 1 (1): 1–16. <https://doi.org/10.31538/alsuna.v1i1.30>.
- Negeri, Universitas, and Malang Um. 2012. 'Menuju Pembelajaran Bahasa Arab Yang Lebih Memandirikan (Maha) Siswa Yang Lebih Memandirikan (Maha) Siswa'. *Naskah Pidato Pengukuhan Guru Besar*.
- Rozak, Abd., and Azkia Muharom Albantani. 2018. 'Desain Perkuliahan Bahasa Arab Melalui Google Classroom'. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 5 (1): 83–102. <https://doi.org/10.15408/a.v5i1.7481>.
- Sa'diyah, Halimatus. 2019. 'Upaya Menumbuhkan Self-Confidence Berbicara Bahasa Arab Mahasiswa Melalui Grup Whatsapp'. *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 2 (2): 149. <https://doi.org/10.35931/am.v2i2.119>.
- Shahabadi, Mehdi Mehri, and Megha Uplane. 2015. 'Synchronous and Asynchronous E-Learning Styles and Academic Performance of e-Learners'. *Procedia - Social and Behavioral Sciences* 176: 129–38. <https://doi.org/10.1016/j.sbspro.2015.01.453>.
- Syah, Rizqon H. 2020. 'Dampak Covid-19 Pada Pendidikan Di Indonesia: Sekolah, Keterampilan, Dan Proses Pembelajaran'. *SALAM: Jurnal Sosial Dan Budaya Syar-i* 7 (5). <https://doi.org/10.15408/sjsbs.v7i5.15314>.
- Wahyuni, Firda Ayu. 2017. 'Blended Learning : Dua Metode (Synchronous and Asynchronous) Untuk Matakuliah Writing Materi Argumentative Essay'. *Jinotep* 3 (137): 137–43.
- Wicaksana, Ervan. 2020. 'Efektifitas Pembelajaran Menggunakan Moodle Terhadap Motivasi Dan Minat Bakat Peserta Didik Di Tengah Pandemi Covid -19'. *EduTeach : Jurnal Edukasi Dan Teknologi Pembelajaran* 1 (2): 117–24. <https://doi.org/10.37859/eduteach.v1i2.1937>.

Zubaidi, Ahmad. 2020. 'Development of Mahârah Al-Istimâ' Test Instrument for Electronic Based Arabic Student Using the Kahoot! Application'. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 7 (1): 61–77.
<https://doi.org/10.15408/a.v7i1.13002>.

Learning Model of Speaking Arabic: Field Research Based on Constructivism Theory at Al Muhsinin Islamic Boarding School Kerinci



Abdul Muid

Universitas Jambi

abdulmuid02@unja.ac.id

Sulhi Muhamad Daud Abdul Kadir

Universitas Jambi

Noza Aflisia

Institut Agama Islam Negeri Curup

Neldi Harianto

Universitas Jambi

Keywords:

Learning
Speaking Skill
Arabic
Constructivism Theory

Article Information:

Submitted: August 18, 2020

Accepted: November 13, 2020

Approved: May 15, 2020

Abstract

Purpose - This study aimed to analyze the learning model for speaking Arabic in the perspective of constructivism theory at Al Muhsinin Kerinci Islamic Boarding School and teachers' effort in supporting the learning model used.

Design/methodology/approach - The research method used by researchers in this study was field research in descriptive qualitative.

Findings - The results showed that the learning model of Arabic speaking skills at Al Muhsinin Kerinci Islamic Boarding School studied contextual learning models consisting of daily communication activities using Arabic, quantum learning models related to independent learning activities and further learning, cooperative learning models including activities morning vocabulary learning and Arabic conversation and problem-based learning models in Arabic discussion.

Originality/value - Learning Arabic speaking skills for non-native speakers in the Boarding School needs to be constructed with complications from a compilation of various learning models.

Paper type - Research Paper

المقدمة

كانت اللغة في شكل العام هي أداة الإتصال والتعامل الإجتماعي، لذا تعليم اللغة هو تعليم عن استخدام اللغة لأجل الإتصال الإجتماعي (Asrori 2014). بذلك يفهم بأن أنشطة تعليم اللغات تركز في ممارسة وتطبيق اللغة ولا في نظام قواعد اللغة. حتى في عملية تعليم اللغات يعطي المدرس الطلبة فرصة كثيرة في استخدام اللغة للإتصال مع الآخرين.

أما المكونات الأهم في تعليم اللغة خاصة تعليم اللغة العربية هي نموذج التعليم المستخدم عند معلمي اللغة العربية. هذا النموذج يشمل على المدخل وتطبيق التعليم الذي يتكون من الأهداف والمواد والنموذج والإستراتيجية والأسلوب. هذه العناصر طبقها المعلم في العملية التعليمية. نموذج التعليم هو

أساس تطبيق التعليم من اطار اللغة النفسي للتربية ونظرية التعليم المصممة في ضوء التحليل على تطبيق المنهج والممارسات في المستوى الفصولية (Supriyono 2010).

قال أجيب هرماوان استشهدت به نوزا أفليسيا (2018) أن مهارة الكلام هي مهارة في تعبير أصوات الصياغة أو الكلمات لتقديم الأفكار والأراء والرغبات إلى شخص. في أوسع المعنى، الكلام هو نظام العلامات المسموع والمنظور تستخدم به عضلات جسم الإنسان لتقديم الأفكار في مملوء حجاته (Aflisia 2018). مهارة الكلام هي كفاءة الشخص للاتصال باللغة العربية وتبدأ هذه المحاولة من الأمر البسيط حين تعليم الحوار في الكدرسة (Fauzia and Khoirunnisa 2018). وقيل في البحث الاخر يتعلق بها أن مهارة الكلام هي احدي مهارات التي يجب أن يتقنها المتعلمون. بمهارة الكلام جيدة فتكون التواصل المتبادل باللغة العربية (Aflisia and Harahap 2019). الكلام كمهارة منتجة، يبدو بشكل حدسي أهم المهارات اللغوية الأربع لأنه يمكن أن يظهر بشكل ملحوظ الدقة والأخطاء اللغوية التي يتركها متعلم اللغة (Muslimah 2018).

أما أهداف مهارة الكلام عموما هي كي تكون الطلبة قادرة على الاتصال باللسان جيدا وحسنا. وبالتالي ذهب أبو بكر أن أهداف تدريس مهارة الكلام فيما يلي: تعويد الطلبة على الكلام باللغة العربية الفاصحة. تعويد الطلبة على تركيب الكلمات التي في قلوبهم ومشاعرهم بكلمات صحيحة وواضحة. تعويد الطلبة على اختيار اللفظ والكلمات، ثم يركبونها بكلمات رائعة، ويهتموا على استخدام اللفظ في مكانه (Nuha 2012).

للحصول على نجاح التعلم في الفصل لا تنفك عن قدرة المدرس أن يطور الأنماط في تعليم مهارة الكلام، فالهدف في تنمية الأنماط الصحيحة كي يختار المدرس الأحوال الممتعة وطرد الملل في التعلم. أما أنماط تعليم مهارة الكلام تنقسم إلى أربعة أنواع، منها السؤال والجواب، حفظ الحوار، الحوار الموجه، الحوار الحر (Mustofa 2011).

هناك نماذج ومداخل التعليم في تدريس مهارة الكلام التي طورها معلم اللغات. وكل النماذج والمداخل تؤكد في الأسلوب وطريقة التعليم المعينة. طريقة السمعية الشفهية مثلا، تؤكد الى تعلم حفظ النصوص للمحاورة قبل أن يوصل إلى الحوار الحر. ومدخل الإتصال يعطي التعزيز الى "فهم النماذج للحوار" وكذلك استخدام كل العبارات المستخدمة في السياق والأحوال المعينة ثم يستمر بتدريب الإتصال الفعال. وأشار العصيلي كما نقله شيخالدي إلى أن من أشهر النماذج الشائعة في تعلم اللغة الأجنبية نموذج السمع والكلام، ونموذج الطبيعي، والمدخل المعرفي، والمدخل التواصل، والنموذج الوظيفي، والنموذج البنائي، والنموذج الشرطي، والنموذج الإنساني، ونموذج التحليلي وغير التحليلي (Nasution and Zulheddi 2018).

في سياق تعليم اللغات، أرادت النظرية البنائية أن يكون الطلبة سيطرة الدرج من الدروج في المهارات اللغوية، سواء كانت من ناحية الكفاءة والتطبيق، ويدفع الطلبة فعالة لتطوير مهاراتهم على الأفضل، لأن في هذه النظرية يبني الطلبة المعارف والمهارات المدروسة. ثم يعطى الطلبة المعاني خلال الخبرات الواقعية التي ستساعد الطلبة على بناء المعرفة خصوصا في مهارة الكلام. وفي الحقيقة، هناك كثير من المؤسسات

الإسلامية مثل المعاهد الإسلامية، والمدارس التي تدرس فيها اللغة العربية بذاتها حيث يدرس فيها علوم اللغة أكثر من تعلم اللغة كأداة الإتصال، حتى في المناهج المصممة التي تركز في استيعاب القواعد اللغوية ولا في تنمية كفاءة الطلبة في مهارة الإتصال.

النظرية البنائية هي سلسلة من أبنية المعرفة التي حصل عليها واستعملها الإنسان نتيجة الاجتهاد العلمي العقلاني الناجم عن واقع التراكيب المعرفية من خلال الأنشطة التجريبية التي يقوم بها البشر في مجالات معينة. التعلم من هذا المنظور هو عملية بناء المعرفة على أساس حقائق الخبرة في البيئة. تتطلب هذه العملية قاعدة معرفية صلبة لبناء المعرفة المكتسبة من خلال خبرات التعلم (Adi Widayat 2017). نظرية تعليم البنائية هي نظرية تعليم معاصرة مناسبة يعتبر لمعلمي اللغة العربية وسيلة بديلة لتقديم حلول تعليمية نشطة وفعالة وخلاقة (Hamzah 2018).

في عملية التعليم تمكن قول اللغة العربية التواصلية هي سمة من سمات تعليم البنائي، ويتضح ذلك من خلال المتعلم النشط أثناء التعليم في اكتساب معرفة جديدة في شكل لغة والتي بعد ذلك التواصل مباشرة مع المحاور كشكل من أشكال بناء المعرفة التي يقوم بها المتعلمون. ومن ناحية أخرى، يساعد المعلم في دوره المتعلمين على بناء معرفتهم الخاصة من خلال اللغة التي يجب تعلمها (Hamdan 2019).

تُعرف النظرية البنائية في علم النفس التعليمي التي يتم تطبيقها بعد ذلك في نظريات تعلم اللغة العربية الخاصة. تعتبر هذه النظرية أحدث تعلم في تعلم اللغة وتتوافق مع الخصائص الأساسية لتعلم الأطفال. توضح هذه النظرية أن الطلاب لديهم الحرية لبناء وبناء معرفتهم من خلال خبراتهم التعليمية التي تم الحصول عليها سابقاً. لا تترك حرية الطلاب في بناء المعرفة دون توجيه من المعلم. المعلم هو فقط كميسر يجعل التعلم التواصلي والتفاعلي الذي يساعد الطلاب في عملية التعلم (Huda 2013).

أوضح الفوزان وعبد الرحمن إبراهيم أن الحرية التي يمتلكها الأطفال في تطوير معارفهم يجب مراعاتها وفقاً لمستوى النمو المعرفي للطفل (al-Fauzan 2011). حتى يتمكنوا من تجميع المعرفة وترتيبها على أساس الخبرات التي مروا بها من قبل. لذلك، فإن دور المعلم في توجيه وتحفيز والتفاعل الاجتماعي يحدد فهمه. وبالتالي، يمكننا أن نفهم بشكل عام أن نظرية البنائية في سياق تعلم اللغة العربية هي مبدأ نفسي وفلسفي يؤكد على أن متعلمي اللغة في هذه الحالة يمكن للمتعلمين تشكيل وتطوير معرفتهم وفهمهم بشكل فردي ومستقل بناءً على تجارب المتعلمين السابقة والمعرفية وفقاً لها مع التحفيز الذي قدمه المعلم.

إن الأساس الذي تعتمد عليه النظرية البنائية في تنمية الوظائف العقلية العليا للمتعلم على فكرتين فيما يلي: الأول، ذهب فيجوتسكي بأن تنمية الفكرية أو المعرفية سوف تفهم من جهة التاريخ والثقافة التي كابدها الطلبة. والثاني، إنه يعتقد أن التنمية تعتمد على نظام من الإشارات التي كانت مع كل شخص عندما ينمو: الرمزية التي اخترعها الثقافة لمساعدة في التفكير، والاتصال، وحل المشكلات مثل اللغات، نظام للكتابة، أو نظام لرياضة الثقافة. وتعتبر سومارنا كما نقله ميليزا بوديرتي بأن النظرية البنائية تركز نموذج التعليم على الأنشطة المتعلقة بتطوير الإمكانيات البشرية على النحو الأمثل من خلال طرق بشرية للغاية، وهي السهولة والمرح والتمكين (Budiarti 2020).

والأساس من النظرية البنائية يعنى: خدمة التلاميذ للتفكير عميقا، إبداع البيئة الجيدة، بناء المعرفة بخبرات التلاميذ، توسيع العلم والمعرفة والفهم عند التلاميذ (Monika 2020). يلخص هنا ثلاث نقاط مرتبطة بنظرية الإجتماعية الثقافية فيجوتسكي وهي: إن التفاعل الاجتماعي وسيلة يتم من خلالها الحصول على المعاني من خلال اللغة واللغة هي المعاني التي يتم من خلالها التواصل بين الأفراد. يعتمد المعنى داخل اللغة على البيئة الاجتماعية فالمرجع اللغوي الخاص بالأفراد يعود إلى الأحداث التاريخية والاجتماعية الخاصة ببيئتهم.

الغرض من اللغة هو استمرار العلاقات بين أفراد المجتمع ، وهذا الشكل من البنائية يركز على المواقف الثقافية والطبيعية لعملية المعرفة. فجاء المعهد "المحسنين" بكرينجي جامبي بمحاولة شديدة في تطوير المهارات اللغوية خصوصا مهارة الكلام بتطبيق النماذج والنظريات التعليمية المتنوعة مثل النظرية البنائية. وعلى أساس الملاحظة الأولى التي أقامتها الباحثة عن علاقة تعليم مهارة الكلام بخصائص المذكور كما يلي: الإتجاه، يعطى الطلبة الفرصة لتطوير الدافع في تعلم الموضوع خصوصا في تعليم مهارة الكلام في معهد المحسنين. الإستنباء، الطلبة يعبرون الفكرة خلال المناقشة والإتصال باللغة العربية وما إلى ذلك. إعادة بناء الفكرة، توضيح الفكرة في تعليم مهارة الكلام. والمرجعة، لتطبيق المعرفة والفكرة الموجودة يحتاج إلى المراجعة والتصحيحة بالمزيدة والتبديل في تعليم مهارة الكلام. ولذا، هذه النظرية تصلح لتكون أداة التحليل لبحث عن نماذج تعليم مهارة الكلام في معهد المحسنين.

أحدث البحث وتميزه

هناك البحوث التي أقامها الباحثون حول هذا البحث منها: ما بحثه عبد المعيد عن تعليم مهارة الكلام في ضوء النظرية الاجتماعية الثقافية لفيجوتسكي، ويدل هذا البحث على أن النظرية الاجتماعية الثقافية تقدم لمعلمي مهارة الكلام والمبادئ التي تمكنهم من أن يساعدوا متعلمين إلى المشاركة الفعالية، والدخول في حوار نشط بين الأفراد وزملائهم حتى يصبحوا مشاركين نشطين. وكذلك هذه النظرية تقدم للمتعلمين النشاطين لهم المغزى والمواد الأصلية (Muid and Rohman 2019). وأوضحت يوليس تري في بحثه عن أسلوب الخريطة العقلية وتطبيقه بالصور الفوتوغرافية لترقية مهارة الكلام أن تطبيق أسلوب الخريطة العقلية والصور تجرى بالفعالة وتساعد الطلاب على تصحيح وتصليح مهارة الكلام للطلاب. وأما استجابة الطلاب على تعليم مهارة الكلام باستخدام أسلوب الخريطة العقلية والصور جيد جدا (Yulistri 2015). وتعتبر فتريانا وسوجي رمضنتي في بحثها عن تعليم اللغة العربية بالنظرية البنائية أن تعليم اللغة العربية بالنظرية البنائية يستطيع أن يستعمل في تطبيق عملية تعليم اللغة العربية مفتوحة في الفصل وتؤتي الفرصة الكثيرة للتلاميذ لتحريك واختيار العمليات وكان المرشد في الفصل أو خارجه وأن تعليم اللغة العربية بناء على خبرات التعليم عندهم ذات معنى مباشرة (Fitriyana and Febriani 2019)

وأضاف سوحرمون في بحثه عن محاولة ارتقاء مهارة الكلام للطلاب بتدريب الإتصالية أن تطبيق تدريس اللغة بأسلوب تدريب الإتصالية فعالية في ارتقاء مهارة الكلام للطلاب، وتدل نتائج البحث على أكثر من 75% عدد الطلاب يستطيع الكلام بالعربية سواء كانت عبارة قصيرة أو طويلة (Suharmon 2009). تتطلب البنائية إبداع المعلم واستعداد الطلاب لتكوين مفاهيم تتوافق مع الأهداف المتوقعة (Hamid, Hilmi, and Mustofa 2019). لا تزال الآثار المترتبة على تطبيق نهج بنائي على نظام التعليم غير واضحة ، لأن المعلمين لا يزالون يفتقرون إلى تطبيق نهج بنائي في التدريس والتعلم. ومع ذلك ، حل هذا من خلال العديد من التحديثات والإصلاحات. المثال، يجب أن توفر إعادة بناء المناهج الدراسية لمؤسسات التعليم العالي التي تقدم برامج تدريبية معلمين أكثر كفاءة في المعرفة التربوية الحديثة والتطبيق العملي الراسخ (Sarina Aini Tengku Kasim et al. 2017). إن تطبيق نظرية تعليم البناء له آثار على كل من الطلاب والمعلمين والمواد وطريقة تقديم الدروس، حيث تشمل هذه الآثار عملية التعليم وعملية التدريس وتقنيات تعليم القراءة (Irawan 2014).

اعتمادا على البحوث السابقة فالنظرية البنائية هي النظرية الجديدة في اتجاهات حديثة في تدريس اللغة العربية التي تؤكد على أن التعلم هو عملية التفاعل الاجتماعي، والطلاب يبني المعرفة أنفسهم تحت إشراف المعلم. وأما أسئلة البحث في هذا البحث هي كيف نماذج تعليم مهارة الكلام على أساس النظرية البنائية في معهد المحسنين بكرينجي؟ وكيف محاولة المعلم لتأييد نماذج تعليم مهارة الكلام على أساس النظرية البنائية فيها؟. ويهدف هذا البحث إلى معرفة نماذج تعليم مهارة الكلام على أساس النظرية البنائية في معهد المحسنين ومعرفة محاولة المعلم لتأييد نماذج تعليم مهارة الكلام على أساس النظرية البنائية فيها.

طريقة البحث

استخدم الباحث المنهج الكيفي ومدخله المدخل الوصفي. استخدمه الباحث لوصف وتفهم وتفسير ما يقع في الواقع عن أحوال الطلبة الذين يتعلمون مهارة الكلام بالمدخل الاتصالي. يجري هذا البحث في معهد المحسنين بكرينجي جامبي، واختار الباحث هذا المكان لأداء البحث بسبب. فمصادر البيانات تشتمل على جميع المعلومات والأخبار المأخوذة من أقوال وعمليات وأحوال من المصادر المبحوثة. فمصادر البيانات المقصودة في هذا البحث هي مصادر البيانات الرئيسية هنا تتمثل على أقوال وأعمال الطلاب ومدرس تعليم مهارة الكلام التي تحصل في ميدان البحث بوسيلة الملاحظة والمقابلة. أما مصادر البيانات الثانوية هي الوثائق المحصورة من الطلاب كمثال نتائج مهارة الكلام. فجمع الباحث البيانات بطريقة الملاحظة والمقابلة والوثائق. تؤخذ البيانات من خطط الملاحظة، وخطط الوثائق، وخطط المقابلة.

المناقشة

نموذج التعليم التعاوني في معهد المحسنين كرينجي

بناءً على الملاحظات التي أجراها الباحث في ٢٣ يونيو ٢٠٢٠ ، يمكن الحصول على البيانات المتعلقة بعملية تعليم اللغة العربية ، وخاصة مهارات التحدث لدى الطلاب في المستوى الثاني. عند الملاحظة يرى الباحث أن الخطوات التي يتخذها المعلم في التعليم تحفز الطلاب مقدماً حول أهمية التحدث باللغة العربية ، ويتم ذلك حتى يشعر الطلاب بالاهتمام والحماس لمتابعة أنشطة التعلم التي تم إعدادها سابقاً. الخطوة التالية التي اتخذها المعلم هي تقسيم الطلاب إلى مجموعات صغيرة يتم تكليفهم بالواجبات لمناقشة موضوع مثير مع الآخرين باستخدام اللغة العربية. سيتم منح كل عضو في كل مجموعة الوقت لعرض نتائج مناقشتهم باستخدام اللغة العربية كمقدمة. يقوم المعلم فقط بتيسير وإعداد أفضل إعدادات التعلم الممكنة ، ثم يقوم بتقويم عملية التعليم واعتماداً على بيانات المقابلة ، يمكن استنتاج أن أنشطة التعلم التي قام بها المعلم لأنه يرى أن نجاح التعليم لا يتم الحصول من المعلم فحسب ، ولكن أيضاً من الأطراف الأخرى المعنية ، أي أصدقاء المجموعة ونجاح المجموعة يتحدد من خلال نشاط أعضاء المجموعة المعنيين و النجاح الفردي في المجموعات هو توجه لنجاح المجموعة ، حيث يعمل الطلبة في الأهداف ويساعدون ويشجعون أصدقائهم على النجاح في التعلم. يرتبط مفهوم التعلم التطبيقي ارتباطاً وثيقاً بنظرية البنائية التي تؤكد على أهمية التعلم النشط والتواصل بين الطلاب بينما يقوم المعلم كميسر بإعداد أفضل إعدادات تعلم ممكنة بحيث يشعر الطلاب بالراحة والمشاركة بنشاط.

نموذج التعليم السياقي في معهد المحسنين كرينجي

يعد نموذج التعليم السياقي من النماذج التعليمية لمهارات التحدث باللغة العربية المستخدمة في معهد المحسنين . ويستند هذا إلى البيانات التي حصل عليها الباحث من خلال الملاحظات والمقابلات في هذا المعهد.

