

# Enhancement of Translating Arabic Text to Indonesian through Collaborative Learning Approach: (Action Research in the Department of Arabic Language Education, Faculty of Language and Art, Jakarta State University)

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**Keywords:** Arabic, Indonesia, Collaborative Approach, Translation, Text

**Abstract:** The aims of the study were to enhance the Arabic translation ability through a collaborative approach. The study was to explore the Arabic texts translation learning into Indonesian. The approach of research used action research. The research method used Exploratory Mixed Method. The procedure of research used Kemmis and McTaggart model. The process of collecting data were observations, interviews, diaries note and tests. The validity of research data used the Lincoln and Guba theories, namely credibility, transferability, dependability and confirmation. The results of the study shown that: 1) the process of improving Arabic texts translation learning into Indonesian was carried out in 3 cycles. In the first cycle, action activities were carried out through collaborative teaching and learning. In the second cycle, the process of implementing collaborative learning aimed to change the formation of group members who were changing at each meeting. In the third cycle, the action process has been refined through three building components of collaborative learning that complemented by critical thinking processes. 2) The results of improving Arabic texts translation into Indonesian from the first cycle to the third cycle have increased. It can be known from the average test score for cycle 1 was 64.9, cycle 2 was 73.3 and the third cycle was 81.6

## 1 INTRODUCTION

Translation needs must be addressed as opportunities and challenges for language observers and language educators in preparing an interpreter who can be accepted as a translator, who is considered capable of transferring language both orally and in writing. The process of preparing translators is certainly not easy, because the translating ability takes time. The preparation of this translator must be prepared by an official language education institution. Jakarta State University has prepared language majors. One of the competencies of its graduates is able to become translators, it is appropriate with the goals of learning in syllabus and curriculum. It has implemented in the Arabic Language Education Study Program.

Therefore, the Arabic Language Education Program, the Language and Arts Faculty at Jakarta State University provides translation subject, especially in the field of Arabic translation, which

are packaged in 6 credits, it is divided into three courses, namely 2 credits for Theory, 2 credits for practice (Translations I), and 2 credits for practice (Translations 2) (UNJ Academic Guidebook, 2013), all three courses offered in successive semesters are taught learning by several lecturers. In the implementation of the translation learning, the Arabic Language Education Study Program always wants to improve services to students, so they can feel enjoyment and ease in learning Arabic including Classroom Translation Courses. Because the translation learning process requires student knowledge starting from the meaning of the context, choosing the right diction and the target language, grammatical structures relevant to the target language, the relevance of meaning between sentences or paragraphs, and the process of translating and even understanding the culture from the target language to be achieved. Therefore, a translator must master all linguistic tools (language skills, grammatical knowledge) and non-language

(culture) from the source language to the target language.

As previously research for Russian students who learn the translate of American context (Klassen, Obdalova, &Averina, 2015). Whereas in research (Leontovich, 2015) has explained the factors that influence the intersemiotic translation of cultural meanings from Russian literary narratives to foreign cinematographic adaptations. So, it is important for everyone that the translation process involves context and culture.

Nida described that translation is one of the main meaning of building representations from other cultures. Translation involves two different languages (House, 2015). It can be concluded that the translation ability is needed by everyone. Because it can be used in everyday communication. For example, if a Muslim reads the Qur'an, they are able to understand the meaning or message must be translated. Besides that, the influence of the source language is very strong, difficulties and language errors can also be caused by factors lacking in mastering the target grammar system (Subyakto, Utari, &Nababan, 1994). So, the failure was caused by students are not find the target language system in their source language system.

The results of the interviews concluded that most students think learning strategies saturate. 65% of students assumed that the strategies were boring and it is not appropriate with translating learning. While 35% gave the assumption that the learning strategy was quite appropriate but it needed to be equipped with learning media to make it more maximal.

The first problem is the level of errors in translating. Text that has been translated does not have relevance meaning to the target language. From the results of observations and pre-tests, the researcher has obtained a mapping of the percentage of the difficulty level in the translation learning problem from Arabic language into Indonesian, among others (1) the selection of diction is inappropriate and lacks a relationship with text analysis with percentage by 20%; (2) errors in transferring the meaning of text with a percentage of 25%; (3) lack of understanding the relationship between the elements forming text, both sentences and paragraphs with a percentage of 27%; and 4) mastery of the structure and spelling of the Indonesian language is still lacking, such as the use of sentences that have no subject, incorrect prepositions, and incorrect use of capital letters and punctuation with a percentage of 28%. It is known that the error rate is more difficult to be dominated by the mastery of grammar structure.

