

PROCEDURES IN STRUCTURING VERBAL SENTENCES IN TEACHING AND LEARNING MALAY-ARABIC TRANSLATION COURSE

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ABSTRACT

This paper discusses the procedures used in teaching and learning Malay-Arabic translation courses for students of Bachelor of Arabic Studies with Education. This procedure is designed to facilitate the problem of students in structuring Arabic sentences based on the correct method of translation. Referring to the natural translation theory by Nida and Taber that prioritizes message delivery despite changes to the original text. This method was introduced as an alternative to students to construct Arabic sentences when translating according to the procedure that has been designed systematically for teaching and learning (T&L). This procedure is divided into five steps. The first step is understanding the text through intensive reading. Next, in the second step is finding the meaning of difficult phrases by using dictionary and discussion. The third step, which is the main basis of the procedure is breaking the paragraphs of text into short sentences based on verb phrases. The fourth step is categorizing each sentence into the Arabic syntax structure for verb phrases. The fifth step is compiling and building a draft sentence which is translated directly through the translation text based on the steps above. The outcome of using this procedure increases the quality of Malay-Arabic translation and making it more understandable as students apply the structure of a correct Arabic sentence. This procedure will be used as an alternative for students in practising scientific translation in accordance with translation procedures.

Keywords: procedures, structures, sentences, translation, Malay-Arabic

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1. Introduction

This paper aims to introduce procedures in structuring sentences using Arabic verbal phrases based on Malay-Arabic translation techniques taught in the third semester of translation classes for the Elementary Translation course and sixth semester for the Applied Translation course for students of Bachelor of Arabic Studies with Education at UPSI.

This technique was first introduced to students in the 6th semester for the session of 2016/2017 after going through several phases of using semantic and free translation methods. However, in view of the limitations of students who are able to master good Malay-Arabic translation using semantic and free techniques, lecturers have to use a variety of other techniques and methods to achieve the objective that students are capable to translate at least the meaning of sentences into simple standard Arabic grammar structure.

In the practice of translation, the method used must be text-based. The main difference is that

students need to understand the original text first, choose the right word and structure the new sentence. Students are relatively text-bound and not free. This complexity is simplified by the introduction of several translation theories such as meaning translation and free translation theory to give students a chance to structure sentences comfortably. Besides, the comparable method of Malay-Arabic equivalent texts also expose students to the structure of Arabic sentences.

The practice of translating Malay-Arabic texts is much more complicated than translating Arabic-Malay texts. This is due to the weakness of the students themselves who do not master the writing skills. The issues of the students' weaknesses have been discussed in detail by national researchers and academicians. The weaknesses in Arabic writing are found in five aspects, namely orthography and spelling, syntax and morphology, sentence structure, vocabulary and strategy (Sumaiyah Sulaiman, 2018).

Arabic language students experienced this problem since the school years and weakness was further brought to the university level. The problem becomes more apparent when focused on the weakness of structuring phrases and sentences, which is the main means for effective communication as found by studies such as Rosni (2012), Che Radiah (2009), Noor Anida binti Awang, Norhayati Binti Che Hat and Nurazan binti Mohmad Rouyan (2014) and Ghazali Yusri and Ahmad Bin Salleh (2006).

Based on the studies above, among the factors that lead to this weakness is due to the fact that the students are affected by the structure of their mother tongue. Other reasons are, low mastery of Arabic vocabulary, negligency and no high motivation in learning. This weakness can be seen through significant mistakes in their writing and also in their translation texts from Malay into Arabic language (Al Muhsin et al., 2020). The usage of dictionary is not enough help to convey the translation's meaning, because the dictionary only translate words and phrases. The example given is also limited. Even if the students were able to find the meaning of each word but they still have trouble in structuring sentences into Arabic.