استناداً إلى الملاحظة في يوليو ٢٠٢٠ ، لاحظ الباحث أن تعليم اللغة العربية خصوصاً تنمية مهارات الكلام لا يتم إعدادها في الفصل الدراسي فحسب ، ولكن الطلاب مدعوون أيضاً للتواصل مع الواقع الحقيقي والتواصل بين النظريات التي تم الحصول عليها في الفصل مع الحقائق في الميدان. مثل تعريف الطلاب على الأشياء في البيئة المحيطة باستخدام اللغة العربية ، ثم ربطها بالنظريات أو المفاهيم المعروفة مسبقاً. بالإضافة إلى ذلك ، هناك أيضاً تمارين درامية باستخدام اللغة العربية يمارسها الطلاب مباشرة في منطقة المدرسة الداخلية وفي أماكن أخرى تتناسب مع السياق والموضوع الذي تمت مناقشته.

وأساساً لنتائج المقابلة ، يرى الباحث أن إعداد التعليم كما يطبقه المعهد هو نموذج تعليم سياقي أوصت به نظرية البنائية ، حيث يجب أن يشارك الطلاب بنشاط في التفاعلات الاجتماعية أينما كانت ظروف التعلم ، يكون المعلم فقط ميسراً ومحفزاً للطلاب. التعلم السياقي هو التعلم الذي يحاول ربط محتوى المواد

بمواقف العالم الحقيقي ويحفز المتعلمين على إقامة روابط بين المعرفة وتطبيقها في حياتهم كأفراد الأسر والمواطنين والقوى العاملة.

نموذج التعليم القائم على المشكلات في معهد المحسنين كرينجي

التعليم القائم على حل المشكلات هو شكل من أشكال نموذج التعليم هو تقريبًا نفس التعلم التعاوني الموجه إلى نشاط الطلبة في حل المشكلة وتوجيه الطلاب ليصبحوا متعلمين مستقلين يشاركون بنشاط في حل هذه المشكلات. في تعليم المادة "المحادثة ٣"، يقسم المعلم العديد من الطلاب إلى مجموعات صغيرة ثم يعطيهم مشكلة. ويجب على كل عضو في المجموعة البحث عن معلومات وحلول لحل المشكلة ثم جمعها مرة أخرى لمناقشة المعلومات التي تم الحصول عليها حتى إيجاد الحلول للمشكلة. بعد أن وجدت المجموعة حلاً للمشكلة، أرسلت كل مجموعة عضوًا واحدًا في المجموعة لتلخيص وتوضيح حل المشكلة باستخدام اللغة العربية. وهكذا ما قام به أحمد ريس كرئيس معهد المحسنين كرينجي، وكذلك كالمعلم في مادة المحادثة ٣ عندما تتم عملية التعليمية.

وأضيف عبد السلام كالمعلم في مادة المحادثة أيضًا عن التعليم القائم على حل المشكلات التالية: "إن جعل الطلاب يتحدثون اللغة العربية بنشاط أمر مهم للغاية، لذلك نحن بحاجة إلى نموذج تعليمي الذي يجعل الطلاب يشاركون بنشاط عند حدوث عملية التعليم، يتم استخدام نماذج التعلم القائمة على حل المشكلات حتى يتمكن كل طالب من حل المشكلات وإيجاد الحلول بشكل مستقل وتدريب الطلاب على التفكير لحلها المشكلة"

بناءً على نتائج المقابلات والملاحظات السابقة، فإن نموذج التعليم القائم على حل المشكلات موجه أيضًا نحو التعلم في مركز الطلاب حيث يُطلب من المتعلمين حل المشكلات ذات التفكير العالي. يتم توجيه المتعلمين للتعلم بشكل مستقل في البحث المعلومات المتعلقة بالواجبات التي قدمها المعلم. مثل هذه الحالات هي إحدى خصائص التعليم وفقًا لنظرية البنائية حيث يقوم المتعلم ببناء فهمه الخاص بتوجيه من المعلم كميسر ومحفز للتعلم.

نموذج التعليم الكمي في معهد المحسنين كرينجي

نموذج آخر يستخدم في تعلم اللغة العربية خاصة في تعليم مهارة الكلام باللغة العربية في معهد المحسنين كرينجي هو نموذج التعليم الكمي. ويؤكد هذا التعليم على أن نجاح التعلم يتم تحديده إلى حد كبير من خلال ظروف الفصل الدراسي التي لا تضغط على المتعلم نفسيًا وجسديًا. لا يختلف مفهوم التعلم كثيرًا عن التعلم السياقي الذي يربط المواد التعليمية بالعالم الحقيقي المملوك للمتعلمين.

اعتمادًا على نتائج المقابلة، يمكن تحليل أن الحالة في معهد المحسنين كرينجي في سياق تعليم مهارة الكلام باللغة العربية تؤكد على مبدأ النظرية البنائية، حيث يلعب دور المعلم كمحفز وميسر للتعلم دورًا مهمًا في مساعدة الطلاب على تطوير معرفتهم وفهمهم. المعلم قادر على جعل الطلاب يجرؤون على التفاعل

باستخدام اللغة العربية دون إكراه. كما يطبق المعلم خلال عملية التعلم تقدير التعاون بين المجموعات. هذا هو مفهوم التعليم الكمي القائم على نظرية البنائية.

جهود المعلم لدعم نموذج تدريس مهارة الكلام للطلاب في معهد المحسنين كرينجي

لترقية مهارات التحدث لدى الطلاب في معهد المحسنين ودعم الأنشطة التعليمية باستخدام عدة

استراتيجيات كما يلي:

(١) استراتيجية جعل بيئة لغوية في تعليم مهارة الكلام في معهد المحسنين كرينجي

لتأيد وترقية مهارة التحدث باللغة العربية للطلاب في معهد المحسنين كرينجي ، فإحدى الاستراتيجيات التي يستخدمها معهد المحسنين هي جعل البيئة اللغوية مثل المنطقة العربية أو "زاوية العربية". يدعم هذا البرنامج لترقية مهارة الطلاب في التحدث باللغة العربية ويزيد من فهم الطلاب ومعرفتهم في التواصل المباشر مع السياقات الاجتماعية.

وتم تشكيل برنامج زاوية العربية على أساس السياقية. وعلى سبيل المثال في المكتبة، يجب على جميع الطلاب التفاعل مع اللغة العربية أثناء وجودهم في المكتبة ، وفي الأساس تكون المحادثة فقط في نطاق المكتبة مثل السؤال عن موقع الكتاب ، واستعارة الكتب، وأنواع الكتب وما إلى ذلك. ويمكن للطلاب أيضاً تطوير نطاق المحادثة التي لا تقتصر فقط على المحادثات حول المكتبة والأهم من ذلك الالتزام باستخدام اللغة العربية في أي مجال معين.

(٢) إنشاء محكمة لغوية

في تنفيذ برنامج زاوية العربية أعلاه ، يتعين على كل طالب استخدام اللغة العربية كأداة للتواصل في أماكن محددة ، ويتم تنفيذ هذه الأنشطة في الفصول الدراسية وفي المهجع. كأداة للسيطرة على هذه الأنشطة ، شكل معهد المحسنين "جاسوس اللغة" التي تعمل على إشراف أنشطة "المنطقة العربية".

عبر محمد فضلان كالمدير: "من أجل تنفيذ أنشطة المنطقة العربية بشكل فعال ، أنشأنا "جاسوس اللغة" التي تعمل للإشراف على هذه الأنشطة ، من بين المهام التي يتم تسجيل كل طالب وجد أنه يستخدم اللغات الإندونيسية أو الإقليمية عندما يكون في منطقة مطلوبة لاستخدام اللغة العربية في التواصل، وللطلاب الذين ينتهكونها سيتم نقلهم إلى محكمة اللغة ليحاكموا ويعاقبوا حسب الدرجة الخطيئة".

تدل نتائج المقابلة على أن معهد المحسنين يقدم دائماً التأييد للأنشطة التي تدعم الكفاءة اللغوية لدى الطلاب ، بحيث يتم مراقبة جميع الأنشطة دائماً حتى تعمل عملية

التعليم وفقاً للخطط الموضوعية ، كما يقوم بتقويم الأنشطة ، لذا، هناك التيسر دائما عندما تتم عملية التعليم وبعد الانتهاء من أنشطة التعلم في نهاية الفصل الدراسي.

(٣) التزام اللغة العربية أداة للتواصل

لتقدير اللغة العربية كأداة اتصال داخلية في معهد المحسنين كرينجي ، يخصص معهد المحسنين كرينجي يوماً خاصاً للغة العربية حيث يجب على جميع العناصر الموجودة في هذا المعهد استخدام اللغة العربية كوسيلة للتفاعل الاجتماعي. يتم تنفيذ النشاط يومي الجمعة والسبت. وفي ذلك اليوم سيكون هناك العديد من المسابقات المتعلقة بالعربية ، مثل: الندوة العربية، الخطابة المنبرية بالعربية، والمناظرة العربية.

الخلاصة

إن نماذج تدريس مهارة الكلام على أساس النظرية البنائية المستخدمة في معهد المحسنين تتكون على أربعة نماذج وهي نموذج التعليم التعاوني والتعليم السياقي ونموذج التعليم القائم على المشكلات ونموذج التعليم الكمي وتشمل على التدريس في داخل الفصل وخارجه. هذه النماذج مناسبة بملامح تدريس البنائية المعتمدة بالإتجاه والإستنباط، وإعادة بناء الفكرة، والمراجعة. وأما الجهود التي عملها معهد المحسنين فهي استيراثية جعل البيئة اللغوية في تعليم مهارة الكلام في معهد المحسنين كرينجي وإنشاء محكمة لغوية والالتزام اللغة العربية أداة للتواصل.

الاستفادة

من خلال مناقشة البيانات المتعلقة بهذا البحث يمكن أن نستفيد من هذا البحث بأن نماذج تدريس مهارة الكلام على أساس النظرية البنائية مناسبة للتطبيق في العملية التعليمية خاصة في مهارة الكلام لأن هذه النظرية من الإتجاهات الحديثة في تعليم اللغات الثانية. ونماذج التعليم التي قدمتها النظرية البنائية مختلفة جذابة حتى تجعل الطلاب يدرسون تحت إشراف المعلم كميسر ووسيط وتجعل الطلاب يدرسون مع الأقران حتى عملية تعليم تجري فعالة لأجل التفاعل الاجتماعي.

المراجع

- Adi Widayat, Prabowo. 2017. 'Inovasi Kurikulum Bahasa Arab Madrasah Aliyah Berbasis Konstruktivisme'. *An-Nabighoh*.
- Aflisia, Noza. 2018. 'Hubungan Antara Kemampuan Muhadatsah Dengan Nilai TOAFL Di STAIN Curup'. *An Nabighoh Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 19 (2): 268.
- <https://doi.org/10.32332/an-nabighoh.v19i2.1003>.

Aflisia, Noza, and Partomuan Harahap. 2019. 'Eksistensi Biah Lughawiyah Sebagai Media Berbahasa Arab Dalam Meningkatkan Kemampuan Muhadatsah Mahasiswa Prodi Pendidikan Bahasa Arab IAIN Curup'. *Lisanul' Arab: Journal of Arabic Learning and Teaching* 8 (1).

al-Fauzan, Abd al-Rahman bin Ibrahim. 2011. *Idhaat Li Al-Mu'allimi al-Lughah al-'Arabiyah Li Ghair al-Nathiqin Biha*. Riyadh: Maktabah Malik Fahd.

Asrori, Imam. 2014. *Strategi Belajar Bahasa Arab Teori & Praktek*. Malang: Misykat.

Budiarti, Meliza. 2020. 'Pembelajaran Maharah Kalam Dengan Model Quantum Learning Dalam Rangka Menghadapi Era Desruptif 4.0 Di Kalangan Milenial'. In *Al-Muktamar As-Sanawi Li Al-Lughah Al-Arabiyah*, 43–56. Rejang Lebong: Pendidikan Bahasa Arab IAIN Curup.

Fauzia, Eva Lathifah, and Sumayyah Khoirunnisa. 2018. 'Istikhdām Uslūb Al-Ta'līm al-Ta'awuniy Bi Namudhaj al-Muzāwajah al-Ṣaghīrah Fī Ta'līm al-Ḥiwār Bi al-Madrasah al-Mutawassiṭah al-Islāmiyah al-Ḥukūmiyah 2 Bandung'. *Alsuna: Journal of Arabic and English Language* 1 (1): 59–68. <https://doi.org/10.31538/alsuna.v1i1.66>.

Fitriyana, Fitriyana Fitriyana, and Suci Ramadhanti Febriani. 2019. 'Ta'līm al-Lughah al-'Arabiyah bi al-Naḍariyah al-Bināiyah'. *Lisaanuna Ta'lim Al-Lughah Al-Arabiyah Jurnal Pendidikan Bahasa Arab* 2 (1). <https://ejournal.uinib.ac.id/jurnal/index.php/lisaanuna/article/view/1772>.

Hamdan, Muhammad. 2019. 'Konstruktivisme Pembelajaran Bahasa Arab Komunikatif'. In *Konferensi Nasional Bahasa Arab V*. Malang.

Hamid, M Abdul, Danial Hilmi, and Syaiful Mustofa. 2019. 'Pengembangan Bahan Ajar Bahasa Arab Berbasis Teori Belajar Konstruktivisme Untuk Mahasiswa'. *Journal of Arabic Studies* 4 (1): 100–114. <https://doi.org/10.24865/ajas.v4i1.107>.

Hamzah. 2018. 'Konstruktivisme Dan Implikasinya Dalam Pembelajaran Bahasa Arab'. In *Konferensi Nasional Bahasa Arab IV*. Malang.

Huda, Miftahul. 2013. *Model-Model Pengajaran Dan Pembelajaran*. Yogyakarta: Pustaka Pelajar.

Irawan, Ade. 2014. 'Teori Belajar Konstruktivisme Dan Implikasinya Dalam Pengajaran Membaca (Qira'ah) Bahasa Arab'. *Digilib.Uin-Suka.Ac.Id*. Yogyakarta.

Monika. 2020. 'Istirātījiy al-Ta'lim al-Nasyātiy fī Ta'lim al-Lughah al-'Arabiyah 'alā Asās al-Naḍariyah al-Bināiyah'. *Lisaanuna Ta'lim Al-Lughah Al-Arabiyah Jurnal Pendidikan Bahasa Arab* 3 (1).
<https://ejournal.uinib.ac.id/jurnal/index.php/lisaanuna/article/view/1806>.

Muid, Abdul, and M. Fathor Rohman. 2019. 'Ta'lim Maharah al-Kalaam Fi Dhu'i al-Nazhariyat al-Ijtima'iyyah al-Tsaqafiyah Li Vygotsky'. *Arabiyatuna : Jurnal Bahasa Arab* 3 (2): 261.
<https://doi.org/10.29240/jba.v3i2.971>.

Muslimah, Maziyyatul. 2018. 'Is Students' Speaking Participation Related to Students' Personality and Gender?' *ALSUNA: JOURNAL OF ARABIC AND ENGLISH LANGUAGE* 1 (1): 1–16. <https://doi.org/10.31538/alsuna.v1i1.30>.

Mustofa, Syaiful. 2011. *Strategi Pembelajaran Bahasa Arab Inovatif*. Malang: UIN Maliki Press.

Nasution, Sahkholid, and Zulheddi Zulheddi. 2018. 'PENGEMBANGAN MODEL PEMBELAJARAN BAHASA ARAB BERBASIS TEORI KONSTRUKTIVISME DI PERGURUAN TINGGI'. *Arabi : Journal of Arabic Studies* 3 (2): 121. <https://doi.org/10.24865/ajas.v3i2.96>.

Nuha, Ulin. 2012. *Metodologi Super Efektif Pembelajaran Bahasa Arab*. Jogjakarta: DIVA Press.

Sarina Aini Tengku Kasim, Tengku, Fatimah Sahida Abdurajak, Yusmini Md Yusoff, and Madiha Baharuddin. 2017. 'Pendekatan Konstruktivisme Di Malaysia Dan Brunei Darussalam:

Satu Tinjauan Awal Terhadap Pengalaman Guru Pendidikan Islam'. *Journal of Islamic Educational Research*. Vol. 2. JIER.

Suharmon, Suharmon. 2009. 'UPAYA PENINGKATAN KETERAMPILAN BERBICARA SISWA PADA MATA PELAJARAN BAHASA ARAB MELALUI LATIHAN KOMUNIKATIF DI MTSN PANINJAUAN KABUPATEN TANAH DATAR'. *Ta'dib* 11 (2).
<https://doi.org/10.31958/jt.v12i1.156>.

Supriyono, Agus. 2010. *Cooperative Learning: Teori Dan Aplikasi Paikem*. Yogyakarta: Pustaka Pelajar.

Yulistri. 2015. 'Uslubul Khariythah Al-'Aqliyahwa Tathbiyqihi Bi al-Shuwar al-Futughrafiyah Litarqiyati Maharati al-Kalam'. *Didaktika* 15.

Similarities in Pronunciation and Meaning of Local Languages and Arabic: Study Contrastive Linguistics of Sundanese Language and Impact on Learning Arabic



Page | 152

Alsuna: Journal of Arabic and English Language

Rizal Firdaus

Sekolah Tinggi Ilmu Bahasa Arab Ar
Raayah Sukabumi

✉ rizalfirdaus9@gmail.com

Ana Choerunisa

Sekolah Tinggi Ilmu Bahasa Arab Ar
Raayah Sukabumi

✉ anachoirunnisa71197@gmail.com

Amardin

Sekolah Tinggi Ilmu Bahasa Arab Ar
Raayah Sukabumi

✉ amarkamal30@gmail.com

Abstract

Purpose - This study aimed to reveal the Sunda language words originally from the Arabic in the Sundanese language dictionary of Raden Satdjadibrata. It because the entry and spread of the Arabic language in Indonesia were in line with the entry and spread of Islam in this country. And the entry of Islam carried some words that were not found by the Indonesians before, and it greatly affected their language. Especially, among the Sundanese who use Sunda's language and most of them are Muslim.

Design/methodology/approach - This study was carried out on the qualitative methods based on the theory of Miles and Huberman, with data reduction, data display, and conclusion drawing/verification.

Findings - This study found 92 Sundanese absorption words in the letter M which came from Arabic, and from these words we can group them into four groups. The first, and it is number 58 Sundanese words that their meaning wasn't changed from the Arabic meaning. The second, and its number 8 the words that extended in their meaning. The third, and its number 13 the words that got narrow in their meaning. And the fourth, and its number 13 are the words that changed completely their meaning.

Originality/value – from a number of vocabularies found, can be used to facilitate learning Arabic for Sundanese people. so that it can help understand effectively and efficiently.

Paper type – Concept Paper

Keywords:

Sundanese Language Dictionary
Sundanese Absorption Words
Arabic Teaching

Article Information:

Submitted: 05 August, 2020

Accepted: 13 November, 2020

Approved: 25 November, 2020

المقدمة

كثيرا من الطلاب الإندونيسيين يفضلون تعلم اللغة الإنجليزية على اللغة العربية، ويعتقدون بأنها لغة عالمية ومهمة تعلمها لارتقاء مستواهم الإنساني، ولا يبدلون جهدهم في تعلم اللغة العربية بعلّة أنها ليست لغة عالمية. وظن أغلب الإندونيسون أن اللغة العربية لغة عسيرة لما فيها من المشكلات أمام أعينهم عند تعلم هذه اللغة (Al-Adawiyyah 2010). وخاصة عند الشعوب السندويين الذين يستخدمون اللغة السندوية التي تعتبر من أكثر اللغة المنطقية استخداما في الترتيب الثاني في هذا البلد بعد اللغة الجاوية

(As-Sa'diyyah 2018) ، فأغلبهم يشعرون بصعوبة نطق بعض الأحرف الهجائية، صفة ومخرجا. لعدم وجود بعض الأحرف العربية في لغتهم كحرف " ف (fha) و" ز" (zha) .

لهذا يجب علينا أن نعلمهم بأن اللغة العربية من اللغات المهمة على مستوى العالم، وإن تعليم تلك اللغة لها أهمية بالغة ودور بارز ومهم في حفاظ على التراث الإسلامي (Firdaus, Al Farisi, and Mandala 2018; Setyawan and Fathoni 2019; Hidayatullah 2019). ذلك لأنها تحمل أعظم حضارة، وأعظم رسالة، فضلا من أنها لغة القرآن الكريم، ولغة الاتصال والتواصل، لأهداف التعلم والتعليم، والعمل، وتبادل الثقافات (Alma'tuq 1996). واللغة العربية هي اللغة التي قدر لها بفضل الله عز وجل أن تستمر وتُدوم، ولا عجب فهي حفظت بحفظه إلى يوم الدين (Alma'tuq 1996) ، كما قال تعالى: ﴿إِنَّا نَحْنُ نَزَّلْنَا الذِّكْرَ وَإِنَّا لَهُ لَحَافِظُونَ﴾ (الحجر: ٩).

وترتفع الآن النداءات الجادة للاهتمام بنشر اللغة العربية في بلاد العالم بغير الناطقين بها. وتصف المجلة في مقالها اللغة العربية فتقول إنها من أجمل اللغات وأوسعها خيالاً إزدهارا وقوة في العبارة. وتتميز هذه اللغة بكونها لغة الدين بالإضافة إلى كونها اللغة الأم ودستور المسلمين ومنظم حياتهم في الدنيا والأخرة، وأفصح كلام عربي على إطلاق، وبالعربية تحدث الرسول ﷺ وبها نطق الصحابة رضي الله عنه. وقال ابن تيمية "إن اللغة العربية من الدين، ومعرفتها من الدين وفرض واجب، فإن فهم الكتاب والسنة فرض، ولا يفهم إلا باللغة العربية، وما لا يتم الواجب إلا به فهو واجب" (Al-Fauzan 2011). ومعرفة هذه اللغة سبب من أسباب التيسير، كما قال تعالى: ﴿فَإِنَّمَا يَسَّرْنَاهُ بِلِسَانِكَ لَعَلَّهُمْ يَتَذَكَّرُونَ﴾ (الدخان: ٥٨)، وفي آية أخرى ﴿وَلَقَدْ يَسَّرْنَا الْقُرْآنَ لِلذِّكْرِ فَهَلْ مِنْ مُدَكِّرٍ﴾ (القمر: ١٧).

ومن هذا نعرف أن اللغة العربية هي اللغة العالم بل هي أجمل اللغات التي تدوم وتستمر، واعتقاد السندويين بصعوبة تعليم تلك اللغة هو الاعتقاد الخاطئ. ولو كانوا وجدوا الصعوبة في بداية تعلمها، ولكن مع البحث، والمحاولة، والدراسة، أمكن الوصول إلى عدة الطرق تعلمها في وقت قصير وبوجه معقول (Hidayatullah 2018). وتختلف صعوبة تعليم اللغة الأجنبية تبعا لسن الدارس والبيئة التي يعيش فيها أثناء تعلمه اللغة العربية، وتختلف أيضا صعوبة تعليم اللغة الأجنبية حيث طبيعتها، ومشابهاها أو اختلافها في الصوت والكتابة للغة الدارس الأصلية (Al-Fauzan 2011; Albantani and Madkur 2018).

