

CHAPTER I

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

Teaching Islamic studies in Pesantrens is among the great traditions of Indonesia. As the centre of traditional Islamic education, pesantren is regarded as an exclusive institution. For many decades, pesantrens tend to defend their exclusive attitudes towards the social changes in general and the development process in particular. This tendency is excellently illustrated by Amien Rais (1991: 162) as the peace sacred place in the middle of enthusiasm waves, *sanctum sanctorum tranquilis in undus*. However the values of pesantren's tradition have deeply rooted in Indonesia. It spreads throughout the Indonesian archipelago particularly the island of Java.

Azyumardi Azra in Nurcholish Madjid (1997a: xx) describes that pesantren has three main functions namely: Transferring Islamic studies, maintaining Islamic tradition, and reproducing the leader of Islam. Those significant functions correlate with the Arabic mastery, since Arabic is the main medium through which subjects are learned. In particular, as the language of the Qur'an – the Islam's sacred book revealed to the prophet Muhammad – Arabic is to some extent familiar throughout the Muslim world (Beeston, 1970: 11 & 13).

Teaching Arabic reflects an important development in the dissemination of Islamic studies, because it is a second language among Islamic community, especially pesantrens. Crystal (1989: 368) explained that a second language (SL)

is a non-native language that is widely used for purposes of communication, usually as a medium of education, government, or business.

In a second language teaching process, there are some methods that can be applied. Among them are *the grammar translation method* and *the communicative approach*. *The grammar translation method* was in fact first known in the United States as the Prussian Method. This Method is based on the meticulous analysis of the written language, in which translation exercises, reading comprehension, and the written imitation of text play primary role. Learning mainly involves the mastery of grammatical rules and memorization of long list of literary vocabulary related to texts chosen more for their prestigious content than for their interest or level of linguistic difficulty.

Meanwhile, *the communicative approach* is based on the meticulous analysis of the meaningful linguistic features that enable learners to use them in the receptive communication (reading and listening skills) and the productive communication (writing and speaking skills). It seems more humanistic because learning activity in the class is learner-centred rather than teacher-centred. Learners get more autonomy, responsibility, and creativity in learning process; while the teacher functions only as facilitator to coordinate learning activity in the class.

Related to teaching Arabic in Pesantrens particularly in reading tasks, there is an interesting phenomenon to investigate, namely the use of *the grammar translation method* since previous time up to now. Considering that almost all santris cannot speak Arabic, reading texts are translated word by word into

Javanese. The Javanese used is rather different from the one generally used in society, but it cannot be called Kawi Javanese. The structural pattern used in translating the texts is also quite specific; depend on the grammatical pattern in Arabic sentence. For examples: a nominative case (*mubtada'*) will be translated by using preposition *utawi*, predicative case (*khobar*) by using preposition *iku*, and object or *maf'ul bih* by using preposition *ing* (Nurcholish Madjid, 1997a: 22 & 23).

According to Martin Van Bruinessen (1995) in his book entitled *Kitab Kuning, Pesantren, dan Tarekat: Tradisi-Tradisi Islam di Indonesia*, most of the classic texts learned in pesantren is *manzhum*, namely written in rhythmical lyrics to make it easy for memorization. The longest work of *manzhum* is *Alfiyah Ibnu Malik* (a text about Arabic grammar which consists of thousand lyrics).

In general, the focus of education in pesantren is proficiency in some principal aspects of Islamic doctrine. Among those crucial aspects are *Fiqih, Aqidah, Tafsir, Hadits, and Arabics with Nahwu-Sharaf*.

Based on the previous description, the writer wants to explore a unique phenomenon of teaching Arabic in Pesantren MA YKUI Maskumambang Gresik as a case study. The writer proposes *the communicative approach* as an alternative method of teaching reading in Arabic as a second language. The writer also wants to know whether there is a significant difference between *the grammar translatin method* and *the communicative approach* with the ultimate purpose to increase the mastery of Arabic vocabulary. Oxford dictionary defines vocabulary as the total number of words, which (with rules for combining them) make up a language.

up a language (Hornby, 1987: 959). Vocabulary is one of the language components that must be developed seriously because vocabulary is the central of language and one of the most significant aspects of language development (Shepherd, 1973: 39).

Another reason why vocabulary is important is that those who have larger vocabulary will automatically master wider knowledge as their background of information and will be able to make up more accurate expression than those who have less.

Scott and Ytreberg (1990) explained that the main source of mastering vocabulary is reading. By reading a lot, students will enrich their vocabulary since vocabulary can be built through reading activity.

Reading itself is a psycholinguistic process in which reader reconstructs well the messages coded by the writer through the graphic length (Goodman, 1973: 22). It inspires us that reading can be defined as a process of acquiring the information and a process to understand what the writer has expressed.