Rosni Samah (2012) found that university students who graduated from religious secondary schools were more capable of structuring Arabic nominal phrases comparing to verbal phrases because the structure of nominal phrase was more similar to the structure of the Malay phrase. Among other factors contributing to the students' weakness in writing and developing perfect Arabic verbal phrases are lack of vocabulary, lack of grammar training, lack of assessment techniques in writing and inadequate reference materials in Arabic (Zulkifli, 2000). Jassem Ali (2000) stated that students' error in constructing Arabic sentences included misuse of verbal sentences and usage of particles. These students' weaknesses at schools are carried until they continue their studies at university, some of whom are having trouble distinguishing between verbs

and nouns, and not being able to construct a sentence pattern correctly.

Saipolbarin et al. (2018) introduced verb phrase formulas that use transitive verbs called "apple fruit" sentences and verbs that use non-transitive verbs called "go to school" sentences. This study was created as an effort to enhance the skills of UPSI trainee teachers who will teach Arabic in schools across the country. This formula was then developed into a Kit-media model of Arabic verb phrase pattern with six main components involving the two sentence patterns above (Saipolbarin et al., 2019).

Taj Rijal (2015), introduced comparable method in learning Malay and Arabic structures. Through this method, it can be used to search for comparabilities in texts and sentences between the first language and the second. Each text identified as having immediate equivalent will be used as teaching and learning tool in the classroom. It helps students to Arabic translators in structuring new sentences into Arabic by comparing and evaluating the original texts in the corpus. At the same time students are able to understand and recognize indirectly the structure of the original Arabic sentences

2. Malay-Arabic Translation Procedures

During T&L of translation course, students are reinforced with recognition of Arabic sentence structures before entering the translation stage. In Arabic syntax, sentence is divided into two structures, namely nominal sentence and verbal sentence. Based on these structures, transformation is applied by the addition of a functional word or phrase. Verbal sentence requires verb and noun in a sentence. Arabic is constructed based on 'VS' rule [V=Verb, S=Subject] (Azman Che Mat et. al, 2014). The areas of differences between Arabic and Malay in verbal system can be specified in tense, in Arabic is an inflectional category which locates the action expressed by a verb at a time relative to the moment of speaking past, present and future, while in Malay tense may be expressed by auxiliaries (Asem, 2013).

This method is introduced to students in five steps. The first step is to read and understand the text. The second step is to find and solve complex word phrases or sentences to translate into Arabic. The third step separates the text of the paragraphs into short sentences based on verb phrases and translation into Arabic. Students are encouraged to use colored markers or recognizable markers to express the verbs and nouns (performers) in verb

phrases. The fourth step is the process of categorizing each sentence which is divided into the Arabic syntax structure of *fi'il*, *fail*, *maf'ulun bihi* / *syibh al-jumlah* and *mukammil al-jumlah* as set forth in table 1. The fifth step is to compile and build a draft sentence in a perfect paragraph. These Five Steps are illustrated in the following figure 1:

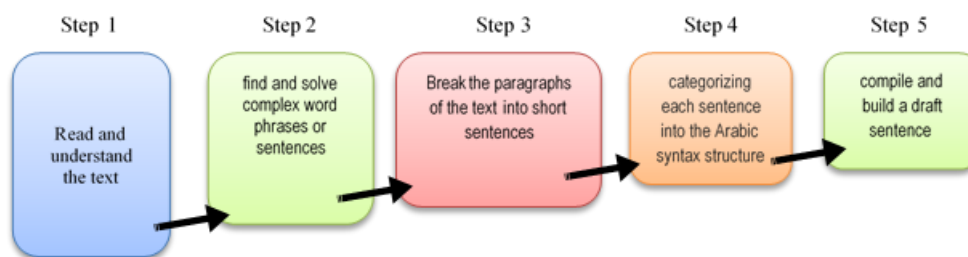


Figure 1. Translation procedure for Malay-Arabic verb sentence

Example: Exercise 1

Text is selected based on the difficulty level of the translation and considering the students' ability. In this step, students are asked to read intensively to gain an in-depth overview of the textual content and sentence structure that will be translated into Arabic. If students find it difficult to transfer information, they move on to the second step by searching for the meaning and words' meaning by discussing, using a dictionary or asking questions.