ولقد انتشرت اللغة العربية في أنحاء العالم انتشارا بقوة الإسلام والقرآن (Muhammad 2009) ، وإن الإسلام تآكرم الله الإنسان وشرفه به لكي يعيش أياما سعيدة في حياته على هذه الأرض، وإن ارتباط تلك اللغة بالإسلام من أقوى الدوافع في انتشارها بين الشعوب الإسلامية، حيث إنهم حرصوا على (Ridho, Mujahidin, and Al-Katani 2018).

ومن هنا يجب أخذ الطريقة السهلة لتعليم تلك اللغة. وعرف بأن اللغة العربية قد انتشر ودخل في إندونيسيا عن طريق الجماعات التجارية من العرب في قرن السابع الميلادي تقريبا (Zarkasyi 1991). ومع دخول اللغة العربية في إندونيسيا، حملت بعض الكلمات التي لا توجد من قبل عند إندونيسيين ثم أثر تأثيرا كبيرا على ثقافتهم، ولغتهم (Nasution 2019). وقد تتجلى في اللغة السندوية ظاهرة استخدام الكلمات

والمصطلحات السندوية المقترضة من اللغة العربية في الحياة اليومية وإن جهل بعض السندويين أن هذه الكلمات والمصطلحات أخذت من اللغة العربية.

لو عرفوا السندويين أن وجه الشبه بين اللغة العربية واللغة السندوية فجمعت هذه الكلمات تسهيلا تعلم اللغة العربية مع بيان بعض تغيرات في النطق والمعنى.

طريقة البحث

يعتمد الباحث في هذا البحث على المنهج المكتبي والوصفي، المنهج المكتبي هو المنهج الذي يعتمد على المكتبة والمراجع من الكتب والبحوث والمقالات. وهو يجري مكتبيا معتمد على البيانات والمعلومات المتاحة المنشورة سواء داخل المنشأة أو خارجها. وهذه البيانات أو المعلومات التي يعتمد عليها البحث المكتبي تكون متوفرة على شكل مواد منشورة لعامة الناس إما بشكل مجاني أو مقابل مبلغ مادي معين. إجراء البحث المكتبي يتم على المكتب دون الحاجة للنزول إلى الميدان لإجراء المقابلة أو لجمع الملاحظات (Sugiyono, 2017) وأما البحث الوصفي هو إجراء من أجل الحصول على حقائق وبيانات مع تفسير لكيفية ارتباط هذه البيانات بمشكلة الدراسة، فإن عملية جمع البيانات لكي يصبح البحث الوصفي ذا قيمة وذا معنى فلا يقتصر عمل الباحث على أن يقرر ماهية البيانات التي تتطلبها الدراسة ولكنه يجب أن يقوم بتقسيم وتحليل هذه البيانات من أجل مقابلة أغراض دراسة (Sugiyono 2017). استخدم الباحث لتحليل البيانات طريقة مالميس وهوبرمان، وهي ثلاث الطرق جمع وحد البيانات، عرض البيانات والاستنتاج.

فبناء على هذا المنهج يحاول الباحث جمع الكلمات السندوية ذات أصل عربي في قاموس السندوية لرادين تشاديراتا التي أبتدئت بحرف "M"، ثم تصنيف تلك الكلمات حسب تغير معانيها بعد أن دخلت إلى اللغة السندوية ويتبعه تحليل كل كلمة من الناحية النطقية والدلالية، وبعد ذلك قام الباحث بالاستفادة من تلك الكلمات في تعليم اللغة العربية لسندويين المبتدئين.

المناقشة

الكلمات جمع من كلمة وهي لفظة واحدة أو مجموعة ألفاظ دالة على معنى (Umar 2008). وذكر في المعجم الوسيط أن الكلمة هي الجملة أو العبارة التامة المعنى كما في قولهم لا إله إلا الله كلمة توحيد، وكلمة الله حكمه أو إرادته (Anis et al. 2004). ويقول ابن منظر أن الكلمات أعمال عظيمة تتعلق بأبواب جليلة من أنواع المعالجات، وأوضاع الظلمات، ولها نفع شريف بطباعا، ولها خصوصية بأفلاك المقدسة وملائمة لها ومنافع لا يخصصها من يصفها (Kholil 1998).
أ.ب. تعريف اللغة السندوية

اللغة السندوية هي اللغة التي يستخدمها السكان الإندونيسية حوالي ٢٧ مليون شخص وهي من أكثر اللغة المنطقي استخداما في ترتيب الثاني في هذا البلد بعد اللغة الجاوية (As-Sa'diyyah 2018). واللغة السندوية مختلفة بنظر إلى لغات أخرى بوجود مستويات أو القوائد الخاصة فيها ويعتمد إستخدامها على

الغرض الذي نتحدث إليه أو بحسب مخاطبها أي مستوياتها وهي اللغة الطفولية، واللغة اللطيفة، واللغة الشديدة (Sari and Yuliana 2015). ومن هذا تعريف أن اللغة السندوية مختلفة عن لغات أخرى. أ.ت. تعريف ذات أصل عربي

ذات أصل هي التي بمعنى الإقتراض اللغوي، فهو عملية أخذ كلمة من لسان إلى لسان آخر أي إدخال عنصر من لغة أجنبية إلى لغة ما، وهو ظاهرة لغوية عالمية لا تكاد تسلم منها لغة من اللغات، حيث تتبادل الأخذ والعطاء، ويستعر بعضها من بعض، كما يعد إحدى الوسائل التي تنمو بها الثروة اللفظية (Murodisi 2009). ويقول الآخر أنه إدخال عناصر من لغة أخرى سواء أكانت تلك العناصر كلمات أو أصوات أو صيغا (Ba'labaky 1990). وعربي هو نسبة إلى العرب.

لمحة موجزة عن قاموس اللغة السندوية

إن من تاريخ ليكسيكوغرافي (Leksikografi) السندوية نعرف قاموس اللغة الذي ألفه رادين ستشايبراتا (Raden Satdjadibrata) ولد في سومادانخ ٣١ أغسطس ١٨٨٦ م هو من ضمن القوامس المعاصرة على أيدي سوندويين المعاصرين الذي لا يدخل في قواميس اللغة الثنائية. وقبل ذلك لقد حول رادين آريا كوسومانينجات (Raden Arya Kusumaningrat) بتدوين قاموس ثنائي اللغة الملايوية – السندوية في عام ١٨٥٧ م، ولكن حتى الآن لم يتم نشره. وقاموس السندوية – الإندونيسية الذي ألفه ستشاديبراتا له رواية طويلة. رتب في أول مرة في شهر مارس ٢٦٠٢ بعد أن سيطر بلبنتارا دينيفان (Balatentara Dai Nippon) الجاوي، ويكتمل في شهر ديسمبر ٢٦٠٣. وليس من العجيب إن كان سنة نشره يستخدم سنة جوفانغ (Jepang) وهو ٢٦٠٤ يساوي سنة ١٩٤٤ من الهجرة. وأول نشر هذا قاموس اللغة الثنائية في قاموس في عام ١٩٤٤، والثاني (الطبعة الثانية) في عام ١٩٥٠. وبعد واحد وستين سنة من طبعة الثانية، نشر (الطبعة الثالثة) لقاموس السندوية – الإندونيسية بالعنوان "Kamus sunda - Indonesia" والناشر منه Kiblat Buku Utama (Satdjadibrata 2011).

إن قاموس اللغة السندوية دون لسبيين أساسين هما، الأول: محافظة اللغة السندوية حيث إنها تراث غني لا بد من رعايتها حتى تزال هذه اللغة باقية وتتطور بتقدم الزمان. والثاني: تسهيلات لمن يريد أن يدرس اللغة السندوية حيث إنه يحتاج إلى مساعدة في فهم تلك اللغة (Satdjadibrata 2011).

قبل أن دون قاموس اللغة السندوية فإن الغرب أخذوا اهتماما في تأليف قاموس اللغة السوندوية حيث إنهم اشتركوا في مسابقة تأليف قاموس سوندا تكميلا لقاموس دي ويلدي (Kamus de wilde) لأندريس دي ويلدي (de wilde) سنة ١٨٤١ م الذي أقام به مجموعة باتابيا لفن وعلم (Perkumpulan Batavia Untuk Seni dan Ilmu Pengetahuan) ولفائزة جائزته مبلغ بألاف غولدين وقلادة ذهنية، ومن تأليفهم: قاموس اللغة السندوية من جزيرة جاوى ألفه (Jonathan Rigg) سنة ١٨٥٤ م، وقاموس Gouvernment Van Soendasch-Nederduitsch Woordenboek, op last van het Nederlandsch- Indie سنة ١٨٧٩ م، وقاموس Soendancesch-Hollandasch woordenboek ألفه (S.Coohsma) سنة ١٨٨٤ م (Kurnia 2008).

وتطور قواميس السندوية التي تم طباعتها، هي منها: قاموس سندي- إندونيسي ألفه مامان سومنتري وزميلة سنة ١٩٧٤م، قاموس سوندي- سوندي وهو مجالدان ألفه أويون سوفيان أومساربو زميلة سنة م١٩٩٣ (Kurnia 2008).

الكلمات السندوية	أصلها عربي	الكلمات السندوية	أصلها عربي
Ma'lum	معلوم	Mokla	مقل
Mamum	مأموم	Mumin	مؤمن
Maripat	معرفة	Muakad	مؤكد
Map	معفو	Mualap	مؤلف
Madhab	مذهب	Mualim	معلم
Magrib	مغرب	Mubadir	مبذر
Magibi	مغربي	Mud	مد
Mahir	ماهر	Mudawarah	مداورة
Mahluk	مخلوق	Muhajir	مهاجر
Majalah	مجلة	Muharam	محرم
Majlis	مجلس	Muhlis	مخلص
Majmu	مجموع	Muhrim	محرم
Majusi	مجوسي	Muhtasor	مقتصر
Makam	مقام	Mujijat	معجزة
Makbul	مقبول	Mukalap	مكلف
Makna	معنى	Mukena	مكنى
Makruh	مكروه	Mukim	مقيم
Malaikat	ملائكة	Mulud	مولود
Malakat Maot	ملائكة	Munajat	مناجاة
Malarat	مضارات	Munapek	منافق
Malik	ملك	Munasabah	مناسبة
Malim	معلم	Munkar	منكر
Mangpaat	منفعة	Mupakat	موافق
Mani	مني	Murad	مراد
Maot	موت	Murid	مريد
Maphum	مفهوم	Mursid	مرشد
Marhum	مرحوم	Musanip	مصانف
Marjan	مرجان	Musapir	مسافر
Martabat	مرتبة	Musawarah	مشاورة
Masakat	مسكت	Musibat	مصيبة
Masalah	مسألة	Musim	موسم
Masbok	مسيوق	Muskil	مشكل
Mashur	مشهور	Muslihat	مصلحة
Masiat	معصية	Muslim	مسلم

مسلمة	Muslimat	مسجد	Masjid
مشرک	Musrik	مشرق	Masrik
مستحيل	Mustahil	مسطرة	Mastar
مستجب	Mustajab	موجود	Maujud
مستقيم	Mustakim	معونة	Maunat
مستعمل	Mustamal	ميت	Mayit
مصطفى	Mustapa	ملك	Milik
مشتري	Mustari	منبر	Mimbar
مطالعة	Mutalaah	معراج	Mired
مطلق	Mutlak	مثل	Misil
مطمئنة	Mutmainah	مسكين	Miskin
موجود	Mojud	مستحيل	Mohal

الجدول ١: عدد الكلمات ذات أصل عربي في قاموس اللغة السندية

أقسام تغيرات الكلمات ذات أصل عربي في القاموس.

إن هذه الكلمات العربية التي تدخل إلى اللغة السندية لم تبقى حالتها واحدة من الناحية النطقية والدلالية، وإنما طرأت فيها التغيرات، ومن حيث الدلالة يمكننا أن نقسم التغيرات إلى أربعة يظهر تفصيلها فيما يلي:

انتقلت معانيها		ضاققت معانيها		اتسعت معانيها		بقيت معانيها			
الكلمات السندية	الكلمات العربية	الكلمات السندية	الكلمات العربية	الكلمات السندية	الكلمات العربية	الكلمات السندية	الكلمات العربية	الكلمات السندية	الكلمات العربية
Mahir	ماهر	Majalah	مجلة	Madhab	مذهب	Munasabah	مناسبة	Majmu	مجموع
Mahluk	مخلوق	Makruh	مكروه	Malik	مالك	Murid	مريد	Makam	مقام
Majlis	مجلس	Mangpaat	منفعة	Malarat	مضارة	Magribi	مغربي	Malim	معلم
Malaikat maot	ملائكة الموت	Maphum	مفهم	Mani	مني	Makbul	مقبول	Masakat	مسكت
Malaikat	ملائكة	Martabat	مرتبة	Muslim	مسلم	Makna	معنى	Mokla	مقلى
Ma'lum	معلوم	Maujud	موجود	Maunat	معونة	Maot	موت	Mualip	مؤلف
Ma'mum	مأموم	Mired	معراج	Mulud	مولود	Mupakat	موافق	Mudawarah	مداورة
Marhum	مرحوم	Mistar	مسطرة	Masalah	مسألة	Marjan	مرجان	mukena	مكنى
Mashur	مشهور	Mojud	موجود	-	-	Muharam	محرم	Munajat	مناجاة
Masiat	معصية	Mualip	مؤلف	-	-	Masbuk	مسبوق	Muslihat	مصلحة
Masjid	مسجد	Mukim	مقيم	-	-	Musim	موسم	Musonip	مصان ف
Mayit	ميت	Murad	مراد	-	-	Mimbar	منبر	Mustari	مشتري

طيار	Mualim	مسكين	Miskin	-	-	مغرب	Magrib	ملك	Milik
-	-	-	-	-	-	مسافر	Musapir	مثل	Misil
-	-	-	-	-	-	مشاورة	Musawa- rah	مؤكد	Muakad
-	-	-	-	-	-	مصيبة	Musibah	مبذر	Mubadir
-	-	-	-	-	-	مشكل	Muskil	مد	Mud
-	-	-	-	-	-	مسلمة	Muslimah	مهاجر	Muhajir
-	-	-	-	-	-	مشرك	Musrik	مخلص	Muhlis
-	-	-	-	-	-	مستجب	Mustajab	محرم	Muhrim
-	-	-	-	-	-	مستعمل	musta'mal	مقتصر	Muhtaso r
-	-	-	-	-	-	مصطفى	Mustopa	معجزة	Mujijat
-	-	-	-	-	-	مطالعة	Mutalaah	مكلف	Mukalap
-	-	-	-	-	-	مطلق	Mutlak	منافق	Munapik
-	-	-	-	-	-	مطمئن	Mutmain	منكر	Munkar
-	-	-	-	-	-	معرفة	ma'ripat	مستحيل	Mustahil
-	-	-	-	-	-	مستقيم	Mustakim	مؤمن	mu'min
-	-	-	-	-	-	مشرك	Masrik	معفو	Maap

الجدول ٢: أقسام تغيرات الكلمات ذات أصل عربي في القاموس

نموذج تحليل الكلمات السندوية ذات أصل عربي والاستفادة منها

كلمة (munapik) وأصلها العربي (منافق)، تغير هذه الكلمة بحذف المد أي الألف الممدودة مع تسكين الحرف الأخير. وفي اللغة العربية كلمة منافق هي اسم فاعل من نافق ومعناها هو أظهر خلاف ما يبطن وأظهر إيمانه بلسانه وستر كفره به (Umar 2008). وبعد دخولها في اللغة السندوية بقي معناها وهو منافق كما عرفه العرب (Satdjadibrata 2011).

كلمة (musapir) وأصلها العربي (مسافر)، تغير هذه الكلمة بحذف المد أي الألف الممدودة مع تسكين الحرف الأخير. وكلمة مسافر في اللغة العربية هي اسم فاعل من سافر، ومعناها متعدد بحسب صيغها، الأول: سافر الشخص / سافر شخص إلى أبيه أي مض وارتحل، والثاني: سافرت عنه الحمى أي تركته (أحمد مختار عبد الحميد عمر: ١٤٢٠ هـ - ٢٠٠٨ م). وبعد دخولها في اللغة السندوية بقي معناها ارتحل (Satdjadibrata 2011).

ميكال : يا أستاذ أنا مسافر، وأصبت بالمصيبة.
أ.أحمد : إنا لله وإنا إليه راجعون، ماذا أصابك يا أخي؟
ميكال : إني مجوسي، وساحر ماهر مشهور مطلق على مرتبة الأعلى والمجتمع يعرّفني أنني مسلما .
أ.أحمد : أستغفرالله، إن عبادتك للنار مشرك وفعلك أمام هؤلاء المجتمع منافق.

الرسم التوضيحي ١: نماذج تعليم الكلمات العربية بقيت معانيها في اللغة السندوية في الحوار.

ستجد الطلاب في هذا الحوار كلمات معروفة لدي السندويين وهي : مسافر، ومصيبة، ومجوسي، وماهر، ومشهور، ومطلق، ومرتبة، ومشرك، ومنافق. ولا يحتاج المعلم إلى شرح هذه المفردات لتوافق المعاني في اللغة العربية واللغة السندوية، ولم يبق المعلم إلا أن يبين مسألة اقتران المفردات بالضمائر مثل في كلمة "يعرّفني" أو اقترن بالألف واللام مثل في "المصيبة".

الخلاصة

بناء على ما قد سبق من البحث وتحليل الكلمات السندوية ذات أصل عربي من حرف M في قاموس اللغة السندوية لرادين ستشادييرتا والقيام بالاستفادة منها في تعليم اللغة العربية للسندويين المبتدئين، توصلت الباحثة إلى نتيجة، أن الكلمات السندوية التي لها أصالة عربية في قاموس اللغة السندوية لرادين ستشادييرتاموجودة وهي كثيرة جدا، ولقد كشف وجودها وبلغت على إثنين وتسعين كلمة، وتلك الكلمات يقتصر أخذها من حرف M دون غيرها، وتم تحليلها ولم تبق حالتها واحدة من الناحية النطقية والدلالية، وإنما طرأت فيها التغيرات. ومن حيث الدلالة يمكننا أن نقسم التغيرات إلى أربعة أقسام: كلمات عربية بقيت معانيها في اللغة السندوية، كلمات عربية اتسعت معانيها في اللغة السندوية، كلمات عربية ضاقت معانيها في اللغة السندوية، كلمت عربية انتقلت معانيها إلى معان أخرى في اللغة السندوية.

الاستفادة

إن الاستفادة من الكلمات السندوية ذات أصل عربي في تعليم اللغة العربية للسندويين المبتدئين هي الطريقة الجيدة في مساعدة المعلمين في تطوير تدريسهم، بحيث لها دور في فهم معاني الكلمات والجمل العربية، وسهولة تعلم اللغة العربية في وقت قصير وفترة يسيرة، وذلك بإدخال تلك الكلمات في الحوارات، والنصوص، وإعراض معاني الكلمات، ووضعها في الجمل والتدريبات.

المراجع

- Al-Adawiyah, Rabiah. 2010. 'Tahlil Al-Akhto Fi Istikhdam Al-Domair Fi Al-Insya Al-Muwajjah Lada Talamidz Al-Shof Al-Tsani Min Madrasah Al-Wathaniyyah 16 Al-Mutawasithoh Al-Islamiyyah Jakarta Al-Syarqiyyah'. Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Albantani, Azkia Muharom, and Ahmad Madkur. 2018. 'Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia'. In

International Journal of Applied Linguistics & English Literature, 1–8. Australia.

<http://dx.doi.org/10.7575/aiac.ijalel.v.7n.2p.1>.

Al-Fauzan, Abdurrahman bin Ibrahim. 2011. *Idoat Limuallimi Al-Lughoh Al-Arabiyyah Ligoiri An-Natiqina Biha*. Riyadh: Al-Arabiyyah Lil Jami'.

Alma'tuq, Ahmad Muhammad. 1996. *Alhashilah Al-Lughowiyah Mashodiriha Wa Tanmiyatiha*. Kuwait.

Anis, Ibrahim, Abdul Halim Muntashir, Athiah Al-Showalihi, and Muhammad Holfullah Ahmad. 2004. *Al-Mu'jam Al-Wasith*. Maktabah Al-Syuruq al-Dauliyyah.

As-Sa'diyyah, Halimah. 2018. 'Al-Kalimat Dzatu Asli Arabiy Fhi Qomus Al-Lughoh As-Sundawiyah Li Raden Sadjadibrata Min Harf A-J'. Sekolah Tinggi Ilmu Bahasa Arab Arraayah.

Ba'labaky, Ramzi Munir. 1990. *Mu'jam Al-Mustalahat Al-Lugowiyah Inggris-Arab*. Beirut: Dar Al-Ilmi.

Firdaus, Rizal, Kurnia Afandi Al Farisi, and Robi Mandala. 2019. 'Istratijiyyat Ta'lim Al-Lughoh Al-Arabiyyah Fi Ashri Aulamah'. *Studi Arab* 10 (2): 131–50.
<https://doi.org/10.35891/sa.v10i2.1857>.

Hidayatullah, Achmad Diny. 2018. 'Al-Idarah al-Istiratiyyah Fi Ta'lim al-Maharat al-Lughawiyah'. *Alsuna: Journal of Arabic and English Language* 1 (2): 103–13.
<https://doi.org/10.31538/alsuna.v1i2.77>.

Kholil, Hilmi. 1998. *Al-Kalimah Daros Lughowiyah Mu'jamiyyah*. Alexandria: Dar Al-Ma'rifah Al-Jamiyyah.

Kurnia, Atep. 2008. 'Perkembangan Kamus Sunda'. 2008.
<https://sundaislam.wordpress.com/2008/04/03/perkembangan-kamus-sunda/>.

Muhammad, Umar Hasba Rasul Usman. 2009. 'Ahamiyyah Lughah Al-Qur'an al-Karim Wa Intisyaruha Fi Malaysia'. *Dirasat Da'wiyah*.

Murodisi, Jodi. 2009. 'Al-Aliyat Taulid Al-Mustolah Al-Lughoi'. *Majallah Al-Dzakirah*, 285–300.

Nasution, Nurmia. 2019. 'Al-Kalimat Al-Melayuwiyyah Dzat Asli Arabiy Fhi Qomus Daya Walistifadah Minha Fhi Ta'lim Al-Lugoh Al-Arabiyyah Al-Melayuwiyyin Al-Mubtadiin Harf "l" Namudazan'. Sekolah Tinggi Ilmu Bahasa Arab Ar-Raayah Sukabumi.