Realising that sizeable vocabulary is very crucial for success in learning Arabic as a second language and understanding reading texts, the writer tries to investigate the influence of *the grammar translation method* and *the communicative approach* toward the mastery of Arabic vocabulary. Based on the result of the research, the writer later wants to suggest the more applicable method for teaching reading in Arabic as a second language in MA YKUI Maskumambang.



1. 2. STATEMENT OF THE PROBLEMS AND HYPOTHESIS

The problem of this study is formulated as follows:

1. Is there any significant difference between *the grammar translation method* and *the communicative approach* in comprehending Arabic reading texts and mastering vocabulary?
2. Which method is more applicable for teaching reading in Arabic as a second language in MA YKUI Maskumambang?

HYPOTHESIS :

H0: There is no significant difference between *the grammar translation method* and the *communicative approach* in comprehending Arabic reading texts and mastering vocabulary.

H1: There is a significant difference between *the grammar translation method* and *the communicative approach* in comprehending Arabic reading texts and mastering vocabulary.

1. 3. OBJECTIVE OF THE STUDY

The main purpose of the study is to find out the significant difference between *the grammar translation method* and *the communicative approach* in comprehending Arabic reading texts and mastering vocabulary. Furthermore, this study is designed to describe the method that is more applicable for teaching reading in Arabic as a second language in MA YKUI Maskumambang.

1. 4. SIGNIFICANCE OF THE STUDY

This study is conducted to give contribution to the psycholinguistics study, especially the ones dealing with second language acquisition. It is also expected to give useful information for students of the English and Arabic Departments in particular, and for the linguistic observers who are interested in studying and analysing the language-teaching phenomenon in society.

Hopefully, this study will provide the necessary information about tradition of teaching reading in Arabic classic texts that are well known as *Kitab Kuning* and offer reformation of teaching method in pesantrens. Furthermore, the result of this study is expected to motivate the progress of teaching program in Pesantrens.

1. 5. SCOPE AND LIMITATION OF THE STUDY

According to the American applied linguist Edward Anthony (1963: 65) method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach.

There are actually many kinds of methods in second or foreign language teaching. Among others are the grammar translation method, the audio-lingual method, the direct method, the silent way, suggestopedia, community language learning, total physical response, and the communicative approach.

In this study, the writer would like to give limitation on the analysis only in the two methods: *The grammar translation method and the communicative*

approach. The Arabic classic texts as the object of the study is also limited to two subjects: *Ilmu Tafsir* and *Ilmu Fiqih*.

1. 6. THEORETICAL FRAMEWORK

The proliferation of methods is a prominent characteristic of contemporary second or foreign language teaching. This reflects a commitment to find more effective and efficient way of teaching languages.

The grammar translation method is a way of studying a language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of the target language.

In this study, the writer applies the theory of Akmal Ibrahim Badry (1987:1). He states in his book entitled *Ath-Thuruq al-'Ammah fi Tadris al-Lughoh al-Ajnibiyah* that application of *the grammar translation method* (in Arabic: *Thoriqoh al-Qowaid wa at-Tarjamah*) gives priority to increase the student's mastery of great amount literary vocabularies and its implications by memorization of its long pattern to help them in understanding established texts.

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972:281) referred to "*communicative competence*". Hymes proposed that linguistic theory is needed to be seen as part of a more general theory incorporating communication and culture.

Another linguistic theory of communication favored in communicative language teaching is Halliday's functional account of language use. He described

that linguistics concerns with the description of speech acts or texts, since only through the study of language in use are all functions of language, and therefore all components of meaning, brought into focus (Halliday, 1970:145).

At the level of language theory, *communicative language teaching* has an eclectic theoretical base. Some of the characteristics of this communicative view of language are:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Communicative language teaching is conceived as an approach that aims to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Since communicative principles can be applied to the teaching of any skill at any level, the second language learners are demanded to be able to think in the target language as well as either to speak, read, or write in the first language or mother tongue. Akmal Ibrahim Badry (1987:6) pointed out medium of the communicative approach by using the target language actively between teacher and learners, and avoiding the use of the first language or mother tongue . either in



defining vocabulary and idioms or in translating. Basically, the focus of language competence concerns reading and writing skills.

According to Batia Laufer (1985: 126), reading in second language (L2) depends mainly on the meaning of words and the knowledge of the subject matter. She found that in interpretation of texts, learners relied on word meaning first, then on their knowledge of the subject and least of all on syntax. Thus, it seems that the nature of the language threshold for reading purposes is largely lexical.

But Kolers observed word meanings do not exist in isolation in the reader's mind like so many entries in a dictionary. What a word means to the reader depends upon what he is reading and what he expects to read, the phrase, clause, or sentence in which the words appear (Richards, 1991: 182).

Reading itself is a receptive language process. It is a psycholinguistic process in that it starts with a linguistic surface representation encoded by a writer and ends with meaning the reader constructs. There is thus an essential interaction between language and thought in reading. The writer encodes thought as language and the reader decodes language to thought (Goodman, 1973:12).