Many studies have examined to solve translation problems. As conducted by Acioly-Régniera, he has examined Translation Competence as a Multidimensional Complex Aspect. This study aims to resolve didactic translation problems. The comparative study of the concepts of translation competence, main methodological characteristics, and means of competency formation makes it possible to define the purpose of teaching translation as the formation of translation competencies, consisting of the knowledge and skills needed for professional translator activities (Acioly-Régnier, Koroleva, Mikhaleva, &Régnier, 2015). So this study seeks to find out about the multidimensional aspects that students must improve translation competencies. Students easily understand the theory of translation. While the research Gural, Boyko, &Serova (2015) is known that the method of teaching literary translation using cognitive text discourse analysis has efficiency. It is confirmed in practice as a result of proven work skills. The same research conducted by Al-Hadithy about improving the ability to translate using new concepts (Al-Hadithy, 2015). This study examined the translation class with two types of treatment, namely the translation class taught using traditional and modern approaches. Traditionally or conventionally learning concept means teacher-centred, rigid, monotonous, it's not creative and students tend to only accept the material.

Therefore, it can be concluded that the problem of translating Arabic text into Indonesian refers to the main cause of the poor quality of the translation ability. Arabic Language Study Program used learning approaches that were less effective and less attractive to students during learning take place in class and a low level of structure knowledge in both Arabic and Indonesian. Thus, translation learning needs the learning approach that has become a more enjoyable concept of learning. Tomlinson said that the application of humanist learning is enjoyable learning (Tomlinson, 2003) and there must be mutual support between lecturers and students. Researchers assume that improving the translation learning process is more effective when used a collaborative learning model approach.

Smith & Mac Gregor added that collaborative methods are based on assumptions about student learning as follows; (1) learning is active and constructive; (2) learning is context dependent; (3) the student has a variety of backgrounds; and (4) learning is social (Smith & MacGregor, 1992). Barros (2011) shows that collaborative learning gave more advantages to students in translation learning.

This research focuses on acquiring interpersonal competencies through collaborative learning during the first phase of translation training activities at the Translation faculty in Spain. The results of theoretical and empirical studies show that collaborative learning, and interpersonal competence itself, does not develop exclusively with the concept of working together in teams, but students are aware of the reasons why they work together and they want to achieve in the team. So, collaborative learning must be followed by the awareness of students. A different learning approach is used by Alkhatnai in learning Arabic translation (Alkhatnai, 2017). In recent years, interest in improving the teaching of translation has greatly increased. One developing concept is Project Based Learning (PBL) which is popular in many fields of education: its main essence is involving students in authentic and practical translation projects. The results of the study showed that there were positive experiences from students in using PBL while translation learning.

Another study conducted by Romney (1997) entitled Collaborative Learning in a Translation Course. The results of the study indicate that collaborative learning, based on small group discussions carried out in accordance with certain rules, provides traditional class structure alternatives that have proven useful in acquiring a second language. This article explains its application in a translation course. A deeper understanding of source texts collectively, and a higher level of grammar accuracy, accuracy and equivalence can be achieved in translation through discussion. They get confidence.

Of the three studies have similarities with the concept of research that will be carried out in solving the problem of translating Arabic text into Indonesian in Arabic Education Study Program. It is being carried out applies a collaborative approach that is not only oriented towards building the concept of learning in collaboration but also building awareness of the concept of collaboration in the team while studying in the classroom. In addition, this approach provides new directions to students, learning can build concepts to solve problems faced by individuals or teams in groups. Thus, this concept is part of the novelty that wants to be tested on the application of a collaborative approach. Different research has been presented by Rabadi&Althawbih (2018) using a linguistic remedial program to improve the translation ability to translate Arabic prepositions. The results of the study indicate that there is good effectiveness.