Ridho, Fahmi, Endin Mujahidin, and Abdul Hayyi Al-Katani. 2018. 'Tariqah Ta'lim Al-Lughah Al-'arabiyyah 'ala Manhaj Silsilah Al-'Arabiyyah Fi Jami'Ah Ar-Rayah Sukabumi'. In *International Conference On Islamic Studies*. Sukabumi.

Sari, Devita Nela, and Risti Yuliana. 2015. 'Kebudayaan Suku Sunda'. Surakarta.

Satdjadibrata, R. 2011. *Kamus Sunda – Indonesia*. Bandung: Kiblat Buku Utama.

Setyawan, Cahya Edi, and Muhamad Fathoni. 2019. 'Al-Manhaj al-Ilmiy Fi Ta'lim al-Lughah al-'Arabiyyah Fi al-Madrasah al-Thānawiyah al-Mu'allimīn al-Muḥammadiyyah Bi Yogyakarta'. *Alsuna: Journal of Arabic and English Language* 2 (2): 150–63.
<https://doi.org/10.31538/alsuna.v2i2.391>.

Sugiyono. 2017. *Metodologi Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif Dan Riset Dan Pengembangan*. Bandung: Alfabeta.

Umar, Ahmad Muhtar. 2008. *Mu'jam Al-Lughoh Al-Mua'siroh*. Cairo: A'lam Al-Kutub.

Zarkasyi, Ahmad Hidayatullah. 1991. 'Al-Lughah Al-Arabiyyah Fi Indonisia Dirasah Wa Tarikhiyyah'. Jamiah Al-Punjab.

The Relationship between Speaking and Writing Performance in an Indonesian Senior High English Foreign Language (EFL) Classroom



Page | 162

Alsuna: Journal of Arabic and English Language

Lilik Maskuroh Hadah

Universitas Islam Negeri Sunan Ampel

✉ lilikmaskuroh@gmail.com

Sayyidatul Maghfiroh

Universitas Islam Negeri Sunan Ampel

✉ syayyida3@gmail.com

Naza Zulmia Humairoh

Universitas Islam Negeri Sunan Ampel

✉ nazahumaira18@gmail.com

Wahyu Nur Ahadah

Universitas Islam Negeri Sunan Ampel

✉ wahyunurakhada2000@gmail.com

Keywords:

Correlation
Speaking Skill
Writing Skill

Article Information:

Submitted: 06 June, 2020
Accepted: 15 November, 2020
Approved: 28 November, 2020

Abstract

Purpose - This research aims to figure out the relationship between those two productive skills focusing on four aforementioned crucial aspects in language learning.

Design/methodology/approach - This study used a cross-sectional quantitative method with 32 English Education Department students in the 6th semester at Universitas Islam Negeri Sunan Ampel Surabaya who have already been experienced in spoken and written class to be the participants. In terms of gaining the data, It used pictured cued interviews and answer the open-ended question related to the best way in finding a job and give their opinion within 30 minutes. Both of the tests were adapted from the TOEIC sample test from the Educational Testing Service (ETS). Finally, use SPSS 2.2 for the data analysis.

Findings - The result shows that the organization gains the highest rate or simply as the most related part among the other language learning. Furthermore, the correlation between the two productive skills also shows a moderate correlation.

Originality/value - It simply said that speaking and writing show an insignificant correlation with the organization as the most related part of language learning.

Paper type – Research paper

Introduction

One of the second language acquisition (SLA) researcher's most important tasks is exploring and completely identifying the skills required in learning a second language along with the variables affecting the acquisition of the L2 by using those four skills (M. D. Hubert 2008). The fact that the language practices are mostly allocated to one of the four categories of language usage: reading, writing, speaking, and listening makes the number of research emerged in exploring the issues of it.

The most common research spread out nowadays has focused within a single category of skill, including how the strategy, learning style, and also discuss among student and teacher perspectives about each skill. In the last seven decades, as (Indrilla and Ciptaningrum 2018) & (Kucukoglu 2015) highlighted that the writing and reading skills which involve the approaches in enhancing students' writing ability and how to make effective reading strategies. While research from (Wulandari, Harahap, and Hati 2019), it focuses on the analysis of students' listening learning styles. The aforementioned research has been explored using any possible methods of data collection, such as qualitative using observation, questionnaire, and document analysis as well as quantitative. Those articles become evidence that most of the researchers only considered one skill and strategy.

Exploring how the four skills are interlinked and integrated is much less common. Although the fact of those four skills is interlinked such listening is the foundation for speaking, reading is a source for listening, listening and speaking facilitate reading and writing, and vice versa (Nan 2018a). Understanding how the language skills are interlinked becomes crucial, especially exploring the relationship between both productive skills—speaking and writing. It is because instead of their significant roles as a communication modality, both productive skills are still often wisely valued as the determinant of learners' ESL/EFL mastery whether in the classroom context or real-life situations. Therefore, it is important to examine its relationship between two skills since it may be useful as the teacher's basis for designing its best course for writing which might, in turn improve another skill at speaking

Besides that, the consistent phenomena connected to this productive skill also appear. The fact that the theory of speaking and writing walked in the same direction that interrelated and caused positive transfer to each other. Such speaking activates writing indirectly, which means that the improvement of writing can be dependent on the development of writing skills only, but the Oral acquisition of language also can help the improvement of (Quan 2014). (Quan 2014) makes most people say that written language is the written form of what people speak, but the case is not so simple. The evidence from the daily situation in a spoken and written classroom context at UINSA shows the distinction. By finding enormous students who are excellent in written form whether showing ideas, pieces of advice, or even some comments; expressing things orally also is preserved by them. They prefer to write all the things down. Furthermore, some students who can speak like a native, being active in every

classroom discussion, also the majority of their way to write is intact. This case is immediately proportional to the aforementioned theory.

Fortunately, the empirical investigation concerning the relationship between speaking and writing abilities for people learning a second language ("L2") has been popular over the decades such as (Mangelsdorf 1989); (Weissberg 2006); (M. Hubert 2008); Zhang, 2013; (Bambang Yudi Cahyono 2017); (Mahmudah 2019); (Naser and Latiff 2019). The result of each research was also quite similar such as (M. D. Hubert 2008). They claimed even though this two language skill has the same function that is to communicate with others to subsist and to maintain certain interpersonal relationships, but as two skills of language, speaking and writing have their characteristics and they have crucial differences in many aspects which require different learning and teaching methods to deal with them respectively. The result from (Weissberg 2006) also states that the similarity as the productive skill may not be unintentional, not causal. While (Mahmudah 2019); (Bambang Yudi Cahyono 2017), (Naser and Latiff 2019) have the same focus, which takes EFL as the subject of the study.

The result from (Mahmudah 2019); (Bambang Yudi Cahyono 2017) show result shows that there is a perfect agreement between Indonesian EFL students' speaking skill and their writing proficiency. This indicates that speaking exercises that are accompanied by writing activities help students generate speech for successful communication with greater accuracy and fluency. While (Naser and Latiff 2019) claim that the frequency of the association between the abilities of second-language writers to communicate and write is very limited along with the various types of expertise in both writing and speaking expertise of which there was no generalizable pattern in this course. the similarity between those productive skills The previous studies mostly highlighted a single category to link the correlation such as in terms of the organization itself or vocabulary using the particular text. Despite draw parallels between the learning that is in this of vocabulary, organization, and grammar at once even though its importance in being considered as successful learners.

The correlation between writing and speaking abilities has gained a position throughout the discourse of the public and the existing perception of the similarities that could exist between them which is still place in the quite wide investigation instead of just being the user. Since The lack of basic knowledge of the relation between these two modalities of language development, it can be amazing for several people especially in terms of considering the media or way to develop for both speaking and writing which usually created

somehow as a similar form whenever it isn't always walk in the same direction. Furthermore, attempting to draw parallels between the language learning categories also hard to find; furthermore, many of them place the connection between writing and speaking is not incorporated in the classroom but rather treated as distinct phenomena to be taught and assessed differently.

Based on the aforementioned previous studies, they demonstrated how speaking and writing correlate with each other, discussing both of the skills are related to the particular part rather than in the general point of view or area. Meanwhile, this study addressed deeply to find out the relationship performance and the things or factors that influence both two productive skills, speaking and writing, in terms of organization, vocabulary, and grammar that may exist between these two language skills in the EFL classroom context. , the researchers also try to determine the student's correspondence between both of the skills, especially that occurred in a pedagogical environment.

State of The Arts and Distinguish

Discussing the focus of the research, the researcher conveyed two research questions. The first research question of this research is "Do the students perform differently between speaking and writing English in terms of organization, diction/vocabulary, and grammar?" Furthermore, the second one is "How the students speaking do and writing ability show the correspondence?"

The relationship between Listening, Reading, Speaking and Writing in SLA

As a result of an empirical investigation from (Nan 2018b), she stated that the four language skills have a close relationship. it sets up as a system in which is interlinked and integrated one another such as the fact that listening is the foundation for speaking, reading is a source for listening, listening, and speaking facilitates reading and writing, and vice versa. The four language skills should stick together joint organically and merged to ensure English teaching becomes integrated and comprehensive. That it can obtain the finest integration of language learning and improve English teaching becomes more efficient (Crystal, Goh, and Doyle 2015).

Increasing the four language skills efficiently, all of the language proficiency should be risen to reach the goal of language development. The undertakings of the researches have widely been created to teach four basic skills for over 60 years related to the second and

foreign languages (Bozorgian 2012). However, language presents many intentions, and the role of language enacts enormously. Identified as the necessities nowadays, the four requisites in language or generally known as the four skills that are reading, writing, listening, and speaking dedicate a vital role in any language learning aspect (Sadiku 2015).

Speaking and Writing Development for Native Speakers (Children and Adult)

(Suryantari 2018) stated that second language acquisition (SLA) refers to the process of learning another language after the native language has been learned with the process of internalizing and making sense of a second language after establishing the first language. In assigning the process of learning language, (Gass, S. M. & Selinker, n.d.) delivered several phenomena of early language development in the speaking skill. Those are babbling, cooing, and crying (Krashen 2002). In babbling, it consists of consonant-vowel sequences prevalently (e.g., bababa, dadada). Related to early language development, the (Development 2010) also stated that language develops in three scopes that can be learned by children: — words or vocabulary — sentence structure or grammar - speech sounds. Baby learns much of language sounds in his first year. At 5 months old, your baby already understands several new words. Besides, from the age of six months, they will attempt to communicate and start to commence exchanges the information. meanwhile, children's development in writing, (Sulzby and Teale 1985) demonstrated young children of the writing development, they can develop their path for instance scribbling, making a letter, invented spelling phonetically, using strings of the letter. Scribbling depicted the proof of intentional valuation that happens about at the age of 18 months. Furthermore, in 2 years or three months more, they attempt to drawing and writing simply, such as writing the letter.

(Florez 1999) declared that in the adult age of developing speaking skills, they should allow entering the lesson or speaking task for increasing their speaking. In the speaking task class, described several tasks; those are imitative, intensive, responsive, transactional, interpersonal, and extensive. Therefore, in the speaking lesson, firstly they can discuss a certain topic, vocabulary, and phrases. The second is they conduct small talk in a casual situation. Then, they can get clarity and accuracy some structure of the language. The third is question and comment. After that, they can exchange information, interview, debates, or role-play. The last is they can offer monologues, for example oral reports/summary and short speeches. Besides, adult's writing development also can be intensified from the several tasks; however, (Rosenfeld, Courtney, and Fowles 2004) claimed there are several tasks to increase

adult's writing: trust sources appropriately; regulate ideas; utilize grammar based on the standard written English; summarize essential information; incorporate information from multiple sources; evolve well-focused related relevant reasons and examples; write clearly with smooth transitions; improve the correctness, coherence, and clarity; independent work to compose text. In considering the sequences of the task, (Joy Kreeft Peyton and Kirsten Schaetzel 2016) established that research in the university programs for students learning English has discovered that students obtain different amounts of instruction in those skills in writing courses, even it focuses on academic writing.

Things are required for Writing Ability

(Fatmawati, Santosa, and Ariyanto 2013) argued that writing skill is the act of expressing something through the utilization of the language system. When writing, there are two prominent areas, namely "what to write or the content to write and how to write it or the way to write" (Mahadi and Jafari 2012). It addresses language skills are intended to become the ability to play the rules of language ordinarily; meanwhile, the linguistic system or knowledge of the word/content points to the writer's knowledge background about the subject to write (Perera et al. 2015). Dealing with the foremost scope of writing development, (Fati 2013) also demonstrates that language/linguistic proficiency is the individual ability to speak or perform in an acquired language in the form of a written way.

Things are required for Speaking Ability

To assess the success of conveying messages through speaking, (Young 2002) elicited successful speech in how people say and understand in real connections with other people that can create the interactive nature of such communications. However, (Askia and Manurung 2016) conveyed that productive (speaking) skill in the oral mode that the students did not only have the interaction skill with the others well but also they should pronounce the words to support the communication. Another notion is (Leong and Ahmadi 2017), they stated there are two key elements of the communicative approach, especially in speaking ability particularly. Those are fluency and accuracy. (Hughes 2002) testifies the first key element; fluency is the ability to speak to create an understanding atmosphere for communication. The second factor of speaking performance is accuracy. Based on the (Hedge 2000), fluency is the ability to answer by pronouncing the sounds, connecting the words and phrases, and utilizing stress and intonation coherently (Mazouzi 2013).

Current Theories on the Relationship between Speaking and Writing

(Elvita and Indrasari 2017) demonstrate that there is a correlation between students' speaking and writing ability, especially in high school students. In that research, the researcher conducted the study through descriptive text. The study depicted that speaking and writing ability are connected. Another one is Cayer and Sacks's research that have inspected the writing of eight L1 English students having basic writing skills which studying at a community college. Their writing depicted the various features of the language of speaking; it exhibits the oral language ability greatly influenced their written ability. Because the oral and written languages at a different level were not completely differentiated even at the students' level of the university (Baba, Takemoto, and Yokochi 2013).

The relationship between speaking and writing has long been apprehended to be primarily indirect with speech placing the foundation for writing. In another term, the development of children's writing depends on their knowledge related to spoken language to deliver meaning. The role of speech has also been conceded in bolstering second language writing development (Weissberg 2006). Writing has been found out as a more sophisticated code that jacks up speech. Even though speech appears to require comparatively less plain teaching and writing expansion entails instruction.

Methodology

The purpose of the research is to analyze the correlation between the two productive skills, writing and speaking. The researcher used a cross-sectional quantitative method, as (Gans, Scott, and Wu 2019) claimed that the method is beneficial to describe characteristics that exist in a community and not to determine the cause and effect. This research strategy emphasizes the correlation between speaking in writing in three major categories such as vocabulary, organization, and grammar, along with elaborated the finding with the generated theories.

The participants in this study were selected using random sampling to choose 32 out of 90 students in the 7th semester at English Education Department UINSA willingly participated in this study. Simple random sampling was used in that the classification of gender is not the main consideration, but this research only focuses on equal probability and those who were willing to be the research participants. The participants have experienced in joining Spoken and Written class in their previous semester.

There were two instruments used in this research, including writing and speaking tests. Both of the tests were adapted from the TOEIC sample test from the Educational Testing Service (ETS). On the writing test, the students had to answer one open-ended question related to giving their opinion about the best way in finding a job. They had to finish their work not more than 30 minutes and should write a minimum of 300 words. The essays were assessed based on several points, including content, coherence, syntax, and vocabulary used. Every point that was assessed had 1 — 5 scales. Meanwhile, in measuring the speaking ability, the students were tested to describe a picture related to the people's activity in the market in as much detail as they could. Participants have a limited time in giving their respond approximately 45 seconds. The researchers gave a rate of the participants from several scales 1 -5 based on their speaking performances. The speaking performance in the test was seen according to the student's Pronunciation, fluency, syntax, and vocabulary selection.

In conducting the research, the researcher did it all online. It starts with creating a statement to explain the purpose of research and having an agreement with the participants to collect the data. All of the participants are treated the same way, giving them a similar purpose statement since they are agree to devote their time to answer the researcher question. Before this, the researcher gave an explanation related to the purpose of the research and explained the procedure and instruction for doing the test. , the researcher gave the test (TOEIC), including writing and speaking skills. Installing, the participant wrote an essay related to their opinion on how to find the best job in 300 words during the modern 30 minutes. Then, the researcher asked them to do it, and it should be resent to the researcher. After the result tests of the participants were gathered, the researcher analyzed the result supporting SPSS that involving vocabulary skill, organization, and grammar structure.

To answer the first research question, do the students perform differently between speaking and writing English in terms of organization, diction/vocabulary, and grammar?" The researcher focused on the three elements which used to assess them that are in term of vocabulary, grammar, and organization and analyzed it to know the element from those three aspects that has the strongest relationship. While to answer the second research question, how the students speaking do and writing ability show the correspondence? The researcher combined the final score from the four aspects that were assessed in both speaking and writing that are organization, content, syntax, and vocabulary to know the correlation output from the two productive skills.

Findings and Discussion

The first research question is “Do the students perform differently between speaking and writing English in terms of organization, diction/vocabulary, and grammar?” Tables 1 and 2 will depict the result of the gathered data. From table 1 the mean and standard deviation for speaking addressed 3 measurements. Those are the organization, vocabulary knowledge, and grammatical aspect.

	N	Mean	Std. Deviation
Organization	32	71.2500	14.31219
Vocabulary	32	67.5000	17.41338
Grammar	32	70.0000	13.44043
Valid N (listwise)	32		

Table 1: Means and Standard Deviation in Speaking

In table 1 above, the organization in speaking skill is highest rather than vocabulary and grammar in the mean analysis. It represents 71.2500; however, the standard deviation shows 14.31219. In an organization, it includes the speaker manage the way in speaking, for instance flow of the speaking is smooth, quick and continuous, self-correct and respond the clue, occasional hesitation. Regarding the vocabulary aspect, the value in table 1 is 67.5000 with the highest value of standard deviation, 17.41338, and the vocabulary can be told that deal with some parts, for example, good and wide range, appropriate vocabularies, words and expression, interesting and good respond; nonetheless, some of the participants have the adequate and normal vocabulary to respond in speaking. Besides, with a value of the mean of 70.0000 and the lowest value of standard deviation 13.44043, grammar covers no grammatical error in speaking, speaker self-correction, a minor grammar error but some of them still address the structure incorrectly.

	N	Mean	Std. Deviation
Organization	32	76.8750	15.33234
Vocabulary	32	70.0000	12.44342

Grammar	32	71.2500	15.18701
Valid N (listwise)	32		

Table 2: Means and Standard Deviation in Writing

Meanwhile, regarding another productive skill, writing, the organization has the highest value in mean 76.8750 either in standard deviation 15.33234. In writing, the organization can be specified in some aspects such as the flow of the writing, good transition, and appropriate punctuation. In vocabulary, the value expresses mean is 70.0000 and the lowest standard deviation is 12.44342. It includes choice and expression, good and wide range, appropriate vocabularies, interesting and good response furthermore, grammar the use in the mean is 71.2500 and 15.18701 as the standard deviation. In grammar aspects, it embodies the grammatical error or not in speaking, speaker self-correction, Minor error in grammar but some of them sometimes still address the structure into incorrectly sum up, based on the aforementioned result, it can be indicated that students generated both of the productive skills which have the relationship in the difference of the particular points in written spoken-way and oral way addressed initial aspects can be called organization, vocabulary, and grammar especially in the ESL/EFL or pedagogical field.

Research Question 2. The second research question is "How the students speaking do and writing ability show the correspondence?" that explained in the second analysis used SPSS .2.2 but, it uses the final score of the combination from the four aspects were assessed in both speaking and writing that are organization, content, syntax and, vocabulary. The following is the result in detail.

		Speaking		Writing
Spearman's rho	Speaking	Correlation	1.000	.409
		Coefficient		
		Sig. (2-tailed)	.	.020
	Writing	N	32	30
		Correlation	.409*	1.000
		Coefficient		

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3: Nonparametric Correlations

As the aforementioned table 3, it becomes evident to answer the second research question called how the students speaking do and writing ability show the correspondence are based on the final result of course elation coefficient and Sig. (2-tailed) above. First, The output from correlation coefficient shows 0,0409 which means that the correlation between the two variable is on 0,0409 or defined as moderate correlation while the sign of single star (*) depict that the correlation is significant at the 0.05 level of significance about the analysis of Sig. (2-tailed), it shows the final output at 0,020. Due to $0,020 < 0,05$ and $0,020 > 0,01$, defined as the correlation between the two productive skills is not significant or not average. To sum up, from the two aforementioned analysis, it can be concluded that the more someone mastered in speaking, the more their writing ability also increase, but the result may not be average or it won't simply the same such our course that we are mastered in speaking at 80 measurements the writing won't be exactly, can be quite higher or lower.

In the line of above- analysis and result, the output from correlative on coefficient depicted 0, 0409 addressed speaking and writing skill. It means that there is not a significant correlation coefficient between both of the skills. The skills final output that $0,020 < 0,05$ and $0,020 > 0,01$, meanwhile, it can be indicated that the correlation between the speaking and writing skill are not average although it was combined with some aspect as an organization, grammar, and vocabulary (table 1, 2, 3). It is also supported by (Yuzar and Rejeki 2020) which pointed out that perceptive skills have a strong relationship through a communicative form that students have well-vindicated in their reading skill becomes spearhead to writing proficiency. Besides, both of the productive skills include complicated and varied if they are integrating

In contrast, speaking and writing skill are connecting each other. Writing practices frequently bring out to increase speaking skills across the competence level (Bambang Yudi Cahyono 2017). Meanwhile, the importance of two productive skills in some particular focuses has been identified by many EFL teachers and researchers. The fundamental purpose of interlinked writing and speaking skills is also to develop proficiency in communication in learning a language (Elvita and Indrasari 2017). Beside of reaching the goal of communication, writing skill and writing motivation can be boosted through journal writing activity which identify their difficulties related to the writing in order to intensify interactive communication (Sholah 2019). For interlinking between speaking and writing, attractive media such as digital

story help and endeavour the students' speaking performance inside or outside the classroom through the process of video production (Zuana 2018).

Conclusion

The researcher investigated to find out the relationship between students speaking ability and their writing skills. The aspects that are assessed on both skills through the organization, grammar, and vocabulary are used. Moreover, based on the result of the analysis, it was found that students speaking ability and their writing skills had a positive correlation but not significant or it won't simply the same such our course that we are mastered in speaking at 80 measurements the writing won't be exactly, can be quite higher or lower

Even though there was no significant between speaking and writing skills, but the medium correlation as the final results could be indicated that students who got good in speaking tended to get good scores in writing tests. This finding means that students are speaking and writing ability determined by each other in every sub subcomponent better reading the students have the better speaking they will perform.

