



Al Arabi

Al-Arabi: Journal of Teaching Arabic as a Foreign Language

Vol. 4 No. 1 - June 2020



DEVELOPING NAHWU LEARNING MODEL BASED ON “TRANSLATE SELF-REVIEW” (TSR)

¹ **Irhamni, ¹Moh. Khasairi, ¹Mohammad Ahsanuddin**

¹ Universitas Negeri Malang

Email: irhamni.fs@um.ac.id

ABSTRACT: This article aims to describe the understanding of TSR and its meaning in the context of community language learning and experimental learning. For this reason, literature review and FGD are used as research methods. The TSR model learning method is learning based on translating the mother language into the target language. The TSR learning model has meaning that is relevant to the principles of Charles A. Curran's community language learning model and experiential learning from David Kolb.

Keywords: Learning Model; Translate Self-Review; Community Language Learning; Experiential Learning

ABSTRAK: Artikel ini bertujuan untuk menggambarkan pemahaman *Translate Self-Review* (TSR) dan maknanya dalam konteks pembelajaran bahasa komunitas dan pembelajaran eksperimental. Untuk alasan ini, tinjauan literatur dan FGD digunakan sebagai metode penelitian. Metode pembelajaran model TSR adalah pembelajaran yang didasarkan pada penerjemahan bahasa ibu ke bahasa target. Model pembelajaran TSR memiliki makna yang relevan dengan prinsip-prinsip model pembelajaran bahasa komunitas Charles A. Curran dan pembelajaran pengalaman (eksperiensial) dari David Kolb.

Kata Kunci: Model Pembelajaran; Translate Self-Review; Pembelajaran Bahasa Komunitas; Pembelajaran Eksperimental

INTRODUCTION

TSR has a special attraction for students. Those who have attended English grammar classes at UNISMA have spontaneous comments that indicate the positive processes involved in learning with the TSR method. For them, TSR can provide fun and challenging tasks. In general, the TSR is said to be fun because it has given the learner the responsibility to choose their own material to be translated and to solve the problem at hand, and said to be challenging, because TSR provides an opportunity for learners to find their own problems or errors in the text of the translation and find out for themselves how to solve the problem or to correct the errors in the translated text. More than that it is necessary to look at the conclusions of their comments as follows.

Translation as a learning process has triggered prolonged (polemic) discussion. There are those who oppose it but not a few who support it. However, various studies show that translation is inevitable and must therefore be empowered; negative effects must be suppressed and positive effects must be developed. Specifically related to TSR, this method has received positive responses from English language students taking Grammar courses.

The application of the TSR method in Nahwu learning begins with translating Indonesian texts into Arabic. The text can be designed so that it can cover the language knowledge and skills that need to be taught (Nahwu for example) then the learner is asked by the instructor to

revise the translation results according to the instructor's instructions. These instructions are also important in providing direction for targeted learning activities. The activity of reviewing their own work according to instructors' instruction in TSR is able to present challenges to the learners themselves. This is as evidenced in the research of Irhamni and Maksum (2015). Therefore, it is not surprising that this TSR method enables learners to speak and compose in Arabic in only six months (for those who can read and write, and has basic Arabic vocabulary) that the researchers estimate are equivalent to learning language. Arabic for 2 years with the direct method. This is reinforced by the statement of Darul Hijrah Wajak Malang pesantren alumni (learners using the TSR method) (interview, 2013).

Nahwu's current teaching is more exclusive. Such teaching actually contradicts the integrated language paradigm itself. So, there should be no separation between one language ability with another and also there is no separation between one language skill with another skill.

The exclusive learning paradigm is one of the causes of Nahwu's lack of maximum learning outcomes so far. Such learning tends to be boring and difficult to be engineered to adapt to the conditions that are happening. TSR offers integrated learning that is flexible and adaptive to the atmosphere that is happening and TSR with its flexible nature is able to provide a way out of learning that provides individual and classical solutions as well as in accordance with authentic language problems. Authentic problem-solving fosters individual satisfaction, and the authentic one has more meaningful challenges than made-up and engineered challenges.

So far, the TSR method that was built from among these pesantren, even though its reliability has been recognized through research and experiments, has not yet been thought to be developed into a learning model. Therefore, the proposer tries to develop the TSR method into a learning model that is able to solve Nahwu's learning problems in higher education. Considering the superiority of TSR learning values besides being supported by trials and practice are also relevant to universal principles of language learning in terms of linguistic values, psychology and learning theory (Irhamni and Maksum, 2015).

