

# Traditional Arab Language Teaching Adapted to English Language Teaching at MTs Nurul Huda VII

Muhammad Firmansyah<sup>1\*</sup>, Endah Nur Tjendani<sup>2</sup>, Ismaili<sup>3</sup>

<sup>1,2,3</sup>Universitas Islam Iember, Indonesia

<sup>1</sup>[firmanrumber1945@gmail.com](mailto:firmanrumber1945@gmail.com)\*; <sup>2</sup>[tjendani.endah@gmail.com](mailto:tjendani.endah@gmail.com); <sup>3</sup>[ismak.alfarisi@gmail.com](mailto:ismak.alfarisi@gmail.com)

\* corresponding author

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**Abstract.** *Sorogan* is a teaching method by facing the teacher one by one by bringing the book to be studied. This *sorogan* method is the most difficult method of the entire education system in pesantren. Because this system requires patience, diligence, obedience, and personal discipline from students. This research aims to adapt Arabic language teaching to English and explain the successful application of the *Sorogan* method in Arabic. The general focus of this research is to study/examine the nature or structure of experience in human consciousness using a qualitative methodology that applies subjectivity and interpersonal skills in the exploratory research process. The results of the research can be concluded that when the researcher was explaining how to teach using the *Sorogan* method. Students will focus on translation only, and the teacher will focus on finding errors in the words the students read. And the teacher will explain the meaning of the material when he finds sentences that need to be explained. And sometimes the teacher will ask about the form of a word, phrase or sentence which the teacher knows he has explained.

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## **INTRODUCTION**

There are many Islamic educations around the world with various names, in Indonesia the Javanese people call it Pondok Pesantren. The teaching method in Islamic boarding schools was initially using a non-classical method, which used the following methods: 1. Sorogan (individual learning where students face a teacher), 2. Bandungan or Halaqoh (learning where in teaching, kyai reads books only one, while the students carry the same book, then the students hear and listen to what the kyai is saying. 3. Weton comes from

the Javanese language which is interpreted as periodic or timed. certain, 4. Muhawaroh is an activity to practice in Arabic which is required by the pesantren to students during their stay in a pondok.

Among the methods there is such a thing as the "*sorogan*" method. Sorogan is a learning method applied by pesantren to date, especially in the salaf pesantren. By using the *Sorogan* method, students are required to master the proper reading and translation methods and may only receive additional lessons if they have repeatedly studied the previous lesson. In the *Sorogan*, the students are required to find the meaning of every word they read, because this method is applied in boarding schools, the books that the students learn are in Arabic.

The researcher wants to adapt the *Sorogan* method which was originally applied in learning Arabic to English. The goal is that students are also able to be motivated in learning English. In English, every student mostly in Indonesia has difficulty understanding English because English is not the language which is they uses every day. And to read every word in English, students also have difficulty, where the pronunciation of words in English cannot be read using Indonesian pronunciation, and to understand an English text, students are very difficult to understand what the meaning in the text. English language teaching is key in connecting interaction with the world. In general, the purpose of teaching English is so that students can use the language to communicate fluently and accurately, both in spoken and written form.

Reading is a process that is carried out and used by the reader to get the message, which the writer wants to convey through the medium of words/written language (Tarigan, 1986:7). A process that demands that a group of words that constitute a unit will be seen at a glance, and that the meaning of individual words will be known. If this is not fulfilled, the explicit and implied messages will not be caught or understood, and the reading process will not be carried out properly (Hodgson in Tarigan, 1986: 7). Real reading texts demand one or more of a number of different reading skills, such as skimming for gist, scanning for specific information, reading for inference, reading for detail.

The teacher should select activities suitable for promoting reading as a skill in its own right, but that reading in fact involves various different skills. We need to isolate and understand each one. The following are some of the main reading skills required by the general EFL student: recognising the letters of the alphabet, reading group of letters as words, understanding the meaning of punctuation, understanding the meaning of vocabulary items and etc. Therefore, this problem is very important to research, where the success of a *Pesantren* in using the *Sorogan* method is able to make students understand Arabic even though Arabic is not their daily language, where students can read the correct pronunciation and can interpret word by word. and students can understand the text.

The *Sorogan* method, traditionally used in Islamic boarding schools (*pesantren*) in Indonesia for teaching Arabic, can be adapted for teaching English reading comprehension. This method emphasizes individualized learning, with students receiving one-on-one guidance from the teacher. Here's an overview of how the *Sorogan* method can be adapted for English reading comprehension, including its principles, implementation, and benefits.

There are four principles in the *Sorogan* Method, first is Individualized Instruction. Each student works at their own pace with personalized attention from the teacher. This

ensures that the specific needs and difficulties of each student are addressed. Second is Direct Interaction. The teacher provides direct instruction and immediate feedback, facilitating a deeper understanding of the material. Third is Repetition and Practice: Emphasizes repeated practice and drilling to reinforce learning and ensure mastery of the material. The last is Student-Centered Learning: Encourages active participation from students, who are responsible for their own learning progress.

The *Sorogan* method, with its emphasis on individualized instruction and direct interaction, offers a valuable approach to improving English reading comprehension. By adapting its principles and practices to the context of English language learning, educators can provide personalized support and effective instruction that meets the needs of each student. This method not only enhances reading skills but also fosters a love for reading and learning.