Implications of Findings

Considering that the student's skills in writing have a higher score than their speaking ability, students should find their strategies to make balance the ability between both skill For writing skills, students who get good a level should not satisfy with the result. Nevertheless, they have to keep this achievement, and they should make an improvement to get perfect result especially in enriching the vocabulary, it can be seen that vocabulary is the element that has the lowest score either in writing or speaking ability.

Bibliography

- Askia, Siska, and Konder Manurung. 2016. 'Improving Speaking Skills Through Active Learning Strategy of the Year Eight'. *English Language Teaching Society* 4 (2): 1–11.
- Baba, Kyoko, Yuri Takemoto, and Miho Yokochi. 2013. 'Relationship between Second Language Speaking and Writing Skills and Modality Preference of University EFL

Students'. *Kinjo Gakuen University Working Papers: Social Sciences Edition* 10 (1): 56–68.

Bambang Yudi Cahyono. 2017. 'Writers Speak Better? Investigation of Indonesian Efl Students Speaking Ability and Writing Proficiency across Competence Levels'. *Of Teaching & Learning English in Multicultural Contexts* 1 (1): 11–13.

Bozorgian, Hossein. 2012. 'The Relationship between Listening and Other Language Skills in International English Language Testing System'. *Theory and Practice in Language Studies* 2 (4): 657–63. <https://doi.org/10.4304/tpls.2.4.657-663>.

Crystal, D., C. C. M. Goh, and P. G. Doyle. 2015. *How Do Speaking and Writing Support Each Other?* New York: Routledge.

Development, Centre of Excellence for Early Childhood. 2010. *Your Babys First Steps Toward Learning to Speak*. Australia: Centre of Excellence for Early Childhood Development.

Elvita, R., and Indrasari. 2017. 'The Correlation between Students Speaking and Writing Ability among High School Students'. *Leksika* 11 (2): 2.

Fati, Meryem. 2013. 'The Effect of English Writing Proficiency in the Type and Amount of Errors Produced by Moroccan EFL Students .' *International Journal of Education and Research* 1 (9): 1–12.

Fatmawati, Dwitya Nadia, Slamet Santosa, and Joko Ariyanto. 2013. 'The Implementation of Think Talk Write Learning Strategy to Improve Student's Learn Activities in Biology Learning Class X-1 SMA Al Islam 1 Surakarta of 2009/2010 Academic Year'. *Bio-Pedagogi* 2 (1): 1–15.

Florez, Mary Ann Cunningham. 1999. 'Improving Adult English Language Learners ' Speaking Skills'. *Burns*, no. June: 1–4.

Gass, S. M. & Selinker, L. n.d. *Language Acquisition: An Introduction Course*. 3rd ed. New York.

Hedge, T. 2000. *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Hubert, M. 2008. 'The Relationship between Writing and Speaking In the U.S. University Spanish Language Classroom'. United State: Purdue University.

Hubert, Michael David. 2008. 'The Relationship between Writing and Speaking in the U.S.' Purdue University.

<https://search.proquest.com/openview/c265d74935ac81c694c4a8d577825e9e/1?pq-origsite=gscholar&cbl=18750&diss=y>.

Hughes, R. 2002. *Teaching and Researching Speaking*. New York: Pearson Education.

Indrilla, Nidya, and Dyah Setyowati Ciptaningrum. 2018. 'An Approach in Teaching Writing Skills: Does It Offer a New Insight in Enhancing Students' Writing Ability'. *A Journal on Language and Language Teaching* 21 (2): 124–33.

<https://doi.org/doi.org/1024071/lt.2018.210210>.

Joy Kreeft Peyton, and Kirsten Schaetzel. 2016. 'Teaching Writing to Adult English Language Learners: Lessons From the Field'. *Journal of Literature and Art Studies* 6 (11). <https://doi.org/10.17265/2159-5836/2016.11.012>.

Krashen, Stephen D. 2002. *Second Language Acquisition and Second Language Learning*. California: Pergamon Press.

Kucukoglu, Hulya. 2015. 'Improving Reading Skills through Effective Reading Strategies'. *Elsevier: Social and Behavioral Science* 70: 709–14. <https://doi.org/10.1016/j.sbspro.2013.01.113>.

Leong, Lai-Mei, and Seyedeh Masoumeh Ahmadi. 2017. 'An Analysis of Factors Influencing Learners' English Speaking Skill'. *International Journal of Research in English Education* 2 (1): 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>.

- Mahadi, Tengku Sepora Tengku, and Sepideh Moghaddas Jafari. 2012. 'Motivation, Its Types, and Its Impacts in Language Learning'. *International Journal of Business and Social Science* 3 (24): 230–35.
- Mahmudah, Arrum Astria. 2019. 'The Relationship between Students Speaking Ability and Their Writing Achievement'. Jakarta: Syarif Hidayatullah State Islamic University.
- Mangelsdorf, K. 1989. *Parallels between Speaking and Writing in Second Language Acquisition*. Texas: Bepress.
- Mazouzi, S. 2013. 'Analysis of Some Factors Affecting Learners' Oral Performance. A Case Study: 3rd Year Pupils of Menaa's Middle Schools'. Briskra: Mohamed Khider University of Biskra.
- Nan, Chengyu. 2018a. 'Implications of Interrelationship among Four Language Skills for High School English Teaching'. *Journal of Language Teaching and Research* 2. <http://dx.doi.org/10.17507/jltr.0902.26>.
- . 2018b. 'Implications of Interrelationship among Four Language Skills for High School English Teaching'. *Journal of Language Teaching and Research* 2.
- Naser, Muhammad, and Azmi. Latiff. 2019. 'Examining the Correlation Coefficient between Writing and Speaking Skills about Language Learning among Saudi EFL Undergraduates at the University of Tabuk'. *Modern Journal of Language Teaching Method* 1 (1). <https://doi.org/10.26655/mjltm.2019.1.1>.
- Perera, Aparici, Rosado, and Salas. 2015. *Written and Spoken Language Development across the Lifespan*. Switzerland: Springer.
- Quan, Zhu. 2014. 'Motivation for a Second or Foreign Language Learning'. *SHS Web of Conferences* 6: 04004. <https://doi.org/10.1051/shsconf/20140604004>.

- Rosenfeld, M., R. Courtney, and M. Fowles. 2004. 'Identifying the Writing Tasks Important for Academic Success at the Undergraduate and Graduate Levels.' In *GRE Board Research Report No. 00-04 R*. Princeton, NJ: Educational Testing Service.
- Sadiku, Lorena Manaj. 2015. 'The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour'. *European Journal of Language and Literature* 1 (1): 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>.
- Sholah, Hanif Maulaniam. 2019. 'Enhancing EFL Learners' Writing Skill via Journal Writing'. *Alsuna: Journal of Arabic and English Language* 2 (2): 96–116. <https://doi.org/10.31538/alsuna.v2i2.397>.
- Sulzby, Elizabeth, and William H Teale. 1985. 'Writing Development in Early Childhood'. *Source: Educational Horizons* 64 (1): 8–12.
- Suryantari, Hadna. 2018. 'Children and Adults in Second-Language Learning'. *Tell : Teaching of English Language and Literature Journal* 6 (1): 30. <https://doi.org/10.30651/tell.v6i1.2081>.
- Weissberg, R. 2006. *Connecting Speaking and Writing in Second Language Writing Instruction*. United Kingdom: Michigan series.
- Wulandari, Indri Marantika, Alamsyah Harahap, and Gita Mutiara Hati. 2019. 'The Analysis of Students' Listening Learning Style (a Study of the 5th Semester Students at English Education Study Program of Universitas Bengkulu in Academic Year 2018/2019'. *Journal of English Education and Teaching* 3 (1): 42–52.
- Young, R. F. 2002. 'Discourse Approaches to Oral Language Assessment'. *Annual Review of Applied Linguistics* 22: 243–62.

Yuzar, E., and S. Rejeki. 2020. 'Correlation between Productive and Reseptive Skills: An Examination on ADFELPS Test Scores'. *Study of Applied Linguistics and English Education* 1 (2): 14–15.

Page | 178

Zuana, Muhammad Mujtaba Mitra. 2018. 'Digital Storytelling: An Attractive Media to Teach Narrative Text in Speaking Class'. *Alsuna: Journal of Arabic and English Language* 1 (1): 27–39. <https://doi.org/10.31538/alsuna.v1i1.51>.

Characteristic of Evaluation in Learning Arabic Language at Islamic Boarding School Anwarul Huda Malang



Page | 179

Alsuna: Journal of Arabic and English Language

Ahmad Jaunanto

Universitas Negeri Malang

✉ jaunanto07@gmail.com
Hanik Mahliatussikah

Universitas Negeri Malang

✉ hanik.mahliatussikah.fs@um.ac.id
Keywords:

Learning Arabic

Measurement

Assessment

Evaluation

Article Information:

Submitted: 29 May, 2020

Accepted: 13 November, 2020

Approved: 25 November, 2020

Abstract

Purpose - This study aims to describe the evaluation of Arabic language learning at boarding school Anwarul Huda Malang.

Design/methodology/approach - This study used is qualitative research, and the data of this study are the teachers who teach in islamic boarding school Anwarul Huda Malang and the method of data collection using interview and observation.

Findings - The study describe the evaluation of the Arabic learning assessment at the Anwar Al-Huda Malang Institute which was carried out twice, namely the midterm and final semester exams. The first form of the exam is by reading a book in midterm, and the finally is by filling out an answer sheet, namely a written exam. The evaluation tools used are multiple test questions, true and false questions, and short answer test questions.

Originality/value – Learning evaluation should be continuity. This means that if it is tested at the beginning by reading a book, it should also end by reading a book. It is enough that the question points need to be changed.

Paper type – Research Paper

المقدمة

يتمّ تعليم اللغة العربية في إندونيسيا منذ فترة طويلة، في المدارس الرسمية وغير الرسمية، من المدرسة الابتدائية حتى الجامعة. لأن اللغة العربية مهمّة جداً لدى المجتمع الإندونيسي، هي كاللغة الدينية، والشقافية، والعلمية، والتواصلية مع العربيين (Ridho 2018). دروس اللغة العربية في المعاهد الإسلامية والمدارس الإسلامية كالدروس الأساسية منذ تأسيسها. وكذلك اللغة العربية في المعاهد السلفية كاللغة الأساسية في التعليم، لأنّ كتب مستخدمة كلها باللغة العربية. التركيز في التعليم قواعد النحو والصرف، لأنّ هذان كالألات لقراءة الكتب المستخدمة.

ويمثل التقويم أحد المداخل الحديثة لتطوير التربية أو التعليم، فمن خلاله يتم التعريف على أثر كل ما تم التخطيط له وتنفيذه من عمليات التربية أو التعليم، ونقاط القوة والضعف فيها، ومن ثمّ إقترح الحلول التي تساهم في التأكيد على نقاط القوة وتدعيمها، وتتلافي مواطن الضعف وعلاجها. التقويم يستطيع

أن يدافع المتعلمين ليكونوا الناشطين في التعلم وكذلك يدافع المعلمين ليحسنوا عملية التعليم ويدافع المدرسة لتحسن مرافق عامة في المدرسة وجودة تعليم المتعلم مستمرا. بعد عملية التقويم المتعلم يعرف كفاءته في التعلم والمعلم يستطيع أن يختار طريقة التعليم ووسائل التعليم الجيدة، لأن التقويم يبحث كل شيء في التعليم. التقويم هو عملية منظمة لمعرفة دراجة شيء (شرط، نشاط، عملية، حكم، فاعل، ومفعول، وما أشبه ذلك) بناء على المعيار المعين عن طريق التقييم (Mahirah B 2017).

التقويم في المعهد مهم جدا لأن المعهد من مؤسسات تعليمية، وكل مؤسسة تعليمية تحتاج إلى التقويم لنظرة نجاح عملية التعليم فيها. ولكن التقويم فيه يختلف بالتقويم في المدرسة العامة. أغراض التقويم أربعة هي (١) معرفة نجاح العملية التربوية والعملية التعليمية في المدرسة. عن طريق التقويم سوف نعرف نجاح المتعلم من الجوانب الأكاديمية، والاجتماعية، والعاطفية، والأخلاقية، والمهارة في تحقيق الأهداف التعليمية التي تمّ تحديدها. (٢) إعطاء المساءلة من المدرسة لأطراف المعنية، والأطراف هنا هم أولياء المتعلمين، والمجتمع، والحكومة. (٣) وصف مهارات تعلم المتعلمين. يمكن أن يصف التقويم مهارات التعلم الموجودة لدى المتعلمين حتى يمكن رؤية نقاط القوة والضعف لديهم في كل المواد التعليمية. (٤) تحديد متابعة نتائج التقويم. يتم ذلك من خلال التحسينات وتكميلات من حيث برامج التعلم واستراتيجيات تنفيذها. معرفة مستوى ملكية المتعلمين وفهمهم للمواد التعليمية، سواء في الجوانب المعرفية، أو النفسية، أو الفعالة (Wulan and Rusdiana 2015).

التقويم أربعة أنواع هي: (١) التقويم التشخيصي: هو نمط مل انماط التوقعات، يتيح للمدرس معرفة ما إذا كان المتعلم قادرا على تتبع الأنشطة المنتظر إنجازها. في الأسبوع الأول من السنة الدراسية، ينظم المدرس أنشطة تقويمية ليتعرف المستوى المعرفي والمهارة لتلاميذه. كما يلجأ المدرس إلى التقويم التشخيصي عند بداية كل درس للوقوف على مدى تحكم المتعلمين في التعليمات. (٢) التكويني: يهدف إلى فحص مدى تمكن المتعلم من تحصيله، كما يتيح للمدرس اكتشاف مواطن الصعوبات، فيقوم بسد الثغرات. (٣) الإجمالي: يهدف إلى فحص حصيلة التعلم واختبارها في نهاية كل وحدة دراسية لاتخاذ القرارات، (٤) الذاتي: هو تقويم التلميذ تعلماته وتحصيله بنفسه، مما يحفزه للاستزادة من التحصيل.

يذكر متى أن هناك أدوات مختلفة يتم عمل التقويم من خلالها، ويعتمد اختيار الأداة المناسبة على أسلوب التقويم المتبع، ويعتمد أيضا على المعلم نفسه، وتشمل أدوات التقويم: (١) قائمة الرصد وتسمى أيضا قائمة الشطب: وهي عبارة عن قائمة بأفعال أو سلوكيات يرصدها المعلم أثناء تنفيذ مهمة تعليمية معينة، حيث يستجاب على فقراتها باختيار إحدى كلمتين (صح أو خطأ) أو (نعم أو لا). وهي أداة تقيس وجود المهارة من عدمها لدى الطالب. (٢) سلم التقدير: وهي أدوات تقيس مدى مهارة الطالب في تنفيذ مهمة معينة أو مقدار ما اكتسابه من مهارة معينة، فهي تشبه قائمة الأفعال والسلوكيات التي في قائمة الرصد، ولكنها بدلا من إجابة كل من فقراتها (بنعم أو لا) فإنها تجيب برقم أو لفظ يؤبر عن مدى تدني أو ارتفاع تحصيل هذه المهارة. (٣) سبل وصف سير التعلم: وهو عبارة عن سجل أدفتر يكتب فيه الطالب مواضع إنشائية أو عبارات حول بعض الأشياء التي قرأها وتعلمها أو شاهدها أو مر بها، سواء في حياته الخاصة أم

في الفصل، ويمكن التعبير عن آرائه بحرية في هذا السجل، وهو يعد بذلك استراتيجية لمراجعة الذات حيث يحتفظ الطالب بالسجل معه، ويجمع المعلم السجلات من الطلبة كل فترة بشكل دوري حتى يقرأها ويعلق عليها بشكل إيجابي وبناء، وبالتالي تقويمهم بشكل أدق. (٤) السجل القصصي: وهو يشبه إلى حد ما سجل وصف سير التعلم، ولكنه سجل يحتفظ به المعلم (ويكون لديه سجل خاص منفرد لكل طالب). ويسجل فيه ما يفعله الطالب والحالة التي تمت عندها الملاحظة، ويحتوي السجل على ملاحظات المعلم عن سلوك الطالب وفروضه المدرسية وملاحظاته عن الأنماط المتكررة لديه مبيّنة بالمكان والتاريخ، ويتم تسجيل الأحداث فيه بطريقة وصفية.

التشخيصي	التكويني	الإجمالي	الذاتي
وضعية إدماجية أسئلة تطبيقية	المراقبة المستمرة استظهار النصوص أنشطة صفية تمارين التعرف تطبيقية	المراقبة المستمرة الامتحانات الموحدة إقليمياً وجهوياً أو وطنياً	قائمة التقويم الذاتي

الجدول ١: الأدوات لكل أنواع التقويم عند الحسن

طريقة البحث

كانت الطريقة المستخدمة في هذا البحث هي البحث الوصفي. اختار هذه الطريقة لأن أهداف هذا البحث وصف التقويم في اللغة العربية في معهد أنوار الهدى. وفقاً لkrippendorff في (Moh. Ainin 2007) أنه قال تحليل المحتوى هو تقنية بحث لصنع الاستنتاجات من خلال تحديد الخصائص المحددة بشكل منهجي وموضوعي في النص. أي هذا البحث النوعي وصف أحوال التي تتعلق بموضوع البحث. وحجة اختيار هذا البحث لأن هذا البحث يبين نتائج البحث عن الطريق الإجرائية على التقويم في اللغة العربية في معهد أنوار الهدى. البيانات هذا البحث هي المعلمون الذين يعلنون في معهد أنوار الهدى وطريقة جمع البيانات هي الملاحظة والمقابلة.

المناقشة

تعليم اللغة العربية في معهد أنوار الهدى مألوف له أهداف كثيرة منها: لضرورة العبادة، نحو الصلاة، الذكر، والدعاء، لضرورة حفظ كتاب الله والسنة، لتعلم علوم دين الإسلام، نحو التوحيد والفقه والتساوف وغير ذلك.

في أول تعليم اللغة العربية في إندونيسيا لضرورة العبادة فقط كالصلاة والدعاء والذكر ولتقرب إلى الله تعالى. ولكن بعد مرور الزمان تطوّر اللغة العربية كوسيلة لفهم مصادر الأحكام الشرعية وتعلم دين الإسلام كالقرآن والأحاديث النبوية والكتاب باللغة العربية الأخرى (Tolinggi 2020). المعهد يركّز تعليمه إلى

اللغة العربية لتكون وسيلة في فهم القرآن والحديث والكتب التراثية حتى تعليم اللغة العربية أكثر من العلوم الأخرى (Oktavera 2019).

تعليم اللغة العربية في معهد أنوار الهدى يستخدم طرق كثيرة منها: حفظ القواعد قاعدة النحو والصرف عن طريق حفظ بعض الكتب نحو نظم الجرومية ونظم العمريطي ونظم الألفية والأمثلة التصريفية وغير ذلك. تعليم اللغة العربية في المعهد السلفي يركز على تعليم القواعد اللغوية مثل النحو والصرف والبلاغة بحفظ المصطلحات النحوية والصرفية وحفظ الأنظمة التي تتعلق بالقواعد اللغة العربية (Asy'ari and Zainuddin 2018).

طريقة باندوعان، في طريقة باندوعان يتوجه الطلاب كلهم المعلم ويقرأ المعلم الكتاب ثم يكتبه الطلاب ويفهمون معناه. وهي طريقة تعلّم الكتاب التراثي التي يتبعها الطلاب جماعة. يجلس الطلاب حول المعلم الذي يقرأ الكتاب (Chairi 2019).

طريقة صاراجان، الطلاب يحملون كتبهم ويتوجهون المعلم واحدا فواحدا. بعد ذلك يقرأ المعلم الكتاب. في طريقة صاراجان يتوجه الطلاب المعلم واحدا فواحدا من خلال حمل كتبهم. المعلم يقرأ الكتاب والطلاب يكرّرون قراءته حتى قادرون قراءة ذلك الكتاب وفهم معناه (Mu'izzuddin, Juhji, and Hasbullah 2019).

طريقة التشاور، في معهد أنوار الهدى هذه الطريقة تستخدم للمرحلة النهائية أو السادسة في مادة النحو. في هذه الطريقة المعلم يرشد طلابه لبحث في مادته. وهدفه لتمرين الطلاب في حلّ المشكلات في المادة (Rohman 2017).

معهد أنوار الهدى يستخدم الكتب التراثية كوسائل التعليم. مادة الدين التي يتعلمها الطلاب معخوذة من الكتب التراثية أو كتب الأصفر التي يألفها العلماء القدماء. تسمى بكتب الأصفر لأن لون كرتاسها أصفر لو كان الآن تطبق بالقرطاس أبيض اللون. كتاب أصفر يسمى أيضا بكتاب تراثي (Thoriqussu 'ud 2012).

أهداف التقويم في تعليم اللغة العربية في معهد أنوار الهدى نوعان هدف العام وهدف الخاص، أما هدف العام هي معرفة فعالية عملية التعليم، وأما أهداف الخاص منها: لمعرفة كفاءة الطلاب في قراءة الكتب التراثية وعلوم الدين و فهم اللغة العربية، لمعرفة فعالية استراتيجية التعليم التي يستخدمها المعلم نضرا من طريقة ووسائل، لمعرفة الصعوبات التي يشعرها المتعلم ومن هذه يمكن للمعلم أن يطور الكتاب المستخدم، لمعرفة ضعف الطلاب وقوته في حفظ المادة.

أغراض التقويم نوعان غرض عام وغرض خاص، أما غرض عام هو لمعرفة فعالية التعليم. معشّرات فعالية التقويم يعرف من تغيّر سلوك المتعلّم. هل سلوك متعلّم بناء على كفاءة، وأهداف، ومنهاج التعليم. وأما غرض خاص لتعليم هو ثلاثة أغراض: معرفة كفاءة المتعلّم على التعليم المقرر، معرفة الصعوبات يشعرها المتعلّم حتى يستطيع معلّم أن يعالجها ويعطي تكرار التعليم، معرفة فعالية استراتيجية التعليم التي يستخدمها المعلم، نضرا من طريقة، ووسائل، ومادة التعليم.

أغرض التقويم التربوي هي معرفة فعالية نظام التعليم، من جهاز أغراضه، مادته، طريقته، وسائله، مصادره، وبيئته وتقييمه (Asrul, Rusydi Ananda, and Rosnita 2015). عند (Nunung and Yustisianisa 2012) أغراض التقويم أربعة هي (١) معرفة نجاح العملية التربوية والعملية التعليمية في المدرسة. عن طريق التقويم سوف نعرف نجاح المتعلم من الجوانب الأكاديمية، والاجتماعية، والعاطفية، والأخلاقية، والمهارة في تحقيق الأهداف التعليمية التي تمّ تحديدها. (٢) إعطاء المساءلة من المدرسة لأطراف المعنية، والأطراف هنا هم أولياء المتعلمين، والمجتمع، والحكومة. (٣) وصف مهارات تعلم المتعلمين. يمكن أن يصف التقويم مهارات التعلم الموجودة لدى المتعلمين حتى يمكن رؤية نقاط القوة والضعف لديهم في كلّ المواد التعليمية. (٤) تحديد متابعة نتلج التقويم. يتم ذلك من خلال التحسينات وتكميلات من حيث برامج التعلم واستراتيجيات تنفيذها. معرفة مستوى ملكية المتعلمين وفهمهم للمواد التعليمية، سواء في الجوانب المعرفية، أو النفسية، أو الفعالة (Wulan and Rusdiana 2015).