Text 1

"Beruang putih hidup di Kutub Utara di mana cuacanya teramatlah sejuk dan airnya menjadi beku. Ia langsung tidak mengendahkan keadaan cuaca yang sejuk sebegitu kerana bulunya tebal. Tidak ada beza baginya antara daratan dan lautan, berenang di lautan sama juga seperti ia berjalan di atas daratan."

Beruang putih **hidup** di Kutub Utara / di mana cuacanya teramatlah sejuk dan airnya menjadi beku. / Ia langsung **tidak mengendahkan** keadaan cuaca yang sejuk sebegitu kerana bulunya tebal. / Tidak ada beza baginya antara

daratan dan lautan./ **berenang** di lautan sama juga seperti ia **berjalan** di atas daratan.

Beruang putih **hidup** di Kutub Utara / di mana cuacanya teramatlah sejuk dan airnya **menjadi** beku. /

Ia langsung **tidak mengendahkan** keadaan cuaca yang sejuk sebegitu kerana bulunya tebal. / Tidak ada beza baginya antara daratan dan lautan,/

berenang di lautan sama juga / seperti ia **berjalan** di atas daratan.

In the third step, the paragraph of Text 1 above is divided into sentences based on the verb (فعل) as in Table 1 below. Then in the fourth step, the students have to complete the table below by entering the verb in the *fi'il* box, the noun performer in the *fa'il* box, the object / preposition in the *maf'ulun bihi/ syibh al-jumlah* box and complementary sentence in the *mukammil al-jumlah* box. At this point, students need to be aware of the different tenses for verb, the singular and plural (*mufrad*, *jama'*, *muthanna*) as well as masculine and feminine changes in Arabic.

Table 1: The fourth procedure of sentence categorization

مكمل الجملة	مفعول به / شبه الجملة	فاعل	فعل	
cuacanya teramatlah sejuk dan airnya menjadi beku	di Kutub Utara	beruang putih	hidup	1
طقسه بارد جدا وماءه جامد	في القطب الشمالي	الدب الأبيض	يعيش	
kerana bulunya tebal	keadaan cuaca yang sejuk	Ia	tidak mengendahkan	2
لأن صوفه كثيف	أحوال الطقس البارد	يـ (هو)	لا يبالي	
Tidak ada beza baginya antara daratan dan lautan				
لا فرق بين البر والبحر				
	di lautan	Ia	berenang	3
	في البحر	يـ (هو)	يسبح	
	di atas daratan	Ia	berjalan	4
	في البر	يـ (هو)	يمشي	
1. يعيش الدب الأبيض في القطب الشمالي / طقسه بارد جدا وماءه جامد 2. لا يبالي بأحوال الطقس البارد 3. يسبح في البحر 4. يمشي في البر.				step 5
يعيش الدب الأبيض في القطب الشمالي حيث طقسه بارد جدا وماءه جامد. <u>حقا أنه لا يبالي</u> بأحوال الطقس البارد لأن صوفه كثيف. <u>لا فرق بين البر والبحر</u> ، يسبح في البحر كأنه يمشي في البر.				

In the fifth step, students use their own skills to connect from one sentence to another to form a perfect paragraph. These skills are usually acquired by students who are proficient in Arabic. If the student has successfully completed the fourth step of the technical translation, training objective has been achieved. Lecturers only need to complete T&L by teaching the skills of completing sentences in step five (Al Muhsin & Ahmad, 2020). Capability of forming varied sentences in step five is an added value for students in learning sentence structure translation as the following:

Option 1

يعيش الدب الأبيض في القطب الشمالي حيث طقسه بارد جدا وماءه جامد. حقا أنه لا يبالي بأحوال الطقس البارد لأن صوفه

لا فرق بين البر والبحر ، يسبح في البحر كأنه يمشي في كثيف البر.

Option 2

يعيش الدب الأبيض في القطب الشمالي. وكان طقسه باردا جدا وماءه جامدا. في الحقيقة أنه لا يبالي بأحوال الطقس البارد لأن صوفه كثيف. لا يفرق بين البر والبحر ، يسبح في البحر كما يمشي في البر.

Students are also given the freedom to add words and change style of language as long as they do not swerve away from delivering meaning such as changing the verb phrase to noun phrase. In this step, students are practising the natural translation theory by Nida and Taber (2003) that prioritizes

message delivery despite changes to the original text.