Meanwhile, Heilman, Blair and Rupley (1981: 184) explained that more skilled and mature readers focus on larger units (word parts, whole words) and attend primarily to meaning, because it is believed that their word identification strategies are operating at an automatic level.

1. 7. METHOD OF THE STUDY

The method used in this study is the descriptive quantitative analysis. This is done because the study deals with the experimental procedure and numerical calculation.

In the descriptive research, the statistical analysis functions as a medium to describe the investigated phenomena based on the collected data. The statistical analysis also used to prove whether there is a significant difference between *the grammar translation method* and *the communicative approach* in comprehending Arabic reading texts and mastering vocabulary.

1. 7. 1. DEFINITION OF KEY TERMS

Language Teaching Method: An overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach.

Grammar Translation Method: A way of studying a language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of the target language.

Communicative Approach: A language teaching method that focuses on communicative proficiency rather than on mere mastery of structures.

Second Language: A non-native language widely used for purposes of communication, usually as a medium of education, government, or business.

Language Testing: The test of language abilities to determine to what degree these

abilities are present in the learner.

Achievement test: A test used to indicate the extent to which individual has mastered the specific skills acquired in a formal learning situation.

Reading Comprehension: A psycholinguistic process in which reader reconstructs well the messages coded by the writer through the graphic length.

Vocabulary: The total number of words which (with rules for combining them) make up a language.

Vocabulary Mastery: The acquisition of total number of words that adolescents have through reading process.

1. 7. 2. LOCATION OF THE STUDY

The research takes place in Gresik, a town well known as a 'santri' city with many modern and traditional pesantrens. The pesantren chosen for the study is Pesantren Maskumambang, which is located on. Sembungan Kidul street, Dukun district, Gresik regency 61155.

1. 7. 3. POPULATION AND SAMPLE

The population of the study is the students of *Madrasah Aliyah Yayasan Kebangkitan Umat Islam (MA YKUI) Maskumambang*. This is chosen based on the fact that students or santris have been taught Arabic since elementary level and habitually trained to read Arabic textbooks.

The population of the study consists of two divisions: *Madrasah Aliyah Umum* and *Madrasah Aliyah Keagamaan*. Since the size of population is too

large, the cluster sampling was used to take a sample. The sample was chosen from the students of *Madrasah Aliyah Keagamaan*, namely the first class that consists of 31 students. They are 9 students from IA which is a boy class and 22 students from IC which is a girl class. Therefore, 31 respondents were available to participate in the study.

1.7. 4. TECHNIQUES OF DATA COLLECTION

The data required in the study were collected in several ways. The procedures to collect the data were described as follows:

1. Identifying the population

The first step in data collection is the identification of the population as the object of the study.

2. Choosing the sample

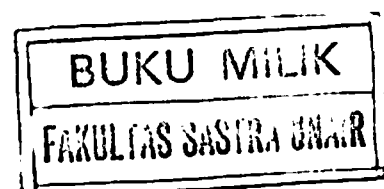
The cluster sampling technique is used due to convenience advantage because an entire group of individuals is available to participate in the study.

3. Doing an observation

The observation is useful to know the application of *the grammar translation method* and *the communicative approach* in the class.

4. Giving Test

- The achievement test was given to measure what had been learned by the students from their recent course. The forms of the achievement test were pre test and post test.
- Mc Millan (1992: 174) illustrated One Group Pre Test – Post Test Design



as follows: Group A $O1 \rightarrow X \rightarrow O2$. This design includes a pre test measure followed by an experimental treatment and a post test for a single group.

- The characteristics of the test are:

Type of test : Norm-referenced reading text

Skill involved : Reading comprehension and mastery of vocabulary

Technique of testing : Multiple choice, for some important reasons:

1. It is highly structured so that the test writer can get directly at many of the specific skills and the examinee cannot evade difficult problems.
2. Scoring can be done quickly and involves no personal judgement as to degrees of correctness.
3. It tends to have superior reliability and validity.
4. Less time is consumed in examination process (Harris, 1974: 7).

Type of items : 1. Completing or filling the missing part.

2. Sentence interpretation.

3. Vocabulary enrichment with synonym or antonym

Time : ± 65 minutes (5 minutes for administration)

The total number of items : 40 items

Source for the test : 1. Passages from *Fiqih as-Sunnah* text

2. Passages from *Ulum at-Tafsir* text

1.7. 5. TECHNIQUES OF DATA ANALYSIS

The data were analyzed in some steps as follows:

1. Classifying the data

The classification of the data is according to:

- The use of teaching method
- The results of tests
- The frequency distribution

2. Testing the hypothesis

The t-test was used to verify the hypothesis whether there is a significant difference between two variables in which the sample of the study is smaller or larger than 30.

3. Making interpretation

Since most of the data deal with numeric description, the data and the result of the research were interpreted.

CHAPTER II

GENERAL DESCRIPTION OF THE OBJECT OF THE STUDY