طريقة التقويم في المعهد وأدواته

يقوم التقويم في المعهد السلفي كالمدرسة عامة، يعني مرتين في سنة واحدة. ولكل فصل دراسي تقوم عملية مقدار القيمة أو التقدير عن طريق الاختبار مرتين في كلّ نصف الفصل الدراسي. ولكنّ هناك خصائص في هذه العملية. الاختبار لنصف الفصل الدراسي ليس بإعطاء ورقة الاختبار بل بقراءة الكتب المستخدمة، ثمّ ما السؤال؟ السؤال في جودة القراءة، وفهم النص، والقواعد النحوية أو الصرفية. ولكن هذه العملية تحتاج إلى أوقات طويلة حتى يقوم الاختبار عن الطريق مختلفة من مادة واحدة والآخر. بعض الأستاذ أو المعلم يجعل الفرقة، لكل فرقة متعلمان، ثم يعطيهما القرطاس، ثم يقرأ النص على أقل باب واحد، ثم هما الذي يعطي النتيجة بعضه بعضا. وبعض الأستاذ يأمر المتعلمين أن يقرؤوا سطرين من النص، ثمّ بعد القراءة عليهم أن يبيّنوا ما قرؤوه من النص، ثمّ الأستاذ يعطي النتيجة. وبعض الأستاذ يأمر المتعلمين أن يختاروا الباب أو الحديث ثم يقرؤوا، ثمّ الأستاذ يقدم بعض الأسئلة. وهذه العملة لم يجد في المدرسة الحكومية أو المعاهد العصرية. وأما في الإمتحان النهائي لا يقرأ الطلاب كتبهم ولكن الإمتحان يجري كمثّل الإمتحان في المدرسة كالعادة. أي الطلاب يجيبون الأسئلة في ورقة الإجابة. والأسئلة تتكون الإختبارات الموضوعية.

الوسائط أو الأدوات هي شيء يمكن استخدامه لتسهيل تنفيذ المهام أو تحقيق الأهداف بفعالية وكفاءة على شخص ما. يشار إلى كلمة "أداة" بشكل شائع باسم "أداة". وبالتالي يمكن أيضًا الإشارة إلى أداة / وسيلة التقييم كأداة التقييم (Ridho 2018). في معهد أنوار الهدى يستخدم بنود الأسئلة وهو كأداة التقييم. أما الإختبار لهذا التقييم هي الإختبار الموضوعي.

الإختبار الموضوع أنواع كثيرة ولكن في هذا المعهد يستخدم ثلاث أنواع الإختبار وهي: (١) الإختبار من متعدد، وبعد هذا النوع من أصعب الاختبارات الموضوعية حين صياغته وبنائه وتقنيته إلا أنه أسهلها تصحيحا وإجراء (Muhammad Abd al-Khāliq 1996). (٢) اختبار الصواب والخطأ، يختار الطلاب الإجابة بين الصواب والخطأ وهذا الإختبار من الإختبار الموضوعي. ويستخدم هذا الإختبار فقط في مادة الفقه. (٣)

الإختبار بالإجابة الموجزة، هذا الإختبار من الإختبار الموضوعي. وفي معهد أنوار الهدى يستخدم هذا الإختبار وأحيانا عدد بنوده خمس بنود وهذه وقعت بعد بنود الإختبار من متعدد.

الخلاصة

تعليم اللغة العربية في معهد أنوار الهدى له ثلاثة أعراض وهي لضرورة العبادة، ولضرورة حفظ كتاب الله والسنة، ولتعلّم علوم دين الإسلام. ولتعليمها تستخدم عدة الطرق وهي حفظ القواعد قاعدة النحو والصرف، وطريقة الباندوعان، وطريقة الصاراجان، وطريقة التشاور. التقويم في اللغة العربية في معهد أنوار الهدى لها أغراض كثيرة وهي لمعرفة كفاءة الطلاب في قراءة الكتب التراثية وعلوم الدين و فهم اللغة العربية، ومعرفة فعالية استراتيجية التعليم التي يستخدمها المعلم نظرا من طريقة ووسائل، ومعرفة الصعوبات التي يشعرها المتعلم ومن هذه يمكن للمعلم أن يطور الكتاب المستخدم، ومعرفة ضعف الطلاب وقوته في حفظ المادة. والإختبار في معهد أنوار الهدى يجري مرتين، الإختبار لنصف الفصل الدراسي والإختبار النهائي. وهذين الإختبارين يختلفان في إجرائتهما، الأول بطريقة قراءة الكتب والثاني بطريقة الإجابة في ورقة الإجابة أي الإمتحان التحريري. وأدوات التقييم التي تستخدم هي بنود الإختبار من متعدد، وبنود اختبار الصواب والخطأ، وبنود الإختبار بالإجابة الموجزة.

الاستفادة

يجب أن يكون تقييم التعلم استمرارية. هذا يعني أنه إذا تم اختباره في البداية بقراءة كتاب ، فيجب أن ينتهي أيضًا بقراءة كتاب. يكفي تغيير نقاط السؤال. الاستمرارية في التقويم أهم بنسبة إعطاء النتيجة. وإجراء التقويم في المعهد يمكن تطبيقاته أكثر مرات بنسبة إجراءه في المدرسة.

المراجع

- Asrul, Rusydi Ananda, and Rosnita. 2015. *EVALUASI PEMBELAJARAN*. Bandung: Citapustaka Media.
- Asy'ari, Hasyim, and Ammar Zainuddin. 2018. 'Ta'lim Al-Lughah Al-Arābiyah Fi Al-Ma'had As-Salafi Wa Al-Ma'had Al-Hadīth Namūdżajan'. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 1 (2): 167–80.
<https://doi.org/10.22219/izdihar.v1i2.7298>.
- Chairi, Effendi. 2019. 'Pengembangan Metode Bandongan Dalam Kajian Kitab Kuning Di Pesantren Attarbiyah Guluk-Guluk Dalam Perspektif Muhammad Abid al-Jabiri'.

Nidhomul Haq : Jurnal Manajemen Pendidikan Islam 4 (1): 70–89.

<https://doi.org/10.31538/ndh.v4i1.233>.

Mahirah B. 2017. 'EVALUASI BELAJAR PESERTA DIDIK (SISWA)'. *Idaarah: Jurnal Manajemen Pendidikan* 1 (2). <https://doi.org/10.24252/idaarah.v1i2.4269>.

Moh. Ainin. 2007. *Metodologi Penelitian Bahasa Arab*. Malang: Hilal Pustaka.

Muhammad Abd al-Khāliq. 1996. *Ikhtibārāt Al-Lughah*. al-Mamlakah al-Su'ūd al-'Arabiyah: 'Imādah Su'ūn al-Maktabāt.

Mu'izzuddin, Mochammad, Juhji Juhji, and Hasbullah Hasbullah. 2019. 'IMPLEMENTASI METODE SOROGAN DAN BANDUNGAN DALAM MENINGKATKAN KEMAMPUAN MEMBACA KITAB KUNING'. *Geneologi PAI: Jurnal Pendidikan Agama Islam* 6 (1): 43. <https://doi.org/10.32678/geneologipai.v6i1.1942>.

Nunung, Arifah, and Yustisianisa. 2012. *Evaluasi Pembelajaran*. Bandung: Mentari Pustaka.

Oktavera, Hasnil. 2019. 'Pembelajaran Bahasa Arab Sebagai Upaya Pembentukan Karakter Santri Di Pondok Pesantren'. *Jurnal Ilmiah Iqra'* 13 (1): 38–47. <https://doi.org/10.30984/jii.v13i1.935>.

Ridho, Ubaid. 2018. 'EVALUASI DALAM PEMBELAJARAN BAHASA ARAB'. *An Nabighoh Jurnal Pendidikan dan Pembelajaran Bahasa Arab* 20 (01): 19. <https://doi.org/10.32332/an-nabighoh.v20i01.1124>.

Rohman, Fathur. 2017. 'Pembelajaran Fiqih Berbasis Masalah Melalui Kegiatan Musyawarah Di Pondok Pesantren Al-Anwar Sarang Rembang'. *Al-Tadzkiyyah: Jurnal Pendidikan Islam* 8 (2): 179. <https://doi.org/10.24042/atjpi.v8i2.2124>.

Thoriqussu 'ud. 2012. 'MODEL-MODEL PENGEMBANGAN KAJIAN KITAB KUNING DI PONDOK PESANTREN'. *Jurnal Ilmu Tarbiyah At-Tajdid* 1 (2): 225–39.

Tolinggi, Syindi Oktaviani R. 2020. 'Model Pembelajaran Bahasa Arab Di Pesantren Salafi Dan Khalafi: Studi Pebandingan Terhadap Pesantren Salafiyah Syafi'yah Pohuwato Dan Pesantren Hubolo Tapa'. *Al-Lisan* 6 (1): 64–95. <https://doi.org/10.30603/al.v6i1.966>.

Wulan, Elis Ratna, and Rusdiana. 2015. *Evaluasi Pembelajaran*. Bandung: Pustaka Setia.

Creating Language Environment at Al-Mashduqiah Islamic Education Center Patokan Kraksaan Probolinggo



Page | 187

Alsuna: Journal of Arabic and English Language

Syamsul Ma'arif

Universitas Islam Zainul Hasan

✉ syam96126@gmail.com

Edi Kurniawan Farid

Universitas Islam Zainul Hasan

✉ edikurniawanfarid@gmail.com

Mamluatun Ni'mah

Universitas Islam Zainul Hasan

✉ luluknikmahasa@gmail.com

Keywords:

Learning Arabic

Creating learning Environment

Language Environment

Islamic Boarding School

Article Information:

Submitted: 29 May, 2020

Accepted: 13 November, 2020

Approved: 25 November, 2020

Abstract

Purpose - This research aims to know the programs for creating the language environment at Al-Mashduqiah Islamic Education Center Patokan Kraksaan Probolinggo, and describe the supporting and the obstacle factors in creating the language environment at Al-Mashduqiah Islamic Education Center Patokan Kraksaan Probolinggo.

Design/methodology/approach - The researcher uses a qualitative research approach with a case study research design. The techniques that used for collecting data are observation, interview and documentation.

Findings - The result of this research, the programs for creating the language environment at Al-Mashduqiah Islamic Education Center Patokan Kraksaan Probolinggo there are delivering of vocabularies, repeating of vocabularies, language clubs, language court, public speaking, conversation, language month, language competition, and repairing. The Supporting and the obstacle factors in creating the language environment at Al-Mashduqiah Islamic Education Center Patokan Kraksaan Probolinggo consist of internal factors and external factors.

Originality/value – Depend on the results of this research that to creat the language environment needs some efforts such as doing the language programs, practicing, implementing an affective language teaching method, and implementing the language games to reduce boredom and to motivate students in learning foreign language.

Paper type – Research Paper

المقدمة

اللغة لها دور هامّ لحضارة البشر لأنّ تقدّم الحضارة لا يمكن وقوعه إلّا أن يكون هناك اجتهدا البشر المفكر لإصلاح ثقافته من زمان إلى زمان، فاللغة هي آلة اتّصال البشر في تعبير آرائه لأنّه مخلوق اجتماعي لا يقدر على الحياة في هذه الدنيا منفردا. والوظيفة الأساسية من اللغة هي التعبير عن أفكار ومشاعر وانفعالات الفرد المتكلّم إلى المخاطب.

اليوم عرفنا أن المعارف تنمو نموّاً سريعاً واللغة العربيّة هي أوّل اللغة المستخدمة في نموّ المعارف الحديثة. فإنّها أستخدمت في تأليف الكتب المشهورة ككتاب "إحياء علوم الدين" الذي ألفه أبو أحمد بن

محمد بن محمد الغزالي وكذلك كتاب "القانون في الطب" لابن سينا. بناء على هذا كانت اللغة العربية ليست من اللغة الدينية فقط بل إنما هي لغة علمية أيضا. في كتاب مختار الحديث النبوية الذي ألفه السيد أحمد الهاشمي، قال رسول الله صلى الله عليه وسلم: أحب العرب لثلاث لأنني عربي والقرآن عربي وكلام أهل الجنة عربي (رواه الطبراني وغيره). (1995 al-Hāshimī).

نظرا إلى هذا الحديث نفهم على أن اللغة العربية هي لغة كريمة. فمن ثم خير للمسلمين أن يتعلموا ويعلموا هذه اللغة ليكونوا فاهمين وفاقهين إلى دينه فهو الإسلام. ونبينا عربي يتكلم العربية. والقرآن عربي فلتبحره يحتاج المسلمون إلى تبخر اللغة العربية لفهمه فهما جيّدا وعميقا لأن القرآن والعربية مثلهما كمثل بدن واحد لا يمكن فصلهما.

لكثرة فوائد اللغة العربية كان تعلمه مهماً. والمسلم في الخاصة لا بد أن يهتم بهذا لأن العلوم الدينية كعلم التفسير والحديث والفقه والتوحيد كُتِبَ باللغة العربية. وكذلك بعض العلوم الاجتماعية كعلم التاريخ والاقتصادي والسياسية قد كُتِبَ باللغة العربية. فليس العرب وحدهم مطلوبين في فهم هذه اللغة بل كلّ بشر في هذه الدنيا خاصة أمة المسلمين لكون اللغة العربية مصادر تعاليم دينهم.

أما التعلم فله تعريف واسع جداً. وجاء عدد كثير من التعاريف المتعلقة بالتعلم. وهنا تعريف واحد من التعاريف الكثيرة. قال الخولي "التعلم اكتساب سلوك جديد أو تقوية سلوك سابق نتيجة لخبرة ما ظاهراً كان أو باطناً" (2011 Hermawan). وكما ذكرت نعمة أن التعلم بهذه النظرية يحتاج إلى ابتكار المعلم وإتاحة الفرص العديدة لمشاركة الطلاب في التعليم (2016 Ní'mah). رأى عبد الخير على أن نجاح التعلم يحتوي على: ١. المتعلم ٢. المعلم ٣. المعلومات (المادة) و ٤. مقاصد التعليم. نجاح التعليم والتعلم قد أثرته بيئة التعلم الحسنة. فالمتعلم من الأسرة الحسنة يتعلم في بيئة المدرسة الحسنة (2009 Chaer).

فالبشر كالفاعل في طلب العلم خاصة في تعليم اللغة الأجنبية وجب عليه أن يهتم باهتمام كبير إلى العناصر المتعلقة بالتعلم. البيئة أحدها. قال أوتو سوماروتو، كان البشر لا يستغنى عن بيئة حياته. فإذا تكلمنا عن البشر فلا بد لنا أن نتكلم عن بيئة حياته وعكسه. البشر دون البيئة تجريد. والبيئة لها ثلاثة أقسام هي البيئة الأسرية والبيئة المدرسية والبيئة الاجتماعية. نظرا إلى تعريف البيئة كان المتعلم يستطيع أن يمارس نفسه في تكلم اللغة العربية لوجود البيئة اللغوية. المتعلم يتكلم ويتحاور مع غيره كلّ يوم كلّ حين لأن اللغة هي الممارسة. فمن ثم أصبح تكوين البيئة اللغوية مساعدا في نجاح تعليم اللغة العربية. فهذا أن البيئة اللغوية هي كلما يسمعه المتعلم وينظره مما يتعلق باللغة الثانية التي يتعلمها وجميع الأحوال حول المتعلم في المقصف أو الدكان، والمحادثة بين الأصحاب، و خلال التعلم والتعليم، وحين قراءة الدروس وغيرها (2010 Nurhadi).

معهد المصدوقية للتربية الإسلامية فاطاكن كركسان فربولنجو أحد من المعاهد الذي استعمل نظام المعلمين. فسمي هذا النظام في هذا المعهد حلقة المعلمين والمعلمات الإسلامية. المدرسون يجهزون طلابهم ليقدروا على أن يكونوا معلمين في أي مكان سكنوا وفي أي عمل عملوا. لهذا المعهد مزايا كثيرة. أحدها

اللغة الرسمية التي تكون سببا لمشهوره. فاللغة تاج هذا المعهد. وجب على الطلاب أن يتكلموا باللغة العربية أسبوعين واللغة الإنجليزية أسبوعين.

لوجود البيئة اللغوية كثير من طلاب معهد المصدوقية يقدررون على تكلم اللغة العربية فصيحاً و بعض المتخرجين من هذا المعهد يستطيعون استمرار دراستهم إلى مصر في جامعة الأزهار لحسن لغتهم. من هذه الخلفية أراد الباحث معرفة البرامج المتعمدة لتكوين البيئة اللغوية بمعهد المصدوقية للتربية الإسلامية فاطاكن كركسان فربولنجو، ومعرفة العوامل المساعدة والعوامل المعوقة لتكوين البيئة اللغوية في هذا المعهد.

أحدث البحث وتميزه

هناك بحوث أخرى تبحث فيما يتعلق بالبيئة اللغوية منها بحث شمسية في معرفة دور بيئة اللغة لترقية مهارة الكلام في استيعاب اللغة العربية (Syamsiyah, 2015). تركز هذا البحث إلى ترقية مهارة الكلام من خلال البيئة اللغوية اعتماداً على النظرية السلوكية، وهذا البحث بحث نظري بينما كان البحث الحالي البحث الميداني من خلال دراسة الحالة في معهد المصدوقية للتربية الإسلامية فاطاكن كركسان فربولنجو. والبحث الآخر لمشفعة في معرفة محاولة تكوين البيئة من خلال تطبيق الدروس الإضافية لترقية مهارة الكلام في المدرسة، (Musyafa'ah, 2016) وتركز هذا البحث إلى معرفة تطبيق الدروس الإضافية لتكوين البيئة اللغوية في المدرسة بينما كان البحث الحالي يهدف إلى معرفة البرامج لتكوين البيئة في المعهد. البحث الآخر فيما يتعلق بالبيئة اللغوية لمبرورة، وهذا البحث بحث نظري عن البيئة اللغوية العربية من دون التطبيق الميداني (Mabruroh, 2017).

طريقة البحث

استخدم الباحث في هذا البحث المدخل الكيفي بمنهج الدراسة الحالة. وهي الأسلوب في البحث الوصفي بدراسة الحالة فرداً ما أو جماعة ما أو مؤسسة ما، كالأُسرة أو المدرسة أو المصنع عن طريق جمع المعلومات والبيانات عن الوضع الحالي للحالة وعن عوامل متعددة تتعلق بفرد أو أسرة أو مؤسسة أو عدد قليل من الأفراد أو نظاماً اجتماعياً وحالات محددة (Adas, 2005). وأما الطريقة لجمع البيانات المستخدمة فهي الملاحظة والمقابلة والوثائق.

المناقشة

البيئة عند رأي محمد جمال هي المؤثرات والامكانات والقوى المحيط بالفرد، والتي يمكنها أن تؤثر على جهوده للحصول على الاستقرار النفسي والبدني في معيشته. (Mahfuz, n.d). وعند رأي صالح عبد العزيز في كتابه التربية الحديثة هي كل ما يحيط بالإنسان من عوامل الطبيعية أو ظروف بشرية واجتماعية، وليس هناك شك أن الإنسان يؤثر على البيئة وعكسه. (al-'Aziz, 1974) أما البيئة اللغوية كما رأى هيدى دولاي هي كلما يسمعه المتعلم وينظره مما يتعلق باللغة الثانية التي يتعلمها و جميع الأحوال حول المتعلم

في المقصف أو الدكان، والمحادثة بين الأصحاب، و خلال التعلم والتعليم، وحين قراءة الدروس وغيرها (2010 Nurhadi).

فالبينة التي يقصدها الباحث هنا فهي البيئة اللغوية المحدودة في اللغة العربية، إذن البيئة هنا جميع الأشياء والعوامل المادية والمعنوية التي لها أثر في عملية التعليم وترغب الطلاب في ترقية اللغة العربية وتدفعهم وتشجعهم على تطبيقها في واقع حياتهم اليومية كما رأى مرزوقي، أو هي كلما يسمعه المتعلم و ينظره من المؤثرات المهيئة والامكانات المحيطة به التي لها علاقة باللغة العربية التي يتعلمها، والتي بها يظهر جهود الطلاب للحصول على النجاح في تعلم وتعليم اللغة العربية.

أما اللغة عند ابن جني هي أصوات يعبر بها كل قوم عن أغراضهم. (1952 Jinnī; 1992 'Ulyān) وقال ابن خلدون في تعريف معنى اللغة: اعلم أن اللغة كلها ملكات شبيهة بالصناعة إذ هي ملكات في اللسان للعبارة عن المعاني، وجودتها وقصورها بحسب تمام الملكة أو نقصانها وليس ذلك بالنظر إلى المفردات، وإنما هو بالنظر إلى التراكيب (1992 'Ulyān). وعرف مصطفى الغلاييني بأن اللغة هي: ألفاظ يعبر بها كل قوم عن مقاصدهم (2006 al-Ghalāyīnī). من التعريفات المذكورة المتعددة السابقة في تعريف البيئة واللغة تعرف بأن البيئة هي كل شيء حول الناس الذي له أثر عظيم على نشأتهم وتنميتهم. واللغة هي الفاظ التي استخدمها المرء للمعاملة والمعايشة بينهم ولتعبير عن أغراضهم وآرائهم ومقاصده.

فالبينة التي بحثها الباحث هنا البيئة اللغوية فهي جميع الأشياء والعوامل الموجودة حولنا المتعلقة بترقية اللغة وتنميتها وتطويرها. وقال حليمي زهدي هي جميع الأشياء والعوامل المادية والمعنوية التي لها أثر في عملية التعليم وترغب الطلاب في ترقية اللغة العربية وتدفعهم وتشجعهم على تطبيقها في واقع حياتهم وكذلك البيئة كلما يسمعه المتعلم و ينظره من المؤثرات المهيئة والامكانات المحيطة به التي لها علاقة باللغة والتي بها يظهر التأثير في جهود الطلاب للحصول على النجاح في تعلم اللغة وتعليمها (2009 Zuhdi).