This article contains a part of of research findings entitled developing nahwu learning model based on transfate self-review (TSR) that is relating to the meaning of TSR in the context of community language learning and experimental learning. As a method and model of learning, of course, TSR will have values and meanings of learning both specific and universal. The universal meaning naturally has relevance to other learning methods or models. As part of a study, the meaning of TSR in the context of community language learning and experimental learning needs to be published. Therefore, the main problem that will be answered is what is the meaning of TSR in the context of community language learning and experiential learning.

METHODS

To find the understanding of TSR and its meaning in the context of community language learning and experiential learning, the researchers conducted a literature review and conducted FGD. The literature studied is more related to the results of Irhamni and Maksum's

research (2015) conducted at the Darul Hijrah Islamic Boarding School in Malang about TSR used in Arabic learning. Literature relating to translation in general is also examined as well as relating to language learning. The FGD was carried out with Arabic translation and learning experts especially Nahwu Learning. The results of the literature review and FGD were then integrated with relevant theories in a unified whole to be easily understood and could be the basis for developing the Nahwu learning model on a TSR basis.

Data was collected by a key instrument, the researcher himself. Then the data collected is analyzed using an interactive model, which consists of data reduction, data display, and verification (Miles and Huberman, 1992).

RESULT AND DISCUSSION

Translate Self-Review: An Overview

TSR stands for translate self-review which means, learning Arabic with this method is based on the activity of translating Indonesian texts into Arabic as the target language and reviewing the results independently by the learner concerned. In short it is illustrated in these activities (1) the learner determines the Indonesian text to be translated, or the teacher offers an Indonesian text to be translated, (2) the learner translates the text into Arabic, (3) the learner offers the results of his translation to the instructor, (4) the teacher examines it and if there is an error, the teacher returns it to the students by saying "still wrong" without showing the wrong part, (5) the student looks for his own mistakes along with their corrections, and (6) the learner may not ask the teacher but may open the book or discuss with his friend and so

on until he found an error and the answer to the error. If it is considered final and the learner cannot find the error or correcting, then the teacher explains the error and corrects it.

The TSR model learning method has the characteristics of a modern paradigm of learning where the acquisition of knowledge is not obtained through transfer from teacher to student but more than that, the knowledge in this learning model is socially constructed where students are active in the learning process in an effort to understand the contents presented. This is very humane because learners are agents or active actors who should be given ample opportunity to solve problems independently so that eventually they are able to become independent learners too. There are some positive responses from students towards the TSR, which essentially include:

- a. TSR raises feelings with friends and feelings can eliminate nervousness or psychological distress. "I think this learning model is good because friends are close to us and there is no fear or nervousness from us, even though learning while playing with the lecturer there is still feeling shy"
- b. TSR can trigger learners' desire to ask questions. This is one of the keys to successful learning. "I think this method is very good because with this method students are required to try to find answers themselves, want to ask questions and want to try to find out the unknown, but for shy children it might be less fun if you have to ask".
 - i. The perfection of learning for someone if he feels not depressed (feels free). The learning barrier is not asking

questions and it is overcome by the TSR method. Togetherness thinking about the problems faced by someone is a positive attitude that helps someone to still get help. People who are helped must also think about as someone who helps. Not just letting go of problems to those who help. "In my opinion this learning model is ideal because we can feel free to ask friends without any burden and we come to think from mistakes".

- c. Awareness of independence and freedom from dependence is a necessary attitude for a learner. "I am happy with this learning because this model can enable me to be independent in solving problems although not all problems can be solved by myself"
- d. An understanding of the need for learning becomes the basis of learning itself. "I think study like this is very good, make me understand for study".
- e. Independence can trigger people to recall what they once mastered. Awareness of independence presents an awareness of the importance of cooperation. "In my opinion, this learning model can really help recall lessons that have been learned and can also interact with each other"
- f. People will know better how to resolve mistakes that they make themselves than other people and therefore produce truer knowledge. "This learning is very good because by learning from our own mistakes we can know how to fix them and be more understanding."
- g. Knowing how to learn is very important, and people must be

aware that the problems faced are not limited. Awareness of this can make people not easily discouraged. and this person will gain strength to persevere in learning. "I think this model makes me know and understand how to learn and although I have more problems, I keep trying to learn well"