Based on the background above, the focus of this research is to increase the ability to translate Arabic texts into Indonesian in Translation courses in the Arabic Language and Art Faculty Language and Education Study Program, Jakarta State University using a collaborative approach. While these-focus on this action research is 1) the process of improving the ability to translate Arabic texts into Indonesian through a collaborative approach, and 2) the results of the improvement in the ability to translate Arabic texts into Indonesian through a collaborative approach.

## 2 METHODS

This research used action research through the exploratory mixed method. The research procedure used the action model recommended by Kemmis and McTaggart. The sample of this study were Arabic Language Education majors in the Faculty of Language and Arts, the State University of Jakarta in semester 107 and semester 108 of the academic year 2017/2018, which received Translation courses in the fourth semester.

The research data collection technique was taken from the process of observation, interviews, diaries note, and tests. Research data validity conveyed by Lincoln and Guba using unique terms such as credibility, transferability, dependability and confirmation (Creswell, 2007). This study has two types of data analysis techniques namely qualitative and quantitative.

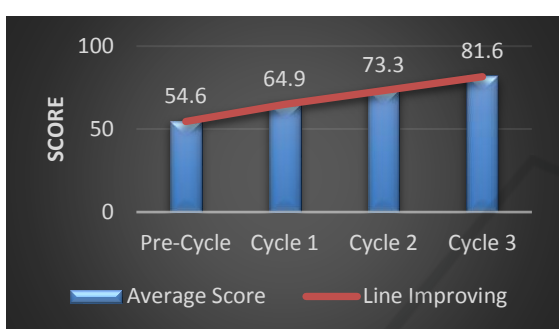
The qualitative data analysis technique used inductive process. This means that researchers observe the entire learning process, record the patterns in each data collected, formulate data by hypothesizing, and make conclusions. Parson and Brown (in Mertler) that there are three stages of data analysis, namely organization, description, and interpretation (Mertler, 2014). At the organizational stage, the activities carried out are making narratives of the data that have been found, making transcripts of the results of interview data, classifying data from the results of the observation sheet and the documents that have been collected.

The second stage is a description of each data that has gone through a reduction process and given a code. At this stage, the researcher connects the data with the research question. This aims to determine the needs of the research data. The final stage is interpretation. The researcher analyzes the data that has been reduced and organized so that the processed data can answer the focus needs of the

research. Quantitative data analysis is presented in the form of descriptive statistics, namely the average value, percentage, the largest value and the smallest value. Based on exposure from research procedures to data analysis techniques.

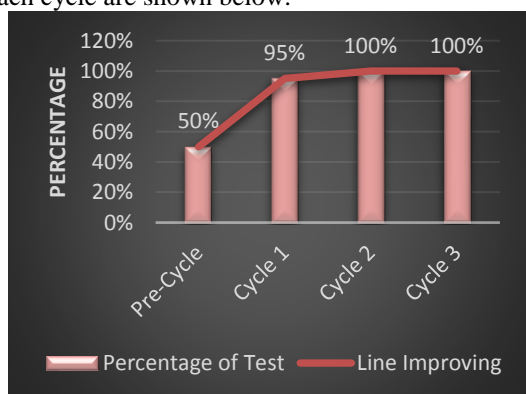
### 3 RESULT AND DISCUSSION

The result of the analysis data shows that there is an improvement of students' translation ability. It can be seen from the result of the test and learning process each cycle. In more detail, the changes can be seen in the graph below.



Graph 1: Comparison of Average Score in Translating Arabic Texts into Indonesian Test

Graph 1 shows a changing of the average scores for each stable cycle. Although the increase from each cycle to the next cycle has not undergone a very large change. However, this change means that the application of collaborative strategies in the translation learning process quite well, reaching an average value of more than 80. Besides that, the percentages of students' score that pass the test in each cycle are shown below.



Graph 2: Comparison of Graduation Percentage Test Score in Translating Arabic Text into Indonesian

Graph 2 concluded that the percentage of students who passed the test in translating Arabic texts into Indonesian showed a very good change. Overall, the number of students who passed the test in the first cycle had experienced 95% passing, but the scores obtained were still in the low category and the average scores obtained were still very low. This means that the success of the average score, daily score, and the number of student graduations has not been fulfilled. Then the concept of collaborative learning that has been applied in translation learning was built on the conceptual thinking of learning social constructivism theory.