البيئة اللغوية هي كل ما سمعت ورأت من المتعلمين المتعلق باللغة التي يدرسونها. كما اقترح Krashen ، هناك نوعان من البيئة اللغوية: البيئة الرسمية وغير الرسمية. (1976 Krashen) البيئة الرسمية: تحتوي على جوانب مختلفة من التعليم الرسمي وغير الرسمي، والأغلب كان التعليم رسمياً، في الفصول الدراسية أو في المختبر. يمكن أن توفر هذه البيئة الرسمية المعرفة للمتعلمين في شكل خطاب اكتساب اللغة (المهارات اللغوية) أو لغة النظام (المعرفة بعناصر اللغة)، اعتماداً على كيفية أي التعلم أو الأساليب المستخدمة من نفس المعلم. لكن في الغالب هناك اتجاه أن هذه البيئة تعطى معرفة نظام اللغة الرسمية أكثر من الخطاب للغة. البيئة غير الرسمية: فهذه البيئة غير الرسمية قدم لاكتساب لغة الخطاب بطبيعة الحال، وغالبا ما يقع خارج الفصول الدراسية. تكوين هذه البيئة لوسائل الاتصال بالمعلمين، الطلاب، مديري المدرسة، والموظفين والأشخاص المتورطين في الأنشطة المدرسية.

يرى فؤاد أفندي هناك ثلاثة على الأقل من الأشياء لتكوين البيئة اللغوية، ألا وهي: وجود موقف إيجابي تجاه "اللغة العربية" والتزام قوى للنهوض بتدريس اللغة العربية من الأطراف المعنية. الأطراف ذات صلة المعلمين (١) الرئيسية (٢) معلموا اللغة العربية (٣) الطلاب (٤) ويكون كبيرا إذا كانت عناصر "الموارد

البشرية" الكامل من المدارس الجيدة تنتج المربين والانضمام إلى التعليم يعتمد عليه. أن وجود هذا الرقم في مدرسة التي قادرة على التواصل باللغة العربية، سواء كانت أصلية أم لا. وجود تخصيص الأموال الكافية لتوفير الوسائل اللازمة (2009 Effendi).

إن اللغة تنشأ وتتطور على محيطها وبيئتها الاجتماعية وعندما توجد مؤثرات خارجية يحصل التفاعل ويؤدي إلى تكوين السلوك اللغوي يشجع المتعلم (2009 Zuhdi). كان تعلم اللغة الأجنبية هو عملية مترددة بأنواع المظاهرة المعضلة فهذه تؤدي إلى وجود عدة من التعريفات المختلفة عند أهلها. وكان التعلم في اللغة يؤثر على العاملين: العامل الداخلي والعامل الخارجي (2009 Rosyidi).

والعامل الداخلي كما قال نانا سوجانا هو العامل في داخل الطلاب كمهارة نفسه. وبجانب ذلك الدوافع في التعلم، الهمة والقدرة، العدة النفسية، الاجتماعية والاقتصادية، الأحوال الجسمية والروحية هي التي من العوامل الداخلية. وأما العامل الخارجي هي كل ما وقع خارج نفس الطلاب كالمواد الدراسية والوسائل التعليمية أو البيئة التي سكنوا فيها. (2019 Sudjana) العامل الثاني هو الذي يتعلق ببحثنا هذا. البيئة المتعلقة باللغة العربية.

العوامل التي فيها التأثير في تعليم الطلاب اللغة يؤيد البيئة اللغوية التي وضعها الأساتيد ووجب أن تكون فيها العوامل المساعدة أكثر من العوامل المعوقة. فإن البيئة اللغوية لها دور كبير لنجاح الطلاب في تعلم اللغة العربية (2009 Zuhdi).

تنقسم البيئة إلى قسمين: البيئة الاصطناعية والبيئة غير الاصطناعية (الطبيعية). (Krashen, 1976) ولكلها دور نلخصه فيما يلي. إن البيئة الاصطناعية هي إحدى البيئات اللغوية التي تركز على سيطرة القواعد أو نظام اللغة في لغة الهدف مع التوعية، والتوعية على قواعد لغة الهدف تمكن إقامتها بالمنهج الاستنتاجي أو المنهج الاستدلالي. والمقصود بالمنهج الاستنتاجي هو أن يشرح المعلم للمتعلم عن قواعد لغة الهدف حتى كان المتعلم فاهما عارفا ومستوعبا على القواعد فيفعله المعلم في التطبيق. وأما المنهج الاستدلالي فهو الحالة لمعرفة الأشكال اللغوية ثم يسوقه المعلم ليكون واجدا نفسه عن تلك القواعد. ويرى إلياس أن أثر التعلم الرسمي (البيئة الاصطناعية) يمكن نظره على ناحيتين؛ ترتيب اكتساب اللغة الثانية والسرعة أو نجاح سيطرة اللغة الهدف (2010 Nurhadi).

أما البيئة الطبيعية فيقصد بها استخدام اللغة العربية بقصد التفاهم ونيل المعلومات أي مع التركيز على المحتوى، هذه الحالة اللغوية تجري طبيعية تدخل فيها ما نفعل حين يتحدث مستخدمو اللغة الأولى أو الأجنبية في الشارع أو الملعب مثلا، إنَّ التركيز هنا لا يكون على الصيغ اللغوية بل على المحتوى أو السياق. البيئة اللغوية لمتعلمها يعني بها الباحث بلاد العرب، كي يجدها في بلادنا ولولا يسكن فيها العرب. فمن ثم يحتاج إلى تكوين البيئة اللغوية ولو كان من المستحيل أنها تشبه البيئة الأصلية. اشتملت البيئة الطبيعية هي اللغة التي استخدمها الأصحاب في نفس المرحلة، اللغة التي استعملها المتعلمون، اللغة المستخدمة في الأخبار المطبوعة واللغة استخدمها الأساتيد في عملية التعليم والتعلم في فصل اللغة وغيره.

ومن إستراتيجيات لتكوين البيئة اللغوية هي إقامة سكن الطلاب ليكون مركزين في مكان واحد ويسهل على المشرفين والمدرسين ملاحظتهم وإرشادهم وإقامة أنشطة عربية خارج وقت الدراسة. وتعيين الأماكن المحظورة فيه التحدث والكلام بغير اللغة العربية، المثال: المقصف ومكاتب المدرسة. وإقامة البرامج العربية في وقت معين يتصرف الطلاب فيها ميولهم النفسية والفنية من مسرحية وخطابات ومنبريات وهذا البرامج تحت رعاية وإرشاد مشرفي والمدرسي اللغة العربية. وتدريب الطلاب على إلقاء الخطابة بالعربية في المحاضرة في يوم معين (2009 Zuhdi).

إن المحاولة في تكوين البيئة اللغوية هي مسؤولية المعهد وأهله كالمؤسسة التربوية الإسلامية، كما عرف أن اللغة تاج المعهد فكل واحد من أهل المعهد من المدرسين والطلبة وكذلك الموظفون مسؤولون عن محافظتها وترقية جودتها. سوف يشعر جميع أعضاء المعهد على المقاصد والانتفاع في تكوين البيئة اللغوية ثم يدافع سعيهم وجهدهم على جميع البرامج المتعلقة بالبيئة اللغوية. ومحاولة هيئة تطوير اللغة وقسم إحياء اللغة المركزي الأخرى التي لها دور مهم هي إعطاء العقوبات في المحكمة اللغوية لمن لم يشارك البرامج اللغوية.

ومن محاولات تكوين البيئة اللغوية هي أن أوجب مدير المعهد على جميع الطلاب والطالبات التكلم باللغة العربية والإنجليزية. وهذه الواجبة أقام بها هيئة تطوير اللغة ومساعدتهم قسم إحياء اللغة المركزي من رابطة الطلبة المعلمين والمعلمات الإسلامية المصدوقية.

ومن البرامج المعتمدة لمساعدة هيئة تطوير اللغة وقسم إحياء اللغة المركزي في تكوين البيئة اللغوية هي المراقبة في عملية استخدام اللغة في المحادثة اليومية، قراءة كشف الحضور في البرامج اللغوية المعينة، تنفيذ تزويد المفردات كل صباح، تنفيذ تكرير المفردات كل يوم قبل النوم، عقد المحكمة اللغوية، عقد تفتيش كتيب المفردات ومعجم العربي والإنجليزي للطلبة، تنفيذ المحاضرة مرتين في الأسبوع، تنفيذ المحاضرة بين طلاب الجدد والقدماء مرتين في الأسبوع، أمر الطلبة بتكوين الجمل من المفردات الملقية في الأسبوع، عقد المشاورة اللغوية بين هيئة تطوير اللغة وقسم إحياء اللغة المركزي لحل المشكلات اللغوية عند الطلبة، تنفيذ الإشراف على الفرقة اللغوية، إعداد المادة لتزويد المفردات، إعداد المادة للمحاضرة، الإشراف والملاحظة على مسؤولي اللغة في المسكن، عقد الاستماع اللغوي إما أن يكون الاستماع من الغناء أو الأخبار أو الخطابة، تنفيذ المسابقة الإنشائية قبل المراجعة والامتحان، تنفيذ مشاهدة الفلم العربي أو الانجليزي، تنفيذ أسبوع اللغة أو شهر اللغة، تعليق كتابة لوحات المفردات في الأمكنة المعينة، تعليق كتابة المصطلحات في الأمكنة المعينة، عقد المسابقة التمثيلية، عقد الأولمبية اللغوية المصدوقية، وعقد المبارات الانتخابية لمالك ومالكة وأمير وأميرة اللغة.

وقد عرّف هيئة إشراف اللغة وقسم إحياء اللغة المركزي أن الأهداف من المحاولة في تكوين البيئة اللغوية بمعهد المصدوقية للتربية الإسلامية هي تعويد الطلبة على التكلم باللغة العربية أو الإنجليزية. بهذا الهدف المهم في تعليم اللغة الأجنبية في هذا المعهد سوف يكون ناجحا، فالهدف كما ذكر سابقا "تعليم

وتدريباً للطلبة لأن يكونوا قادرين على قراءة ومطالعة الكراسات والكتب التي استخدمت اللغة الأجنبية وإعداداً لاستمرار الدراسة خارج إندونيسيا".

هناك عاملان مهمان في تعلم اللغة وهما العامل الداخلي والعامل الخارجي (Rosyidi 2009). العامل الداخلي كما قال نانا سوجانا هو العامل في داخل الطلاب كمهارة نفسه. وبجانب ذلك الدوافع في التعلم، الهمة والقدرة، العدة النفسية، الاجتماعية والاقتصادية، الأحوال الجسمية والروحية هي التي من العوامل الداخلية. وأما العامل الخارجي هي كل ما وقع خارج نفس الطلاب كالمواد الدراسية والوسائل التعليمية أو البيئة التي سكنوا فيها (Sudjana 2019). وإضافة إلى ذلك، حث فريد على أهمية المواد الدراسية التي تلائم بعقول الطلبة وتناسب برغباتهم وبحاجاتهم كي تقام بها التعلم الفعال وتحقق بها الأهداف المرجوة (Farid 2018).

أما العوامل المساعدة التي فيها عوامل داخلية وخارجية في تكوين البيئة اللغوية بمعهد المصدوقية للتربية الإسلامية فهي (١) وجود الأساتيد والأستاذات الذين لديهم القدرة الجيدة والكافية في تعليم اللغة العربية والانجليزية. (العامل الخارجي)، (٢) التشجيعية والمدافعة المستمرة المستقيمة من مدير المعهد الشيخ الحاج مخلصين سعد الماجستر لأنه متخرج من معهد الأمين مادورا ومعهد دار السلام كونتور. (العامل الخارجي)، (٣) المنهج الدراسي وطريقة تدريس اللغة العربية المتعددة والمتنوعة وتواصل على التطوير اتداعيا ومجددا. (العامل الخارجي)، (٤) الوسائل التعليمية الكافية. (العامل الخارجي)، (٥) المواد الدراسية المستخدمة باللغة العربية مخصوصا في الدروس على منهج المعلمين. (العامل الخارجي)، (٦) وجود قسم إحياء اللغة من رابطة الطلبة المعلمين والمعلمات المصدوقية. (العامل الخارجي)، (٧) وجود هيئة تطوير اللغة من لدى المدرسين والمدرسات الذين يتركزون أفكارهم في تنمية جودة اللغة في المعهد. (العامل الخارجي)، (٨) وجود الترتيب ونظام ومحكمة اللغة والتجسس والعقاب للطلاب. (العامل الخارجي)، (٩) إعطاء الهدية للطلبة المنجزة في المهارات اللغوية. (العامل الخارجي).

أما العوامل المعوقة التي فيها عوامل داخلية وخارجية في تكوين البيئة اللغوية بمعهد المصدوقية للتربية الإسلامية فهي (١) ضعف الهمة عند بعض الطلبة في استخدام اللغة. (العامل الداخلي)، (٢) قليل الفرصة من شيوخ الأساتيد الذين لديهم الكفاءة الممتازة والتجربة الكثيرة عن ترقية اللغة في إشراف الطلبة لأنهم لا يسكنون في المعهد. (العامل الخارجي)، (٣) النشاطات اللاصفية الإضافية الكثيرة تؤدي إلى قلة المقابلات واللقاءات مع الطلبة لتعليم وتطبيق اللغة المدوسة. (العامل الخارجي)، (٤) قليل اهتمام الأساتيد الجديدة إلى حض الطلبة في المحادثة بينهم باللغة الرسمية هي العربية والإنجليزية (العامل الخارجي).

وقد عرّف هيئة تطوير اللغة أن من العوامل المعوقة في تكوين البيئة اللغوية الأكبر هو ضعف الهمة عند بعض الطلبة في استخدام اللغة العربية أو الإنجليزية. وهذه المشكلة لا بدّ من حلّها لأننا من المحال أن نفرّ منها. ولكن العدد من العوامل المساعدة أكثر من العوامل المعوقة، وهذا يجعل السهولة واليسير في

تكوين البيئة اللغوية. والحال مطابق برأي حلمي، أن في تكوين البيئة اللغوية وجب أن يكون العوامل المساعدة أكثر من العوامل المعوقة (2009 Zuhdi).

الخلاصة

يتم تكوين البيئة اللغوية بمعهد المصدوقية للتربية الإسلامية فاطاكن كركسان فربولنجو من خلال البرامج وهي (١) تزويد المفردات (٢) تكرير المفردات (٣) الفرقة اللغوية (٤) محكمة اللغة (٥) المحاضرة (٦) المحاورة (٧) شهر اللغة (٨) المسابقات (٩) الإصلاحات. أما العوامل المساعدة والعوامل المعوقة لتكوين البيئة اللغوية فتتكون من العوامل الداخلية والعوامل الخارجية.

العوامل المساعدة في تكوين البيئة اللغوية منها: (١) وجود الأساتيد والأستاذات الذين لديهم القدرة الجيدة والكافية في تعليم اللغة العربية والانجليزية (٢) التشجيعية والمدافعة المستمرة المستقيمة من مدير المعهد (٣) المنهج الدراسي وطريقة تدريس اللغة العربية المتعددة والمتنوعة وتواصل على التطوير اتداعيا ومجددا (٤) الوسائل التعليمية الكافية (٥) المواد الدراسية المستخدمة باللغة العربية مخصوصا في الدروس على منهج المعلمين (٦) وجود قسم إحياء اللغة من رابطة الطلبة المعلمين والمعلمات المصدوقية (٧) وجود هيئة تطوير اللغة من لدى المدرسين والمدرسات الذين يتركزون أفكارهم في تنمية جودة اللغة في المعهد (٨) وجود الترتيب ونظام ومحكمة اللغة والتجسس والعقاب للطلاب و (٩) إعطاء الهدية للطلبة المنجزة في المهارات اللغوية.

أما العوامل المعوقة في تكوين البيئة اللغوية منها: (١) ضعف الهمة عند بعض الطلبة في استخدام اللغة (٢) قليل الفرصة من شيوخ الأساتيد الذين لديهم الكفاءة الممتازة والتجربة الكثيرة عن ترقية اللغة في إشراف الطلبة لأنهم لا يسكنون في المعهد (٣) النشاطات اللاصفية الإضافية الكثيرة تؤدي إلى قلة المقابلات واللقاءات مع الطلبة لتعليم وتطبيق اللغة المدوسة (٤) قليل اهتمام الأساتيد الجديدة إلى حض الطلبة في المحادثة بينهم باللغة الرسمية هي العربية والإنجليزية.

الاستفادة

يجب أن يكون هناك سعي واضح فيما يتعلق بالمحاولات في تكوين البيئة اللغوية. وجود الاستراتيجيات المبتكرة في تعلم اللغة العربية في المعهد، منها تنفيذ البرامج اللغوية والممارسة وتطبيق طريقة التعليم اللغوي الفعال وتطبيق الألعاب اللغوية لتخفيف الملل ومدافعة رغبة الطلبة في تعليم اللغة الأجنبية. ولجميع رؤساء المعاهد والمدرسين ودارسي اللغة العربية أن يهتموا بهذه المحاولات في تكوين البيئة اللغوية.

المراجع

al-Hāshimī, Aḥmad .١٩٩٥ . *Mukhtār al-Ḥadīth*. Translated by Zaini Mahmud. Jakarta: Pustaka

Amani.

Al-'Azīz ,Ṣalīḥ 'Abd. ١٩٧٤ .al-Tarbiyah al-Ḥadīthah :Māddatuhā - Mabādiuhā – Tatbīqātuhā

al-'Amaliyah .Muassasat al-Ma'ārif li a-Ṭibā'ah wa al-Nashr.

Jinnī , Abī al-Faṭḥ 'Uthmān Ibn. ١٩٥٢ . *al-Khaṣāiṣ J. 1*. Beirut : Dār al-Kutub al-'Arabī.

'Adas , 'Abd al-Raḥmān . ٢٠٠٥ . *al-Baḥth al-'Ilmi (Maḥmūhū, Adawātuhū, Asālībuhū)*. Al-

Riyāḍ : Dār Usāmah li al-Nashr wa al-Tawzī'.

'Ulyān , Aḥmad Fuād . ١٩٩٢ . *al-Mahārāt al-Lughawiyah; Māhiyatuhā wa Ṭarīqatu Tadrīsihā* .

al-Riyāḍ : Dār al-Muslim.

Al-Ghalāyīnī , Muṣṭafā . ٢٠٠٦ . *Jāmi' al-Durūs al-'Arabiyah* .Beirut :Dār al-Kutub al-'Ilmiyah.

Chaer, Abdul. 2009. *Psikolinguistik Kajian Teoritik*. Jakarta: PT. Rineka Cipta.

Effendi, Ahmad Fuad. 2009. *Metodologi Pembelajaran Bahasa Arab*. Malang: Misykat.

Farid, Edi Kurniawan. 2018. "Taṭwīr al-Mawād al-Ta'līmiyah li Mahārah al-Istimā' li Dāris al-

Lughah al-'Arabiyah li Ghayri al-Nāṭiqīn Bihā." *ALSUNA: JOURNAL OF ARABIC AND ENGLISH LANGUAGE* 1 (2):114–20.

<https://doi.org/https://doi.org/10.31538/alsuna.v1i2.79>.

Hermawan, Ajib. 2011. *Metode Pembelajaran Bahasa Arab*. Bandung: PT. Remaja Rosda Karya.

Krashen, Stephen D. 1976. "Formal and Informal Linguistic Environments in Language Acquisition and Language Learning." *TESOL Quarterly* 10 (2).

Mabrurroh. 2017. "al-Bīah al-Lughawiyah al-'Arabiyah fī Ta'līm al-Lughah al-'Arabiyah li Ghayri al-Nāṭiqīn Bihā." *Jurnal Alfazuna : Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban* 2 (1):28–41.

<https://doi.org/https://doi.org/10.15642/alfazuna.v2i1.245>.

Musyafa'ah, Nurul. 2016. "Muḥāwalah fī Takwīn al-Bīah al-'Arabiyah li Tarqiyah Mahārah al-Kalām min Khilāl al-Durūs al-Idāfiyah fī Madrasah "Abū Darrin" al-Thānawiyah Kendal-Dander-Bojonegoro." *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab*

IAIN Palangka Raya 4 (1):28–41.

<https://doi.org/https://doi.org/10.23971/altarib.v4i1.559>.

Ni'mah, Mamluatun. 2016. "Memahami Konsep Dasar Teori Bahasa Dan Pembelajaran

Bahasa." *At-Ta'lim : Jurnal Pendidikan* 2 (2):63–77.

<https://ejournal.inzah.ac.id/index.php/attalim/article/view/181>.

Nurhadi. 2010. *Dimensi-Dimensi Dalam Belajar Bahasa Kedua*. Bandung: sinar baru
algesindo.

Rosyidi, Abd. Wahad. 2009. *Media Pembelajaran Bahasa Arab*. malang: uin press.

Sudjana, Nana. 2019. *Dasar-Dasar Proses Belajar Mengajar*. 15thed. Bandung: sinar baru
algesindo.

Syamsiyah, Nur. 2015. "Dawru Bīah al-Lughah li Tarqiyah Mahārah al-Kalām fī Istī'āb al-
Lughah al-'Arabiyah" 1 (2):177–85.

<http://jurnal.uinsu.ac.id/index.php/ihya/issue/view/44>.

Zuhdi, Halimi. 2009. *al-Bīah al-Lughawiyah Takwīnuhā wa Dawruhā fī Iktisāb al-'Arabī*.
Malang: Uin Press.

Student's Perception Towards Incorporation of Hello English Application in Vocabulary Learning



Page | 197

Alsuna: Journal of Arabic and English Language
Haris Nutriyanto

Universitas Singaperbangsa Karawang

harisnurtriyanto@gmail.com
Keywords:
Perception
Hello English Application
Vocabulary
Article Information:

Submitted: 06 June, 2020

Accepted: 15 November, 2020

Approved: 28 November, 2020

Abstract

Purpose - The purpose of the article to know how does the learning process while incorporating Hello English application in vocabulary learning and to know how are student's perception towards incorporating Hello English in English vocabulary learning.

Design/methodology/approach - Research design is used by the writer is qualitative research with narrative design. The research takes from 8th-grade students of SMPN 2 Serang Baru, Bekasi. In the data collection technique, the researcher uses an interview as a way of collecting data. In data analysis, there is four-step, that is data collection, data reduction, data presentation, verification and conclusion.

Findings - In the result, the writer found that students' perception towards incorporating of Hello English in vocabulary learning has positive perception for students as seen from their responses that the Hello English application is a very good application and use in English learning, especially in learning English vocabulary.

Originality/value - Teachers must be creative to create or collaborate with application designs to make language learning applications. Because the problems and learning needs in every school are known only to the teachers who teach.

Paper type – Research paper

Introduction

Vocabulary is one of the skills in English that must be mastered for every grade. It is as a support for English language component skills such as: Listening, Writing, Reading, Speaking. Vocabulary is needed for students to see how they are used (Harmer 2007). Therefore, through vocabulary, student can communicate and express their feelings, idea, and emotion each others.

Lack of vocabulary is a factor that students difficult to learn English. It can caused by low interest of students or low motivation of students to learn English. Unknowing

words of students can cause anxiety for students to learn English. Limitation of vocabulary can be impede in communication (Alqahtani 2015). Therefore, it can be teacher's task for disappear anxiety for students to learn English and get increase interest and motivation for students. Teacher can use games, pictures, information and communication technology (ICT) media, or other strategy and material for increase interest and motivation students in acquiring English vocabulary.