- h. Maximum self-seeking can activate the brain to be more powerful in remembering. "I think this learning model is very good because we can try very hard to find the problem of my sentence myself and make me more to remember of the learning".
- i. Learning results that are corrected by experts will be curious and that triggers them to get closer to their friends. "This learning model makes me curious about my mistakes and I am more sociable with friends".
- j. Triggering people to refresh their previous knowledge and encourage to act more thoroughly because mistakes are not directly pointed out by the lecturer. "I think this method is very helpful for me to recall past material and it is very helpful to be more diligent and with this I will be more thorough in the future"
- k. The discovery of mistakes by lecturers whose students are not expected makes the students concerned more enthusiastic in learning. "This learning model makes the learning process more effective, all students try to do their assignments better, after the lecturer has corrected an error, students try to justify it and so on. This makes children more enthusiastic about learning "
- l. Learning with TSR makes learners feel there is only new knowledge. "I love this method, please keep telling new

- knowledge and being more creative in teaching".
- m. TSR is an interesting method because it can arouse curiosity and inquisitive learners. "This method is rather exciting. Honestly I felt anxious and curious. Great method! "
 - n. TSR is a good method because it can make students interested in correcting their own mistakes and correcting them. "This learning model is very helpful because we are interested in finding mistakes and solving them ourselves."
 - o. There are users who recommend that TSR be used extensively by teachers. "This model needs to be applied by other lecturers because I think this learning is very good and effective".
 - p. TSR encourages learners to find their own mistakes when studying and that is very pleasing and makes learners more enthusiastic, it is different on exams. "This method is very amazing for me because it makes me more spirit to find my mistake and I feel happier when I discover my mistake, makes me remember more and not make the same mistakes (cf. Irhamni and Maksum, 209-217).

It should be stressed that, according to the explanation, the instructors in TSR play more of a role as facilitators and scaffold (compare with Lantolf, 2001; Bruner, Wood and Ross, 2006) in learning Arabic.

TSR in the Context of Community Language Learning (CLL)

Community Language Learning (CLL) is a learning model pioneered by Charles A. Curran, a psychology professor from Loyola University, Chicago (Richards & Rodgers, 1984). This learning

technique is included in the umbrella of Humanistic learning. Humanistic learning can be described as learning to humanize human beings where self-actualization, self-esteem, peer relationships, and caring among people are always upheld. In other words, learning with humanistic techniques is "total" learning because this humanistic learning model not only builds ability or competence but also the psychological condition of students.

The basis of language theory from the CLL learning model is the notion that language is a social process (language as social process). This assumption is not the same as the concept of communication in general, which relies on the delivery of messages followed by responses, but the concept of language as social processes is more than that where there is also a feedback reaction. This view is the antithesis of 2 learning concepts, namely learning which only emphasizes achievement or intellectual development without regard to or consider the direct involvement of individuals in the learning process. The second concept that is about this learning model is the concept of behavioristic learning which tends to be mechanistic that does not "appreciate" or explore the potential of learners.

Theoretically this learning model is quite promising and as empirical evidence states that this learning model has a positive impact especially on student competencies. Some studies such as Khusna (2017) that try to see the effect of CLL learning on students' speaking abilities in Surakarta Al-Islam 1 Middle School. This study uses a Quasi Experimental Research Design which involves 2 groups: the experimental group and the control group. After treating the CLL learning model for the experimental group, a post test was conducted.

The results showed a significant increase in the experimental group and the t-test showed that the t value of the average increase or observed value was higher than the t value in the table. This means that learning with the CLL method has a significant impact on students' speaking abilities. Based on these findings, the researcher suggests that this method should continue to be used and developed by English teachers in the learning process of speaking.

With the same research design as Khusna, Fayed (2016) conducted a study which also aimed to test the effectiveness of CLL learning methods in learning to speak in English at the Arabic American University's language center in Jenin. This study involved 56 students who were divided into the experimental and control group and the results showed that there were differences in achievement in the post test where the experimental group succeeded in surpassing the control group. This indicates that the learning model of Community Language Learning is able to enhance students' speaking abilities effectively. Based on these findings, it is recommended for teachers to use CLL learning models in the classroom to improve the activity and also the ability to speak in a foreign language. The researcher also recommends other researchers to re-examine the impact of CLL on learning in order to get more established results.

