



# The problem of translating arabic texts for students in public intermediate schools

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## Abstract

Teaching materials in the teaching of Arabic in middle school One of them is the translation of some short and long sentence, as in the conversations and topics of choice that fit the curriculum.

It is also taught to students of simple Arabic wholesale. However, from the information obtained by the researcher from the Arabic teacher he says that the students could not master this skill, this situation can be seen from their duties in translating the Arabic language into English language still suffer from limitations in the syntax of the sentences and the choice of words in the particular expression. The difficulty of the text can be related to the translator's level of ability. There are two things that are interrelated: the text is easy because the translator's level of ability is very good, or the text is difficult because the translator's level of ability is still very low. This background is what drives the researcher to look into the problem of translation that is happening to students at the second Inter-Governmental Secondary School Bengkulu. The researcher uses a method of qualitative descriptive method. Research subordinates are students in the second semester of the second Islamic secondary school. The method of collecting data used by the researcher is interview, observation and documentation. Data analysis used is data collection, data identification, data presentation and data mining. The results of the research obtained by the researcher are from the data collected by the researcher, whether from the interviews, observations and documentation obtained by the researcher, the problems faced by students in translating the Arabic texts into the English n language of students in the second semester in the second intermediate Islamic Islamic State School are two main problems, namely the linguistic problem and the non-linguistic problem.

**Keywords:** problems, translation

## Introduction

In the study of the Arabic language there are some skills that should be achieved by learners or for those who wish to learn and understand the Arabic language, which are four skills that consist of listening skill, skill Speaking, reading skill and writing skill. But you are not limited to these skills only, but you need translation skill as well.

She should have the skill to have problems for students, especially in translating Arabic texts into English. The types of problems that students face in translating Arabic texts both in terms of lack of vocabulary and lack of understanding of grammar in translation to convey messages from Arabic into English requires special knowledge and skills in linguistics. Meanwhile, Indonesian has a standardized and non-standardized language that differs from Arabic. Often, the problem of translating Arabic into English is recurring and related to linguistics, as well as many c issues of different things between Arabic culture and English culture, especially in everyday expressions. Among the linguistic factors are differences in Sound system, grammar (transformation and morphology), vocabulary, style (phrasing) and writing. While among non-linguistic factors socio-historical.

Teaching materials in teaching Arabic in middle school, one of which is the translation of some short and long sentences, as is the case in subjects and selection topics that fit the curricula. It is also taught to students in simple Arabic. However, from the second chapter, the information obtained by the researcher

from the teacher of the Arabic language says that the students did not master this skill. There are two constraints in the structure of sentences and the choice of words in the particular expression. The difficulty of the text can be related to the level of ability of the translator, and there are two interrelated things: the text is considered easy because the level of ability of the translator is very good, or the text is considered difficult because the level of ability of the translator is still very low. However, since the translator is the main component of the translation process, his level of ability becomes the determining factor in the success of the translation. And if he has a comprehensive competence, then the problems that arise in the practice of translation can be easily overcome. On the contrary, a novice translator who has a low competence in translation is still very limited, and these will be various kinds of background difficulties that drive the researcher to look for a translation problem. Which happens to students in the second semester of the Islamic Intermediate School.

## Theoretical framework

According to Gadamer's dictates that "reading is the act of translating and translating is the act of translating for the second time" that is reciting and translating is translating for the second time. From this statement I revealed that reading is an activity. Actually, reading too. Because when reading, whether in the same language or in a foreign language, a person tries to guess what is meant in the reading.

While guessing, the meaning of the sentence in the text and it is on the translation process in reality. According to Jacobson, translations broadly fall into three categories: (1) interlingual translation (internal translation), i.e. translation that occurs in the same language (2) interlingual translation (internal translation) i.e. translation from one language into another language (3) Intersemiotic translation (translation) intersemiotic, that is, translation in forms.

The word translation in terms of etymology has four meanings, namely:

- Transfer speech to people who are less able to accept speech.
- Explanation of speech in the same language as the example, examples are explained from Arabic to Arabic or English in English.
- T Interpretation of speech using a different language Example, explanation of examples from Arabic explained in English and vice versa.
- Transforming speech from one language to another, such as redirecting the Arabic language to the English language.

From the above clarification, this term translates into a basic idea to convey, explain, interpret, or transform speech, either using the same or different language. The term translation is the replacement of a text in one language (the source language) with the equivalent text in another language (the target language).

#### **The translation process goes through three stages**

- The analysis stage as an attempt to understand the source text through linguistic and meaning studies, to understand the translated material and to understand the cultural context.
- The stage of conveying the meaning or message included in the source text.
- The reconstruction phase in an attempt to synthesize translation sentences to obtain the final result of translation in the target language.

As Salahi saw, the translation strategy consists of the following steps: (1) identifying problems, (2) linguistic analysis, (3) searching and retaining information, and (4) research and selection for information (5) pulling conclusions about the content of the text and (6) contextual-textual considerations (7) monitoring tasks. However, in general, as Jaskelinen noted, there are two types of translation strategies. This strategy included looking at readers' segmentation of language in the translation text, identifying users' behaviors, and the like; And local strategies, of particular importance, for example, to search for vocabulary, and so on.