Especially during this time, collaborative learning is only applied sequentially with various techniques, but only builds the concept of cooperation. In this study, the basic concept of collaborative learning is understood through the context of student psychology. Because cognitive, social, and student motivation are a very important part of improving students' ability to translate Arabic texts into Indonesian. As the results of research conducted by A, Volet, & J'arvenoja(2010) that recent research has recognized the importance of social aspects in motivation that arise in collaborative learning activities, these social aspects are understood as a source of direct influence on individual motivation. In this study tested the significance of motivation in collaborative learning.

There are two characterizations of social roles in the conceptualization of motivation, namely, social influence and social construction, and describes the case of research outside the cognitive-situative context and combines individual and social processes in motivational research. So, motivation in collaborative learning that has tried to bridge cognitive-situative gaps across theoretical perspectives or using different methods.

Thus, it can be concluded that the results of this study have a novelty value, namely the implementation of a collaborative approach which combines the concepts of aspects of social psychology, motivation, and cognitive. So that it has built the concept of creative and critical thinking patterns of students during the discussion process in three fairly good cycles. Although in the first cycle there were still difficulties in developing teamwork and communication, in the second and third cycles it became easier. This is because the lecturers have tried very optimally to improve teaching activities, encourage student learning desires and also become mediators that are in accordance with the needs of students.

The concept of social constructivism applied to learn translates Arabic texts into Indonesian through collaborative learning based on a learning process that focuses on students who are fully responsible for themselves. This means that students are taught to organize the learning process regularly. The collaborative is designed through a stimulation process working on translation assignments in group discussions that are assisted by peer learning so that students develop a sense of belonging. Learning is closely related to the cognitive development of students. The social-cognitive theory focuses on the social framework in which learning takes place (through the process of observation, modelling), the interaction of individuals with the environment, learning associated with reality, understanding the importance of situations and social contexts for learning.

In Trif's study (2015), analyzing the use of teaching strategies based on scaffolding development. The premise is that the teacher gives students all the information needed to complete the task, updates the rules so that students become able to direct their own attention, to plan and control their own activities. The concept of the research is in line with the research that has been developed in this action research. It is known that scaffolding is part of the application of collaborative learning. In this study, this technique was applied to a variety of concepts. Researchers have applied collaborative learning oriented to student participation, teamwork, highlighting the role of individuals in social groups so that it reflects the role of human beings as social beings, building the desire to help colleagues who have weak abilities, and focus on regular learning activities. These activities have been aligned with cognitive learning theories that have emphasized learning processes rather than learning outcomes.

The application of activities in collaborative learning indirectly develops communicative concepts that run in two directions or interactively. In addition, students who have weak abilities feel motivated by peers in learning. This increases the motivation process of students to continue learning. In addition, students are trained to think critically. Because everyone is required to give an opinion to the discussion group. In Kwan & Wong's (2015) study it was found that constructivist learning environments have a direct influence on critical thinking skills, cognitive strategies and motivation bridge bridges the relationship between constructivist learning environments and critical thinking skills. Thus, it can be said that the learning process based on the concept of collaboration

provides mediation or facilities to students in building a sense of self-confidence and motivation to learn, critical thinking patterns, ways to communicate and a dynamic social environment.

Implementation of collaborative learning approach in the translation learning process refers to Reid's theory concept. There are five stages that are implemented in collaborative learning for Translation learning. The first is engagement. At this stage, the lecturer evaluates the ability to explain, the desire to learn, and the intelligence possessed by students. Based on the concept, the lecturer divides students into groups. Each group has a variety of student abilities ranging from low, medium and high levels. This activity appears in the preliminary activities. This stage appears in the learning process in the first cycle. In the second cycle, the assessment of the ability of students appears at the appearance of each student in reviewing the material that has been studied. This is the same in the third cycle. However, the division of the second cycle group was carried out alternately based on the learning outcomes in the meeting. For the third cycle carried out in pairs.

The second stage is exploration. At this stage, the lecturer starts the teaching and learning process by stimulating students to actively conduct question and answer and discussion in groups. In addition, students are also involved in providing material or having Arabic texts to be translated into Indonesian. Every cycle starting from the first cycle to the third cycle, this exploration activity is carried out at the beginning to sharpen students' understanding of the material to be studied and review the material that has been studied.