With the same design but in a different context, Kamel & Al-Jamal (2009) tried to investigate the effects of the Community Language Learning (CLL) method in teaching English grammar in 10th grade. This study involved 58 students with diverse English skills. Before being given treatment using CLL learning models the research subjects were tested for their grammatical ability to check

whether the experimental and control group had a balanced ability before being treated and to find out the extent to which their grammar abilities were achieved by the two groups after being treated with CLL. Researchers used the test t to test the effectiveness of the CLL model. The results revealed that the experimental group significantly achieved higher scores than the control group. The results of the study concluded that students who learn English grammar using the CLL model have better grammatical abilities than students who study with conventional methods. Thus the curriculum planners and English teachers are advised to use CLL in teaching English grammar.

The CLL effect is not only tested in the cognitive realm, but also its psychological aspects as done by Nurhasanah (2015). Nurhasanah (2015) examined the effects of CLL learning models with classroom action research designs (PTK) involving IAIN Salatiga students. There is an interesting finding that students play an active role in learning speaking. This shows that the affective condition of students is quite positive. Furthermore, conditions like this have an impact on his ability to speak as well. More than that their motivation also increased.

Based on a review of various studies in the CLL context, it can be concluded that CLL is able to improve student learning in various domains such as language grammar, speaking ability and even also able to improve affective aspects such as motivation. The TSR learning model that has principle similarities with the CLL learning model might also have a positive impact on the language competency and affective conditions of students. The similarity between TSR and

CLL lies in the increase in learner's grammar (Kamel & Al-Jamal, 2009) and their motivation (Nurhasanah, 2015).

TSR in Experiential Learning Perspective

Experiential Learning is a learning model proposed by David Kolb. As explained in his book *Experiential Learning Theory: Experience as a Source of Learning and Development*, Kolb underlines two interrelated approaches in understanding experiences: concrete experiences and abstract conceptualisations and 2 approaches in changing experiences namely reflective observation and active experimentation. This learning has the following views:

1. Learning is ideally regarded as a process not just a product. So to improve learning, what needs to be emphasized is to involve learners directly in the learning process so that they can experience or get real experience.
2. Learning is ideally facilitated by a process born of beliefs or ideas about a topic
3. Learning requires conflict resolution. Differences are the source of the learning process.
4. Learning is a holistic adaptation process that does not only involve cognitive aspects but also involves everything in students such as feelings, thoughts, perceptions and behavior, problem solving, decision making and creativity.
5. Learning is the result of synergistic transactions between a person and his environment. The way people process the possibilities of each experience determines the extent of the choices and decisions people make.

6. Learning is the process of creating knowledge through the transformation of experience, rather than transferring knowledge from teacher to student. Thus knowledge is the result of joint construction (Socially construct). The experiences that they experience directly are the basis for observation and reflection.

Various studies have been conducted to test experiential learning in relation to learning achievement. Alkan (2016), for example, examines the impact of experiential learning on chemistry learning outcomes in Turkey's Hacettepe University and the results show that this learning model is able to significantly increase chemical value. Similar research was also conducted by Chesimet, Githua, & Ng'eno, (2016) who examined the effects of experiential learning on the creativity of solving mathematical problems and compared them with conventional methods. With this experiential learning model it turns out students are more creative in solving mathematical problems. This research can be an important source of information for mathematics teachers or lecturers as well as a basis for further research.

In the field of language, Lan., Huyen, & Huong, (2017) examined the impact of experiential learning on students' speaking skills in the Economics and Business majors in Vietnam. This approach model is considered ideal because students directly experience real activities in learning. This study concludes that with direct involvement in learning, students can improve their speaking ability and even listening ability also increases. In a different setting Tahir (2017) tried to see the effect of experiential learning on the development of listening skills of students at SMAN 1 Telaga Biru grade 11. Researchers conducted research based on students' problems in the class, namely difficulty in listening to

English. There was a sharp increase between pre and post tests, from 60 to 80.6. It can be concluded that providing opportunities for students to experience learning on their own can actually improve their achievement.