In this era, ICT in the world of education has been widely used. This is affects in a material of learning, especially in learning English. As the saying of Liana (2019) that information and communication technology propagates in all aspects of life to the field of education and training are also affected. The impact of ICT, especially in education can be felt at this time. Projectors, laptops, speakers, and mobile learning are some ICT tools that can be used in learning, especially in English learning. By using ICT media, learning activities can be helped especially in learning English.

Perception is a process in acquiring information through sensory receptors and changed into what of think, smell, taste, touch, see, and hear (Ibrohim, Septianti, and Sadikin 2019, 147).

Hello English is a smartphone application designed specifically for learning English (Vesselinov and Grego 2017). Hello English is a specific English language learning for a mobile application that offers comprehensive English language skills through games and interesting scene (Hidayati and Diana 2019, 197). The features of this application are explanation and description of the lesson, lesson quiz, games one vs one that related to English lesson, and the user gets the coins from explanation lesson, lesson quiz, and games. This coins has function for unlock other lessons and as an achievement for the users.

Vocabulary is one of part supporting English skills in which collection of words that understood by someone and used to communicate for each other (Sudrajat and Herlina 2015). Vocabulary is the basis for learning a language. Vocabulary is an important component in learning English because vocabulary is a supporting skill in learning English in addition to grammar and pronunciation. Learning vocabulary is very important in obtaining language, especially in English. There are 2 kinds of vocabulary (Maskor and Baharudin 2016, 263–264):

Receptive Vocabulary Knowledge is the words are known and understood of the meaning of words by learners while the learners are reading or listening to the text. The words in receptive vocabulary are used in context, but which they cannot produce.

Productive Vocabulary Knowledge is the learners can pronounce and understand the meaning of words. Productive vocabulary can be used in speaking and writing constructively.

In communication purposes, vocabulary mastery is more important than grammar (Gower, Philips, and Walters 1995). Vocabulary is easy to learn, but is often ignored. Vocabulary has important role for be mastered in the four language skills and vocabulary mastery as one of the needed components for acquiring language, especially in English language (Alqahtani 2015). Therefore, learning vocabulary is very important to master because vocabulary is the beginning to facilitate understanding, applying language in communication, especially in learning English.

State of The Art and Distinguish

In the previous research, clarify that Hello English is a mobile application that can be enriching English vocabulary and as an educator game application in Android for young learners (Puspitaloka, Hasanah, and Rahmawati 2017). In the research title University Students' Perception towards the Use of Duolingo Application in Learning English clarify that the research is for investigated perception of students in using Duolingo application in learning English and in the observation has found that more students use smartphones and laptops in their daily lives; they use smartphones to send messages, call, play games, and check social media; for students, playing games is fun and they can spend time several hours for playing games (Astarilla 2018). Then, in the title Student's Motivation to Learn English using Mobile Application: The Case of Duolingo and Hello English giving differences between Duolingo and Hello English. Duolingo is more focused on enriching vocabulary, for Hello English is more comprehensive English language learning skills through games and interesting scenes (Hidayati and Diana 2019). Then the researchers also found similarities in research related to vocabulary learning through the Total Physical Response method (Fadilah 2011), and the Modified Snakes and Ladders Game (Setiawan and Zuana 2018).

The four research above have similarities that are using applications based on mobile learning and one research above is about strategy for teaching without application based on mobile learning. The first research used the Hello English application to enrich English vocabulary for young learners and use a quantitative method with a quasi-experimental design type. The second research investigated student motivation in using two mobile learning-based applications, namely Duolingo and Hello English with mixed methods.

The third research investigated students' perceptions of using Duolingo in learning English with a mixed method. Based on previous research, this topic is essential to discuss perception from students about incorporating Hello English in vocabulary learning as an incorporating application based on mobile learning in English vocabulary learning for students by used qualitative design.

This research focused on incorporate Hello English for the student in vocabulary learning. Students must be able to use Hello English in vocabulary learning and students give perception related incorporate of Hello English in vocabulary learning. This article purpose to find out how does the learning process while incorporating of Hello English in vocabulary learning and to find out how are perception from students towards incorporating of Hello English in vocabulary learning.

Methodology

The location are used as the research field is in SMPN 2 Serang Baru. The duration for researching and collecting the data is about 4 weeks. First week, students give instruction from the writer how to register Hello English and use Hello English to learn vocabulary. Second week and third week, students continue to learn vocabulary through the feature of Hello English . Fourth week, students learn vocabulary through the feature of Hello English and students give their perceptions at the last of learning activity. The respondent target is for 8th grade level. From all classes at the 8th grade level, the writer chooses one class from the 8th grade. This research used 8th grade as a respondent in which they comprehended in long distance online class and they are not preparing for national exam. The respondent must have smartphone for using Hello English.

The research approach that the writer used is a qualitative approach. The type of research design is narrative research. Narrative research is a research design in which researcher collecting data based on life story of individuals or ask to individuals to provide experience about the research subject (Creswell 2014). In data collection technique, the writer use interview for collecting perception students in using Hello English in vocabulary learning. In analyzing data, there are four stage in analysis of data:

1. Data collection is the process of collecting data from research activities carried out through observation and interview activities. Data obtained from research activities are collected as information that will be processed by researchers.

2. Data reduction is data obtained from research activities selected, classified, directed and discarded unnecessary based on observations and interviews. At this stage, the data obtained needs to be simplified and focused on important matters related to the purpose of this study.
3. Data display is data that has been reduced presented either in the form of descriptions, graphs, or tables. At this stage, researchers describe in detail every data that has been obtained through the previous stage process.
4. Verification and conclusion is the final stages in the analysis of this research. In this stage, the formulation of the problem can be answered from the conclusions and verified that the conclusions obtained are correct and answered for the formulation of this research.

Findings and Discussion

In the learning process on the use of the *Hello English* application in learning English vocabulary, learning is carried out through three stages in each meeting.

1st Meeting

In the activity at this first meeting, the teacher asks students to use the *Hello English* application. The teacher provides guidance to students regarding how to register and use the *Hello English* application.

After students have finished registering, students are asked to open the dictionary menu on the *Hello English* application. The teacher gives commands to memorize at least 20 vocabulary words. Students send memorization results with voice chat. The teacher evaluates how they pronounce it and the meaning of the word correctly.

Before closing, the teacher gives instructions to students to read stories in the exercise menu, the books feature. The teacher explains that they can find out the meaning of each word in the story text by touching one of the words.

2nd Meeting

In the second meeting, the teacher explains next material that is learning vocabulary through the news feature. The teacher asks students to open the *Hello English* application and enter the training menu, the news feature. In this news feature, students are asked to read one of the news and answer questions related to the news. The questions provided are available under the news text in the *Hello English* application. The teacher explains that

students can find words they do not understand by touching one of the words in the news text. Students must show the results of answering questions from the news text to the teacher in the form of screenshots.

Before closing learning, the teacher asks students to try the word of the day feature. In this feature, students are asked to read the news text without being able to translate each word and only answer one question related to the topic of the news text. The questions in the news text feature are related to the similarity of a word or phrase marked in the news text.

3rd Meeting

In the third meeting, the teacher explains the next learning, that is learning vocabulary through features articles. In the articles feature, the teacher provides a topic that is in the articles feature. The topic chosen is about 15 tree names in English. Students are asked to search for topics related to 15 tree names in English in the feature article. If you have found the topic, the teacher asks students to read it with good and correct pronunciation.

Before closing the lesson, the teacher asks students to read and memorize one of the topics they are free to choose from the tip of the day feature as their next assignment. The teacher will judge based on their pronunciation.

4th Meeting

In the fourth meeting, the teacher explains the next learning, that is learning vocabulary through games in the *Hello English* application. In the *Hello English* application, there are four types of games related to sharpening student vocabulary, namely spellathon challenge, vocab games, spelling bee, and tea. Before using games in the *Hello English* application, students first read the *Hello English* application usage guide to find out where the features for playing games are. The first feature used by students is the Spellathon Challenge. In the spellathon challenge, students are asked to practice answering vocabulary-related questions quickly against other users from certain regions. The second feature is using the vocab games feature. In the vocab games feature, students must learn the meaning of the vocabulary given in the vocab games feature before starting the test. The third feature is spelling bee. In this feature, students must answer vocabulary-related questions quickly. The last feature is the tea feature. In this feature, students also have to answer vocabulary related questions before the tea water runs out. For each feature they use, students must send a screenshot of the results and the coins they get.

Before ending the lesson, the teacher asks to several students to fill in questions related to incorporating of *Hello English* in English vocabulary learning.

Based on the learning process from 1st meeting until 4th meeting, students can use this application easily since the teacher gives the guides how to use it. Students can understand the new vocabulary that acquired through *Hello English*, so that students' vocabulary knowledge increased.

Student's Perception on Incorporating of Hello English in Vocabulary Learning

The data of student's perception was collected through interviews with 5 students. In the interview, the writer asked several questions related to their perceptions regarding the incorporating of the *Hello English* application in vocabulary learning. Students give different opinions about their perception on incorporating of the *Hello English* application in learning English vocabulary. The findings from the interview can be seen in the extract below.

Extract 1: Student A

"I am quite helped because I can understand gradually the meaning of its meaning."

"The application is quite interesting there taught how to say the correct English words."

"It so difficult and different in how to pronounce, but that helps us to understand the correct pronunciation of words."

Based on Extract 1 above, the *Hello English* application can help in understanding vocabulary little by little. An attractive display and taught how to pronounce an English word/phrase properly and correctly. The *Hello English* application can enrich vocabulary they do not know yet. He has difficult in pronounce, but he can be learn more how to pronounce the words.

Extract 2: Student B

"Pretty helpful, because if there is a word that we don't know we can click on that word, the meaning of the word we clicked will appear later."

"There are no difficulties."

Based on Extract 2 above, *Hello English* application helps him to learn vocabulary. He said that he could find out the words he did not know by touching them. There are no difficulty for him in using the Hello English application in learning English vocabulary.

Extract 3: Student C

"Learn more about vocabulary in English. "

"Yes, the Hello English application is very helpful for me in learning vocabulary in English because I better understand the vocabulary of speaking and answering other people's questions correctly using English."

Based on Extract 3, he argues that learning vocabulary through *Hello English* can find out more English vocabulary. He can understand how to pronounce good vocabulary and be able to apply it.

Extract 4: Student D

"It's more exciting than having to use books."

"There are no difficulties and never use it."

Based on Extract 4, he believes that *Hello English* application is more fun than use books. There is no difficulty in using the *Hello English* application and even he has never used the *Hello English* application before.

Extract 5: Student E

"The features are complete, and you can also choose the levels like beginner, intermediate, etc.

"I'm happy, but if I am playing the game on the Hello English app, sometimes I got the difficult questions."

Based on Extract 5, he believes that he likes learning to use the *Hello English* app even though he always gets questions that are difficult to answer when starting the game at the start. Moreover, the level can be adjusted before using the application.

Extract 6: Student A

"I feel happy."

"Yes, the application helps us understand vocabulary we don't know yet."

Based on Extract 1 above, he was happy when using *Hello English* in vocabulary learning. The *Hello English* application can enrich vocabulary they do not know yet.

Extract 7: Student B

"Very practical and easy to use. "

"Pretty sophisticated and very interesting."

"Happy because there I can play spellathon challenge."

Based on Extract 2, the *Hello English* application is very practical and easy to use for her. It has sophisticated features and very attractive appearance. She was very happy to learn vocabulary through the *Hello English* application, especially she likes the game spellathon challenge.

Extract 8: Student C

"It was exciting and makes the spirit of learning progress."

"It was happy learn vocabulary with the Hello English app."

Based on Extract 3, she argues that learning vocabulary through *Hello English* was happy and makes herself motivated to continue learning. Learn vocabulary through *Hello English* makes her want to learn English more.

Extract 9: Student D

"It was very helpful for beginners who want to learn English. the application features that make it easy for us as beginners to learn English vocabulary that we just heard, 2 if only the application does not have to pay, it will be more fun for as new beginners. "

Based on Extract 4, he believes that *Hello English* application is very helpful especially for beginners. The feature is so easy for beginners in learn vocabulary and it was even more fun if all the features in the application are until no one pays at all.

Extract 10: Student E

"The vocabulary is complete and can be accessed by all people without having to pay."

"Yes, because of this application there are 10,000 vocabulary words in the dictionary."

Based on Extract 5, he believes that *Hello English* has complete in vocabulary. All people can use *Hello English* without pay. This application can help him in learning English vocabulary because there are 10,000 words in the dictionary.

From their perception above, the writer knows that students were excited when using *Hello English* in vocabulary learning. *Hello English* application can help them to learn

vocabulary easily and very helpful for beginners. They tell that using *Hello English* in vocabulary learning is more fun and be motivated for them to learn English vocabulary.

This section is an interpretation of the interviews that have been carried out. Interviews were conducted with several students. This section is divided into 2 parts, that is the learning process on incorporating of *Hello English* application, student's perception of learn vocabulary by using the *Hello English* application.

The learning process on using the Hello English application in vocabulary learning

Based on interviews with them, they have previously learned vocabulary in grade 7, even up to grade 8. This shows that they already have experience in learning vocabulary before. They said that before the teacher only used the projector and gave an explanation of each of these words. The student's statement shows that the use of ICT in learning has been very influential. Education is indeed inseparable from the use of ICT which has a positive impact on being able to adapt to innovation and the global era (Liana 2018). ICT media ranging from laptops, projectors, smartphones can be used in education. Learners must use technology as a significant part of their learning process (Ahmadi 2018, 117).

In the process of learning vocabulary using the *Hello English* application, students are asked to use various features. These features must be related to vocabulary learning. Some features used are dictionaries, books, news, word of the day, articles, tips of the day, spellathon challenge, vocab games, spelling bee, and tea. Learning vocabulary using the *Hello English* application builds student independence in learning English and fulfills the responsibilities of carrying out the tasks and commands of his teacher. The teacher's duty is to give instructions to students and monitor student activities in learning vocabulary using the *Hello English* application.

According to Maskor and Baharudin (2016, 263–264), English vocabulary is divided into 2 that is receptive vocabulary knowledge and productive vocabulary knowledge. Receptive vocabulary is words that are known and understood by students when students read or listen to texts, while productive vocabulary is students able to pronounce and understand the meaning of the vocabulary. In learning vocabulary through the *Hello English* application, students not only can understand the vocabulary, but are able to pronounce it properly and correctly. In some features, students can listen to the pronunciation of a word correctly. In their assessment, students must be able to pronounce the vocabulary they get correctly through voice chat. For them, vocabulary pronunciation is difficult to implement but they

come to know how to pronounce the correct vocabulary through the *Hello English* application and become a learning for them to learn better. Through the *Hello English* application, they become motivated in learning English because it is easy to use and easy to understand.

Student's perception towards incorporating of Hello English in vocabulary learning

Hello English is one part of ICT media that can provide positive things in English vocabulary learning. This can be seen from the results of the interviews conducted. For student A, the *Hello English* application helps him to understand the meaning of each English vocabulary gradually. Student B believes that the *Hello English* application is very sophisticated and easy to understand. Student C has an opinion for her that he can find out more English vocabulary. Student D also has an opinion for himself that it is more fun learning English vocabulary using the *Hello English* application than learning through books. Student E also believes that the *Hello English* application is a good application, has a complete vocabulary and can be accessed by everyone without having to pay. Although they have their own perceptions about learning vocabulary using the *Hello English* application, the writer knows that learning vocabulary using the *Hello English* application has positive responses, especially for themselves in English vocabulary learning.

In their feelings when using the *Hello English* application, they have different perceptions. For student A after using the *Hello English* application, he feels proud to have used the *Hello English* application because he feels he can learn English better. Student B said that for her learning vocabulary using the *Hello English* application was fun especially she liked the spellathon challenge feature. Student C says that she is happy after learning vocabulary using the *Hello English* application. Student D said that he was very happy to learn English vocabulary using the *Hello English* application. Student E said that he also enjoyed learning English vocabulary using the *Hello English* application even though when he joined the game he sometimes got questions that were difficult for him to answer. From their perception of their feelings after learning English vocabulary, the writer knows that the *Hello English* application is a fun application in learning English vocabulary.

For about *Hello English* can help students in learn vocabulary, student A believes that *Hello English* is indeed to help in learning English, especially in English vocabulary learning that they did not even know yet. Student B believes that *Hello English* can help in learning English vocabulary because there are features that can translate each word from a news text or story. Based on the opinion student B, this feature helps users to understand the meaning of each

word of a text when the user is reading a story or news in English in the application. To display the translation of each word of a text, users only need to press on the word you want to know.

Then, from student C tells that *Hello English* is an application that helps in learning English vocabulary because she can understand how to pronounce each word correctly and can answer questions using English. Student D believes that *Hello English* is very helpful in learning English vocabulary, especially for beginners. Student E also believes that *Hello English* makes it easy for students to learn English vocabulary. There are 10,000 vocabularies in the *Hello English* dictionary feature so this application is considered helpful in learning English vocabulary.

For their difficulty, In terms of their difficulties when using the *Hello English* application in English vocabulary learning, they argue that there is no difficulty for them when using the *Hello English* application in English vocabulary learning. However, student A said that he had a bit difficulty for him, that is the way he spoke that was difficult and felt different. According to Maskor and Baharudin (2015) English vocabulary is divided into 2 that is receptive vocabulary knowledge and productive vocabulary knowledge. The difficulty of student A is found in productive vocabulary knowledge. From the difficulty of student, A when using the *Hello English* application, understanding the meaning of a word is easier than pronouncing it.

Conclusion

The learning process has been carried out smoothly based on instructions from the teacher. The process of learning vocabulary in using the Hello English application can make students motivated to continue learning English. In their use, they have not difficult in use the application, but in pronunciation of the word is still considered difficult for them. Based on the results of the interview, the authors suggest that students' perceptions of the incorporation of the Hello English application in vocabulary learning have positive perceptions.

Implications of Findings

The implication of the result is *Hello English* application can be considered as a technology media that makes it easier for students to learn English, especially in learning English vocabulary. Students were happy while used *Hello English* in vocabulary learning and easier to understand of vocabulary using *Hello English*. Besides that, teachers should explore

more about the use of other technological media that are able to provide convenience in teaching and learning English, especially English vocabulary. Students must be more diligent in learning English, not only in school but students must learn outside of school. Therefore, students can use the *Hello English* application as a media for learning English independently.

Bibliography

- Ahmadi, Dr. Mohammad Reza, and Guilan University, Guilan, Iran. 2018. 'The Use of Technology in English Language Learning: A Literature Review'. *International Journal of Research in English Education* 3 (2): 115–25. <https://doi.org/10.29252/ijree.3.2.115>.
- Alqahtani, Mofareh. 2015. 'The Importance of Vocabulary in Language Learning and How to Be Taught'. *International Journal of Teaching and Education* III (3): 21–34. <https://doi.org/10.20472/TE.2015.3.3.002>.
- Astarilla, Liya. 2018. 'University Students' Perception towards the Use of Duolingo Application in Learning English'. In *Conference Proceedings Vol 3 (2018): CELSciTech towards Downstream and Commercialization of Research*, 3:9. <http://ejurnal.umri.ac.id/index.php/PCST/article/view/985>.
- Creswell, John W. 2014. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. 4th Edition. California: SAGE Publications.
- Fadilah, Misra. 2011. 'The Effectiveness of Teaching Vocabulary Though Total Physical Response Method; an Experimental Study at the Seventh Grade Students of MTs Khazanah Kebajikan Pondok Cabe Ilir'. UIN Syarif Hidayatullah Jakarta. <http://repository.uinjkt.ac.id/dspace/handle/123456789/1592>.
- Gower, Roger, Diane Philips, and Steve Walters. 1995. *Teaching Practice: A Handbook For Teachers In Training*. Oxford: Macmillan.
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching*. 4th Edition. Cambridge (UK): Pearson Longman.

- Hidayati, Tuti, and Sari Diana. 2019. 'STUDENTS' MOTIVATION TO LEARN ENGLISH USING MOBILE APPLICATIONS: THE CASE OF DUOLINGO AND HELLO ENGLISH'. *JEELS (Journal of English Education and Linguistics Studies)* 6 (2): 189–213. <https://doi.org/10.30762/jeels.v6i2.1233>.
- Ibrohim, Achmad Taufiq, Astri Septianti, and Irma Savitri Sadikin. 2019. 'STUDENTS' PERCEPTION TOWARD TEACHING ENGLISH VOCABULARY THROUGH TOTAL PHYSICAL RESPONSE (TPR) METHOD'. *PROJECT (Professional Journal of English Education)* 1 (2): 145–56. <https://doi.org/10.22460/project.v1i2.p145-156>.
- Liana, -. 2018. 'PENGARUH PENGGUNAAN APLIKASI "HELLO ENGLISH" BERBASIS SMARTPHONE ANDROID TERHADAP PENINGKATAN HASIL BELAJAR SISWA PADA MATA PELAJARAN BAHASA INGGRIS DI SMP'. Other, Universitas Pendidikan Indonesia. https://doi.org/10/FIP_S_KTP_1400377_Appendix.pdf.
- Maskor, Zunita Mohamad, and Harun Baharudin. 2016. 'Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?' *International Journal of Academic Research in Business and Social Sciences* 6 (11): Pages 261-271. <https://doi.org/10.6007/IJARBSS/v6-i11/2395>.
- Puspitaloka, Nina, Uswatun Hasanah, and Indah Rahmawati. 2017. 'ENGLISH VOCABULARIES ENRICHMENT THROUGH "HELLO ENGLISH" ANDROID BASED EDUCATIONAL GAME FOR YOUNG LEARNERS CLASSROOM'. In *Conference Proceedings of The 2nd International Conference 2017 on Teaching English for Young Learners (TEYLIN): Indigenous Norms to the Coming Age of One Asia*, 140–48.
- Setiawan, Imam, and Muhammad Mujtaba Mitra Zuana. 2018. 'Teaching Vocabulary Using Modified Snakes and Ladders Game'. *Alsuna: Journal of Arabic and English Language* 1 (2): 87–95. <https://doi.org/10.31538/alsuna.v1i2.86>.

Sudrajat, Hana Nurwahidah, and Herlina Herlina. 2015. 'MENINGKATKAN PEMAHAMAN KOSAKATA BAHASA INGGRIS MELALUI METODE PERMAINAN BINGO'. *Jurnal Ilmiah Visi* 10 (2): 114–21. <https://doi.org/10.21009/JIV.1002.6>.

Vesselinov, Roumen, and John Grego. 2017. 'Hello English Efficacy Study'. United States: Economics Department Queens College, City University of New York and Statistics Department University of South Carolina.