الدب الأبيض يعيش ← يعيش الدب الأبيض في القطب الشمالي
في القطب الشمالي

Or changing the structure such as *taqdim* or *ta'khir* which is to change the structure of several sentences from front to back or vice versa such as:

لا فرق بين البر والبحر ، يسبح في البحر كما يمشي في البر.

يسبح في البحر كما يمشي في البر ، لا فرق بين
البر والبحر.

Example: Exercise 2

Text 2 was randomly selected from Bernama to train students' ability to master media terms and styles.

MKN adakan mesyuarat tergepar petang ini - 7 MAC 2017

“KUALA LUMPUR - Majlis Keselamatan Negara (MKN) akan mengadakan mesyuarat tergepar petang ini berhubung tindakan Korea Utara menyekat rakyat Malaysia daripada meninggalkan negara itu. Sumber memberitahu Bernama mesyuarat tertutup itu akan dipengerusikan Perdana Menteri, Datuk Seri Najib Tun Razak di

Pangkalan Udara TUDM Subang pukul 6 petang ini, sebaik pulang daripada menghadiri Sidang Kemuncak Pemimpin Persatuan Negara-Negara Pesisir Lautan Hindi (IORA) di Jakarta. Mesyuarat dijangka dihadiri Timbalan Perdana Menteri Datuk Seri Dr Ahmad Zahid Hamidi, pegawai kanan Polis Diraja Malaysia, Jabatan Imigresen, MKN dan agensi-agensi yang terlibat dengan penguatkuasaan undang-undang dan keselamatan negara.”

KUALA LUMPUR - Majlis Keselamatan Negara (MKN) akan mengadakan mesyuarat tergepar petang ini /berhubung tindakan Korea Utara / menyekat rakyat Malaysia daripada meninggalkan negara itu.

1. Majlis Keselamatan Negara (MKN) akan mengadakan mesyuarat tergepar petang ini / berhubung tindakan Korea Utara
2. menyekat rakyat Malaysia daripada meninggalkan negara itu.

فعل	فاعل	مفعول به / شبه الجملة	مكمل الجملة 2
akan mengadakan	Majlis Keselamatan Negara (MKN)	mesyuarat tergepar petang ini	berhubung tindakan Korea Utara
سيُعقد	مجلس الأمن القومي	اجتماعا طارئا	حول قرار كوريا الشمالية
menyekat	Korea Utara	rakyat Malaysia daripada meninggalkan negara itu	
تمنع	كوريا الشمالية	الماليزيين من مغادرة البلاد	
1. يُعقد مجلس الأمن القومي اجتماعا طارئا / حول قرار كوريا الشمالية 2. تمنع كوريا الشمالية للماليزيين من مغادرة البلاد			
سيُعقد مجلس الأمن القومي اجتماعا طارئا حول قرار كوريا الشمالية التي تمنع الماليزيين من مغادرة البلاد			

step 4

step 1 & 2

step 5

In this exercise, students are given the opportunity to add and remove unnecessary words in sentences such as the repeated noun كوربا الشمالية which appeared twice.

The five steps procedure focuses solely on developing verb sentences to train students to get used to the standard Arabic language writing (Al Muhsin et al., 2020). Students are given regular training so that their skills improved and practised consistently within T&L when they are at university or at school.

3. Conclusion

The outcome of the implementation of this procedure in T&L of translation course among UPSI students of Bachelor of Arabic Studies with Education solve some of the difficulties faced by students in translating Malay-Arabic texts which is considered difficult by most students. This method helps students to formulate Arabic sentences in structure and at the same time the translator can understand the text to be translated through sentence categorization practices. This procedure is suitable for students who are already proficient in Arabic syntax and morphology, while poor students will have difficulty and take longer to complete the fourth and fifth steps of the procedure. At the same time, students will be able to learn writing techniques and also understand the text based on their study of the effect of verb sentence phrases. This procedure is expected to produce as translation tools in developing a method of translation in teaching and learning of Malay-Arabic translation courses.

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