So it can be emphasized that TSR strongly emphasizes experience in the learning process, namely when learners are given the task to translate mother tongue texts into the target language (Arabic) and in assessing the results of their own translation even in finding and correcting the mistakes they make. In the process of learning through TSR, learners are encouraged to take the initiative to improve the results of the translation both individually and ask questions and discuss with their friends. This means, TSR has a social construct value for learners in producing knowledge (cf. Kolb, 1984).

CONCLUSION

Seeing from the learning models that are relevant to TSR, the possibility of TSR is included in the learning model with vast-reaching effect which means that this model can have an impact on various aspects such as cognitive and affective aspects because the learning models that are relevant to the TSR model have been empirically tested across methods such as experiments, correlations and so on and even tested or researched across fields of study.

Furthermore, the TSR learning model is apparently relevant to humanist learning models that are in line with human nature such as humans as social beings, humans as creatures who tend to like autonomy, humans who like to create something new and so on.

The TSR learning model is relevant to the principles of modern learning models that empirically have a positive impact, which is specifically relevant to the community language learning model of Charles A. Curran and experimental learning from David Kolb which basically humans benefit from their social groups and they have a curious nature and want to try.

Seeing from the learning models that are relevant to TSR, the possibility of TSR is included in the learning model that is feasible to be applied in foreign language learning. Because of the relevance of the meaning of TSR with community language learning and experimental learning, a teacher needs to make settings that allow learners to socially benefit each other in learning and that needs to be explained to them. Next, experiments in relation to the use of the target language need to be improved because it is through these many experiments that the learner's knowledge and skills are built.

REFERENCES

- Alkan, F. 2016. Experiential Learning: Its Effects on Achievement and Scientific
- Bruner, J. S. 1961. "The act of discovery". *Harvard Educational Review* 31 (1): 21–32
- Chesimet M. C., Githua B.N, & Ng'eno, J. K. 2016. Effects of Experiential Learning Approach on Students' Mathematical Creativity among Secondary School Students of Kericho East Sub-County, Kenya. *Journal of Education and Practice*, Vol.7, No.23.
- Fayed, I.T, .(2016). *The Influence of Community Language Learning Approach on Improving the Students' English-Speaking Skills*

at the Arab American University. Master's Thesis. An-Najah National University.

- Irhamni dan Maksum. 2015. *Translate Self-review Karya Kyai Rahmat Al-Arifin Muhammad Ibn Ma'ruf*. Malang: Malak
- Kamel, H. & Al-Jamal, D. 2009. The Effect of Community Language Learning Method on Female Jordanian Tenth Grade Students' Achievement. *Jordan Journal of Educational Sciences* Vol. 5, No. 2, pp 159-169
- Khasairi, Moh. 2016. Tahthwir Mawad al Nahwi al Wadzifi wa Atsar istikhdamihha fi Raf'I Dawafi' Thalabah wa Tahshilihim fi Ta'allum an Nahwi. Disertasi Prodi Pendidikan Bahasa Arab UIN Maliki tidak dipublikasikan
- Khusna, F. 2017. *The effectiveness of using community language learning (CLL) to teach students' mastery of speaking skill for transactional conversation*. Thesis. English Education Department. Islamic Education and Teacher Training Faculty
- Kolb, D.A. 1984. *Experiential Learning Theory: Experience as Source of Learning and Development*. Englewood Cliffs, NJ: Prentice Hall
- Lan, D., T., H., Huyen, P.M., & Huong, T.T., 2017. The Effectiveness Of The Experiential Learning Activities In Developing English Speaking Skills For Students At Thai Nguyen University Of Economics And Business Administration – TNU. *IOSR Journal of Research & Method in Education*. Volume 7, Issue 5
- Lantolf, J. P. 2001. *Socio-cultural theory and Second Language Learning*. London. Oxford. University Press.
- Miles, M.B. & Huberman, A.M. 1992. *Qualitative Data Analysis*. London: Sage Publication
- Nurhasanah, S. 2015. The Use of Community Language Learning Method to Increase the Students' Participation in

Classroom. *REGISTER*, Vol. 8, No. 1. Process Skills: *Journal of Turkish Science Education*. Volume 13, Issue 2, 15-26

Richards, J.C., & Rodgers, T. S 1986. *Approaches and Methods in Language Learning*. Cambridge University Press,

Wood, D., & Ross, G. 2006. The role of tutoring in problem solving. In J. S.