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Problems of Arabic - Indonesian Text Translation for Beginner Students at the Center for Foreign Language Studies (PSBA)

Abstract

This research aims to reveal the problems faced by novice students as novice translators in translating Arabic-Indonesian texts. This study used descriptive qualitative method. The subjects of the research were students of the D2 class Arabic language program at the Center for Foreign Language Studies (PSBA). The process of collecting and analyzing data through observation, tests and interviews. The results of this research show that there are two factors in translating Arabic texts, namely linguistic and non-linguistic factors. In terms of linguistic factors, the data shows that 13 students experienced problems in mastering vocabulary, 4 students in nahwu and 9 students in using equivalent words. Meanwhile, non-linguistic factors are related to motivation to learn Arabic. In the data presented, there were 4 students who lacked motivation and interest in Arabic.

Keywords: Problems, Translation, Arabic Text

INTRODUCTION

Translation is an attempt to transfer a text message from the source language with its equivalent into the target language. This activity requires various mental activities such as thinking, processing information, conceptualizing, determining perceptions, solving problems, and then expressing them back into the target language. (Nujumun Niswah: 2021)

Arabic as a foreign language in Indonesia occupies a strategic position, especially for Indonesian Muslims. This is not only because Arabic is used in religious rituals such as prayer, Friday sermons, in praying and others, but also becomes the language of science (lughat al'ilm wa al-ma'rifah) and the language of international relations. One of the factors driving the teaching of Arabic in Muslim schools and campuses around the world is to understand Islam from its original source, so he must master Arabic as a tool to understand it. (Abdul Munip: 2005)

Making Arabic a "tool" is often interpreted as learning Arabic for "passive purposes". Passive goals here are often reduced to just having the ability to read or al-qiraah which contains the ability to read Arabic text, understand it and then be able to re-express the contents of the reading in the form of translation in Indonesian.

The ability to translate Arabic texts into Indonesian demands various prerequisite knowledge that a translator must possess. In addition to having a good command of the source language (SL), a translator must also have adequate knowledge of the structure of the target language (TL). Knowledge of the two languages is not enough, because a translator must also know the type, content and



discipline of the text to be translated. Based on the author's experience in teaching Arabic courses at the Center for Foreign Language Studies (PSBA) of Zainul Hasan Islamic University Genggong, many students experience difficulties in translating Arabic texts into Indonesian.

Problems are often found in students' translation practice as novice translators, and it seems that the types of problems they experience are still little studied, especially Arabic-Indonesian translation. Research on the types of students' problems in translating is certainly needed as a means of evaluation as well as determining translation learning programs that are suitable for their conditions so as to minimize mistakes in translating. On this basis, the author conducted a research that aims to identify and describe the forms of problems experienced by students as novice translators.

METHODS

This research is a descriptive qualitative research, where this research is used to examine a natural object. In this position the researcher becomes the key instrument. with data collection techniques through observation, tests and interviews, while the research subjects are D2 class students of the Arabic Language Program at the Center for Foreign Language Studies (PSBA) at Zainul Hasan Islamic University Genggong. The data that has been collected is then compiled and then concluded objectively (Moleong: 2018). This research is expected to provide references related to the problems faced by students in translating Arabic text into Indonesian.

RESULT & DISCUSSION

Translating is conveying the message contained in the source language into the target language so that the content is really close to the original. In order to produce a good translation, a translator should pay attention to linguistic and non-linguistic aspects. There are several problems in the linguistic aspect, including: Limited vocabulary; Mastery of sentence structure (nahwu); Understanding the context (content) of the sentence; Determining word equivalents; and Language development. While non-linguistic problems, namely: Socio-cultural differences between the two languages; Motivation of students to learn Arabic; and Different levels of students' ability to master Arabic.

Furthermore, to find out the extent of students' ability to translate Arabic text into Indonesian. During the Arabic learning process regarding the translation of Arabic into Indonesian, several problems were found, by giving Arabic texts to be translated. The themes of the texts presented to students are as follows:

الموضوع
الجامعة
تعليم اللغة العربية
اللغة العربية
الإسلام
الحياة

Furthermore, interviews were conducted with all students after the translation of the Arabic text. The results of the interviews are as follows:

No	Name	Problems
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1	FAIZATUL HASANAH	Word Equivalence
2	FARIS AULIAURROHMAN	Word Equivalence
3	HALIMATUL FADILAH	Vocabulary
4	IMAM TANTOWI	Word Match
5	INDRA YUDISTIYA	Vocabulary
6	IRVAN WAHYUDI	Vocabulary
7	KHOTIMATUL AIMMAH	Word Match
8	LU'LUIL MAKNUN	Vocabulary
9	M. HADIBIS SABILA	Vocabulary
10	MOH. DICKI MIRQOTUL ULUM	Vocabulary
11	MOH. HASAN JAUHARUL ILMI	Word Match
12	MOHAMMAD ILHAM	Word Equivalence
13	MOHAMMAD LUTFI AN NAJIB	Nahwu
14	MOHAMMAD SLAMET REALDI	Lack of Learning Motivation
15	MUHAMMAD ANAS RUHIN	Less Learning Motivation
16	MUHAMMAD LUTFAN ABKORI FAUZH	Less Learning Motivation
17	NURIL JANNAH	Less Learning Motivation
18	RISMAWATI	Nahwu
19	RISQAN HASANAH	Word Equivalence
20	ROHMAWATI	Nahwu
21	SAHRUL KHAN SULHAN AZIS	Vocabulary
22	SAKINAH	Nahwu
23	SITI AISYATUL MUNAWWAROH	Vocabulary
24	SLAMA	Vocabulary
25	SUHAIMI	Word Equivalence
26	SYA'BANUL MAQHFIROH	Vocabulary
27	TRISNA ADE MAULANA	Vocabulary
28	USWATUN HASANAH	Vocabulary
28	WASILAH	Vocabulary
30	WINDA SHOLEHATUL AKMALIA	Word Match

In the process of learning Arabic with a focus on translating Arabic texts into Indonesian, there are several analyses conducted by researchers obtained from observations and interviews. There are several problems experienced by students both linguistically and non-linguistically as follows:

A. Linguistic Problems

1. Vocabulary (Mufradat)

Vocabulary means vocabulary or in Arabic known as Mufradat is a set of words or a treasure of words known to a person or other ethnicity, or is part of a particular language. Mastery of Arabic vocabulary is a person's ability to use the vocabulary owned to communicate and express ideas or ideas with their environment both orally and in writing. (Fajriah, 2015)

From the table of interview results, it is mentioned that there are 13 students who have difficulty in mastering vocabulary so that it becomes a problem when translating Arabic texts. In the observation of researchers, this vocabulary mastery factor is certainly very influential in the process of translating Arabic text, so what students can do is not to be lazy to find out the dictionary both digital and non-digital then the vocabulary is memorized. *Penguasaan Nahwu*

Nahwu is one of the basic parts of Arabic grammar that discusses the position of words in sentences and the shape of the final letter or harakat. From this definition, as an Arabic language learner, you must understand and be able to practice both in oral and written form. And this will affect the process of translating Arabic text.

From the interview table there are 4 students who have difficulty in mastering nahwu in this case the advice that can be given by researchers is to continue to learn nahwu material and practice, get used to reading Arabic texts then memorize and translate the text.

2. Finding word equivalents

The next problem that students often experience is determining the appropriate equivalent. Generally, this problem occurs at the level of vocabulary selection to translate a word in the source language, but determining the appropriate equivalent at the level of phrases as well as task words (particles) is also often found by the author. Students may have captured the message of the source text but to find words that match the message they still have difficulty.

From the interview table there are 9 students who have difficulty in finding word equivalents, of course this is also related to mastery in the source language and target language, so the advice that can be conveyed is to continue to increase vocabulary and read more texts both in the source language and target language.

3. Non-Linguistic Problems Lack of motivation to learn Arabic

Motivation is one of the factors that need to be considered in the learning process because motivation is what moves someone to do something. In learning Arabic, this motivation is also important because motivation has a major contribution in fostering interest in learning. Motivation in the context of foreign language acquisition is divided into two categories, namely integrative motivation and instrumental motivation. Integrative motivation requires a positive attitude from students towards language speakers. As for instrumental motivation, namely the feelings of language learners. (Rahman: 2018)

As the data in the table there are 4 students who lack motivation in learning Arabic. The solution that researchers can suggest is to hold seminars on the importance of learning Arabic so that students have motivation and interest in learning Arabic. Researchers' experience if diligently participating in these

activities increases motivation and interest in learning Arabic. No matter how good the method used in delivering the material if there is no interest in learning from students, the learning objectives will not be achieved.

KESIMPULAN

In the discussion above, the researcher found several important problems faced by students as novice translators when carrying out language transfer activities. The first problem that students often encounter is linguistic factors related to vocabulary mastery, ability to find word equivalents and mastery of word order or nahwu. Of course, this will affect the results of translating Arabic texts into Indonesian. In addition, there are non-linguistic factors that are also a problem, namely the lack of motivation in learning Arabic so that they also have difficulty in understanding Arabic texts and have an impact on text translation.

From the exposure of the problems experienced by students, there are several solutions that are expected to help students in solving these problems, namely getting used to reading source language texts and target languages, increasing vocabulary and starting to memorize then following nahwu learning and practice in order to improve the ability to understand and translate texts then continue to foster motivation to learn Arabic, one of which is by diligently attending seminars. From the results of this study, researchers hope to provide solutions to students who experience problems or difficulties in translating Arabic texts into Indonesian.

LITERATURE

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