

CHAPTER IV

CONCLUSION

Teaching Arabic reflects an important development in the dissemination of Islamic studies, because it is a second language among Islamic community especially the community of pesantren. Moreover, Arabic is also the main medium through which the subjects are learned since most of the classic texts learned in pesantren are written in Arabic.

The tradition of teaching reading Arabic classic texts or *Kitab Kuning* in pesantren has been preserved for a long time with the use of *the grammar translation method*. Since almost all santri 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, depending on the grammatical pattern in Arabic.

The pattern of translation (from Arabic to Javanese, Madurese, and Sundanese) is written in line spaces with smaller alphabets under every Arabic word printed in bold. This is called '*jenggotan*'. This writing manner is imitation of hand-written texts by santri in the previous time. The teacher or *kyai* sometime explains the translated texts in Indonesian language. Nevertheless, the process of learning becomes longer because of the use of three languages: Arabic, Javanese and Indonesian language.

There are two traditional forms of teaching reading Arabic classic texts

(*pengajian*), namely *Wetonan* and *Sorogan*. *Wetonan* is a teaching process that its initiative came from *kyai* himself, either in determining time, place, or text to be learned. Meanwhile, *Sorogan* is a teaching process requested by santri to their *kyai* in order to teach them a particular classic text. Even in the modern pesantrens, this tradition has been conserved. Although there is a change in the form of *pengajian* from *Wetonan* and *Sorogan* to the classical teaching form.

The most general formats of Arabic classic texts learned in pesantrens are not bound and smaller than quarto paper (26 cm). The unbound papers are covered, so santri can bring only one page being learned. It is a physical characteristic that commonly contains symbolic meaning: It made those texts seem classic. Moreover, the publisher that follows the consumer's taste prints those texts in yellow-coloured papers. Therefore, the Arabic classic texts are called *Kitab Kuning*.

Considering that the lack of creative competence particularly in developing method is one of the general shortcomings in the educational reformation in pesantren, *the communicative approach* is proposed as an alternative method for some special qualities: It emphasizes the meaningful linguistic features that enable learners to use them in the receptive and productive communication, communicative principles can be applied to the teaching of any skill at any level, and it seems more humanistic because learning activity in the class is learner-centred rather than teacher-centred.

This study uses the descriptive quantitative method, because the study deals with the experimental procedure and numerical calculation. The statistical

analysis by applying the t - test is used in this study as a medium to describe the investigated phenomena based on the collected data. It is also used to prove whether there is a significant difference between the application of *the grammar translation method* and *the communicative approach* in comprehending Arabic reading texts and mastering vocabulary.

The research is held in *Madrasah Aliyah Yayasan Kebangkitan Umat Islam (MA YKUI) Maskumambang Gresik* and the first class of *Madrasah Aliyah Keagamaan* is chosen as a sample by the use of *the cluster sampling* and the application of *the pre-experimental design*. This design includes a pre test measure followed by an experimental treatment and post test for a single group.

The result of the research shows that the teaching process involves some factors which directly affect the students' proficiency in comprehending Arabic classic texts and mastering vocabulary. Among those factors are the methods of teaching reading in Arabic as a second language and the internal factors in reading comprehension process.

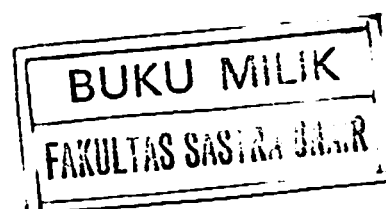
Based on the statistical analysis, there is a significant different result between the application of *the grammar translation method* and *the communicative approach* in comprehending Arabic reading texts and mastering vocabulary (t: 4,355 with 95 % confidence level). Therefore, it can be concluded so far that the proposed method, i.e. *the communicative approach* is more applicable for teaching reading in Arabic as a second language in MA YKUI Maskumambang Gresik.

In short, the study performed on December 2000 to February 2001

suggests that the methods of teaching reading in Arabic as a second language and the internal factors in reading comprehension process reflect a dominant effect to the students' competence in comprehending Arabic reading texts and mastering vocabulary.

In the reading comprehension process particularly in second language (L2), the meaning of words and the knowledge of the subject matter are the internal dominant factors. These factors support Batia Laufer's research (1985) which showed that in interpretation of texts, learners relied on word meaning first, then on their knowledge of the subject and finally of all on syntax. Thus, it seems that the nature of the language threshold for reading purposes is largely lexical.

Besides the previous factors, there are still other factors which indirectly influence the process and the result of second language teaching particularly in comprehending Arabic reading texts and mastering vocabulary either from learner-side, teacher-side, or environmental input and the instrumental input. Finally, the study apparently presents that the students' proficiency in comprehending Arabic reading texts and mastering vocabulary increase when *the communicative approach* is applied



BIBLIOGRAPHY