The translation obtained is an integral part of the translation method used. Translation methods are common choices. Choose these from the text as a whole. The method is determined by a pattern, although according to Molina and Albert, the method of translation refers to the specific means used in the translation process according to the purpose of the translator. In general, translation method is the technique, or procedure chosen by the translator when carrying out translation activities or addressing problems encountered

during the translation process. It is possible that the goal of translation is related to the choice of the method itself. The choice and use of this method is merely in terms of the translator's tendency to deal with the text in general. In dealing with the use of more text, it may be translated from one way. But that there is a way dominant one, which is in terms of the translator's inclination during the translation process.

Learn about two methods of translation, the literal method and the interpretive method. In fact, the subject of good or bad translations from literal translation or interpretive translation has long been hotly debated. Next, the literal method focuses on the word, and it responds to the textual structure of a language Source. Whereas the expository method does not focus on the word, and pays close attention to the structure of the text in the source language. The literal method is a method of translating that imitates the source order and sequence Syihabuddin says that the target in this literal method is the word (Syihabuddin: 2005,70) <sup>[9]</sup>.

The hermeneutic method is a method of translation that does not pay attention to system tradition and source sequence. The prominent orientation of this method is to convey the meaning so that the translation has a good picture of the meaning and intent of the source text and intact. Abdul Munip said that the main advantage of the translation method of this kind is a real understanding of the text and the target audience (13: Abdul Munip, 2009) <sup>[1]</sup>.

The aim of translation is to convey the news in the language of the recipient. However, in presenting the news through the language of the recipient, there is a matter that requires some modification of the grammar and vocabulary and before it is required first, the students understand to read and write, then after that the vocabulary.

Difficulties arise in translation from one language to another, either linguistic or non-linguistic:

#### **A. Linguistic problems**

##### **a) Vocabulary**

The thing that you face from language problems is often vocabulary difficulties, because of very limited knowledge of the language or words that contain the meaning is unknown (Ulinuha, 2012:65) <sup>[10]</sup>.

##### **b) Grammar**

It often happens that the translator is fluent in grammar books. For example, defining the verb, the subject and the object (Mulyanto, 2012: 83).

##### **c) Wholesale order**

One cannot translate arbitrarily, word by word from Arabic into English but to place the words on it within the general context of the unit, as well as the wording of the Arabic language is completely different, even in contrast with the wording.

##### **d) Transfer**

Conversion is one of the difficulties of translation, especially with regard to people's names and their source city and target language. These difficulties can be overcome by intensively

trying to acquire bilingual ability, language.

### e) Language development

Language development depends on the development of science and science, such as terminology of words, or phrases that were not. The language previously available was Arabic. This difficulty can be overcome by researching and following the evolution of the language, particularly the terminology appropriate to certain disciplines.

## B. Non-linguistic problems

### a) Socio-cultural

It usually involves general non-linguistic difficulties, which are social and cultural difficulties. The social and cultural in Arabic must be different from the social and cultural in the language.

### b) Indecision and boring

Many students and the younger generation today, have become hesitant and bored with the Arabic text due to the lack of mastery of the Arabic language and lack of knowledge of the meaning of the words. This difficulty can be overcome by starting to read books or simple text written in Arabic (Abdul Munip 2009:12) <sup>[1]</sup>.

### c) Various abilities of the compiler

The difficulty of the text can be attributed to the level of emerging translation ability, which are two interrelated issues. The text is considered easy because the level of ability of the translator is very good, or the level of the text is considered difficult because the ability of the translator is still very low (M. Rudolf, 2011: 60) <sup>[6]</sup>.

## Research Methodology

The researcher uses a kind of descriptive qualitative approach. The research subordinate is the students in the second semester, the data collection method used by the researcher, which is interview, observation, and documentation. Data analysis used is data collection, data identification, presentation, and conclusion.

## Presentation and discussion of data

From the data previously collected by a researcher, whether from interviews, observations, and documentation obtained by the researcher, the problems that students face in translating Arabic texts into English among students in the second semester of the Islamic Intermediate School are two main problems, namely the linguistic problem and the non-linguistic problem. Then, according to the researcher as an analysis, the linguistic problem there describes as follows:

- The students could not distinguish the different types of verb changes such as the past tense, the present tense and the imperative verb.
- The students did not prepare to organize the sentences in their translation (a long sentence).
- If the students could not distinguish between the noun sentence and the verb sentence, it becomes difficult for the students to translate them.

In between, the non-linguistic problem there describes is as follows:

- The student's lack of knowledge of Arabic vocabulary and its meaning.
- The students feel that the explanation from the teacher is not equal in the class, so the students who did not learn Arabic in school before will be difficult in terms of translation.
- Students tend to get the impression that learning Arabic (translation) is much more difficult than learning another foreign language.
- Students' ability to comprehend learning Arabic, including in terms of translation, is different. Among its reasons is a different educational background for them, and here, like some students, here are those who have been taught Arabic since elementary school, but there are also people who have not learned Arabic at all.
- Students' uneven knowledge of vocabulary and sentences they read.
- The lack of interaction between the teacher and the students, there is no question and answer between them, and the teacher does not give a detailed example.
- Decreased private Arabic learning time, and the teacher usually explains in the classroom only explicitly, and examples of his explanation are very few.
- There are linguistic differences between Arabic and English such as form and syntax. Even different in the book it turns out Arabic and English is also a problem for students.

## Conclusion

The problems that students face in translating Arabic texts into English for students in the second semester of the Islamic Intermediate School are the linguistic problem and the non-linguistic problem.

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