The third stage is transformation. From the different abilities possessed by each student, then each member exchanged ideas and held group discussions. That way, students who initially have low achievements, over time will be able to increase their achievements because of the mutual learning process from students who have high achievements for students who have low achievement. This activity also takes place with the concept of interdependence among students, but lecturers continue to build students' independence in learning and completing individual tasks. At this stage, the learning process is built that prioritizes collaboration. In research Mandal (2009) and Siddique & Singh (2016), cooperative learning students are given the opportunity to write and rewrite what they have written. Peer criticism helps students sharpen their knowledge of the structure of essays and the rules of grammar.

From the results of this study known that in the process of collaborative implementation is the concept of cooperation is a very important part. Thus, the process of student social life is well built. This can affect the concept of applying student collaboration. As found in research (A, Violet, & J'arvenoja, 2010), in the development of collaborative learning constructs it was found that well-developed social roles influenced the level of motivation of students in collaborative learning. The same study conducted by Navarro-Pablo & Gallardo-Saborido (2015) showed that cooperative learning and task-based learning were effective in teacher training activities. The same is done from Saborit, Fernández-Río, Cecchini Estrada, Méndez-Giménez, & Alonso (2016) that there are positive attitudes and perceptions of teachers related to the implementation of cooperative learning in the context of education. The same opinion from Slavin (2015), cooperative learning is the best learning concept to improve student achievement when the learning group has the same goal. From this view can be understood that cooperative learning has the same concept with collaborative learning. Because learning has the purpose of building togetherness.

The fourth stage is the presentation. After the discussion is complete, each group has to deliver the translation results. Other groups or other students must make notes and provide corrections. Then students are asked to convey the results of their assessment through a question and answer process. The fifth stages of exploration, movement and presentation are carried out at the core activities. This activity is carried out for 60 minutes or more.

The fifth stage is a reflection. This stage appears in the closing activity. The lecturer designed the closing activities very attractively and increased the interest of students to continue translation learning. After completing the presentation, a question and answer process occurs between groups. This question and answer are aimed at the process of reflection on the teaching and learning process of Arabic texts into Indonesian. Students also provide an alternate review of learning outcomes and an assessment of the results of the translation.

Some advantages that have been found from each meeting for three cycles include;

- a. Building an attitude of working together and tolerance for differences of opinion, ideas, raised by students during the discussion process.
- b. Creating a sense of responsibility and concern for colleagues who have difficulty in translating Arabic texts into Indonesian.

- c. Building critical thinking skills in giving an assessment of the results of the translation.
- d. Providing an in-depth understanding of the different ways of working together in teams and individuals.
- e. Building a concept of mutual motivation among friends.
- f. Creating an interactive communication process.

So, collaborative learning during the learning process of translating Arabic texts into Indonesian is able to stimulate creativity and critical thinking patterns of students, develop attitudes towards the teaching and learning process, and can broaden horizons. Collaborative learning instils cooperation and tolerance for other people's opinions and helps each other among students. the excess found proved this assumption.

## 4 CONCLUSIONS

The results of improved learning to translate Arabic texts into Indonesian using collaborative learning have shown very good development. The average score of each cycle has shown changes. The average score of the test in pre-action to the first cycle has increased by 10.3 or from 54.6 to 64.9. The average score from the first cycle to the second cycle increases 8.4 or from 64.9 to 73.3. The average score from the second cycle to the third cycle also increases 8.3 or from 73.3 to 81.6. This study has several implications. The collaborative learning approach is learning that can be applied to any subject. In addition, collaborative learning is also suitable for large classes of more than 20 students. Because the concept of learning-built collaboration awareness. The results of this study recommend the practice of teaching and learning foreign languages such as Arabic. Researchers can use collaborative learning for other subjects that have characteristics according to learning needs.

For Arabic lecturers, the results of this study can be used to be one of the choices of learning approaches that can be combined with other learning approaches or methods for teaching Arabic. It's not only for the learning process in the class but also the lecture can be used to design syllabus. In addition, the results of this study can also be used as a guide for designing translation material or modules for courses. For students, collaborative learning combines using varied learning media can attract the desire to study in class. The results of the study show that collaborative learning has developed a thinking pattern of students who are more critical and

creative. Students are able to have a positive attitude in working with colleagues. In addition, students also have the ability to assess the results of student assignments very well.

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