Theoretical Foundations of the *Sorogan* Method are described as follows. Lev Vygotsky's ZPD refers to the range of tasks that a learner can perform with the help of a more knowledgeable other but cannot yet perform independently. The *Sorogan* method fits well within this framework as it involves a teacher providing individualized support to help the student reach their potential. The teacher's guidance is gradually reduced as the student becomes more proficient. Piaget and Bruner, posits that learners construct their own understanding and knowledge of the world through experiences and reflecting on those experiences. In the *Sorogan* method, students actively engage with texts and construct meaning through personalized reading and direct interaction with the teacher. This active engagement and personal reflection facilitate deeper comprehension and learning.

Other theoretical foundations lay in Skinner and Pavlov that emphasize the role of reinforcement and practice in learning. Repetition and immediate feedback are crucial for reinforcing learning. The *Sorogan* method's emphasis on repetition and immediate correction aligns with behaviorist principles, ensuring that students practice and reinforce correct reading strategies and comprehension skills.

In this study, we want to adapt Arabic teaching to English, because of the successful application of Arabic in Islamic schools. Based on several studies on the successful application of the *Sorogan* method in Arabic, that's why we have to try in adapting the *Sorogan* method to English.

## METHODS

This research uses the phenomenological method with an approach, namely developing qualitative research methods that are mature and mature during the decades of the twentieth century. The general focus of this research is to examine/examine the nature or structure of experience in human consciousness (Tuffour: 2017). In this study using two variables, namely the independent variable and the dependent variable. Variables must define operationally to seek the relationship between the other variables and measurement easily. With the operationalization of these variables, will facilitate researchers to determine the measurement of the correlation among variables.

In qualitative research, we do not use the term population, but a social situation or social situation. In this study the population taken were teachers, and students who took part

in learning using the *Sorogan* method. Collecting data from this study obtained by observation, interviews and documentation. In analyzing the data, the researcher used the Miles and Huberman Model Data Analysis Technique. Where the qualitative data analysis process is carried out in three stages. Namely: with data reduction, data presentation, and the last one is the conclusion drawing.

## FINDINGS

### *Sorogan* Point of View for Arabic Reading

The *sorogan* method is one of the *pesantren* methods, where the teacher's role in this method is as a mentor or director of students, and the student's role is as the executor of what the teacher has ordered. the *sorogan* method also has advantages and disadvantages. *Sorogan* method also has advantages and disadvantages, among others, the advantages are: There is a close and harmonious relationship between teachers and students, Kyai in supervising, assessing and guiding is very optimal, *Ustadz* can know each individual student, Individual progress is more guaranteed because each student completes program according to each individual's abilities, allowing for differences in student learning speed so that there is healthy competence between students. and the weakness of the *Sorogan* method is that it is less efficient because it only handles a few students (no more than 5 people), so if you are dealing with lots of students, this method is not that fast.

The usefulness of *Sorogan* is to make students more motivated in learning, of course, before applying the learning method using *Sorogan*, students are required to have the will to understand the lessons to be taken. Although this method is very important to be employed by the teacher in *Pesantren* to develop students reading ability, this method is rarely used in Modern *Pesantren*.

### Teaching Learning Process

Before the teacher starts teaching and learning activities in the classroom, the teacher will first prepare teaching materials that will be taught to students. These teaching materials include : [1] Books (books are teaching materials used in Islamic boarding schools, written texts are in Arabic), [2] Pens (Pens used by students studying at Islamic boarding schools usually have the same brand, namely HI-TEC-C), [3] The study plan consists of Unwritten and Written.

#### 1. Unwritten

The lesson plans in Islamic boarding schools are not formally written, but according to Gus Hikam as the teacher who applies the *sorogan* method in his *pesantren*, he said that although teaching in Islamic boarding schools is not officially listed in terms of competency standards, basic competencies, learning objectives, and learning materials, the method Islamic boarding schools already have that, such as examples of material to be taught, everything is neatly systemized, where new students, will not get difficult lessons, but will start from the basics. This example of Lesson Plan in *Pesantren* (even in reality *Pesantren* never make this lesson plan, but the researcher wanna show if *Pesantren* have a goal and rules even *Pesantren* does not make it:

## 2. Written

**LESSON PLAN OF PESANTREN**

<b>NAME OF PESANTREN</b>	: MIFTAHUL HUDA ISLAMİYAH
<b>MATERIAL</b>	: RISALATUL JAMI'AH WAT TADZKIROTUN NAFI'AH
<b>CLASS</b>	: WUSTHO
<b>SKILL</b>	: READING
<b>TIMES</b>	: 2 X 60 MINUTES

## a. Learning objectives

For ability of students

- 1) Students can easily read the Arabic texts
- 2) Students can multiply the vocabulary
- 3) Students can easily understand the content of the text based on the information received directly by the teacher

For students' characteristics

- 1) Trustworthiness
- 2) Respect
- 3) Diligence

## b. Learning material

- 1) Instruction
- 2) Islam's rules
- 3) Religious

c. Learning method : *Sorogan*

## d. Material

The following is an example of Arabic text, but the researcher translates it using Latin text : **Indonesian Text**

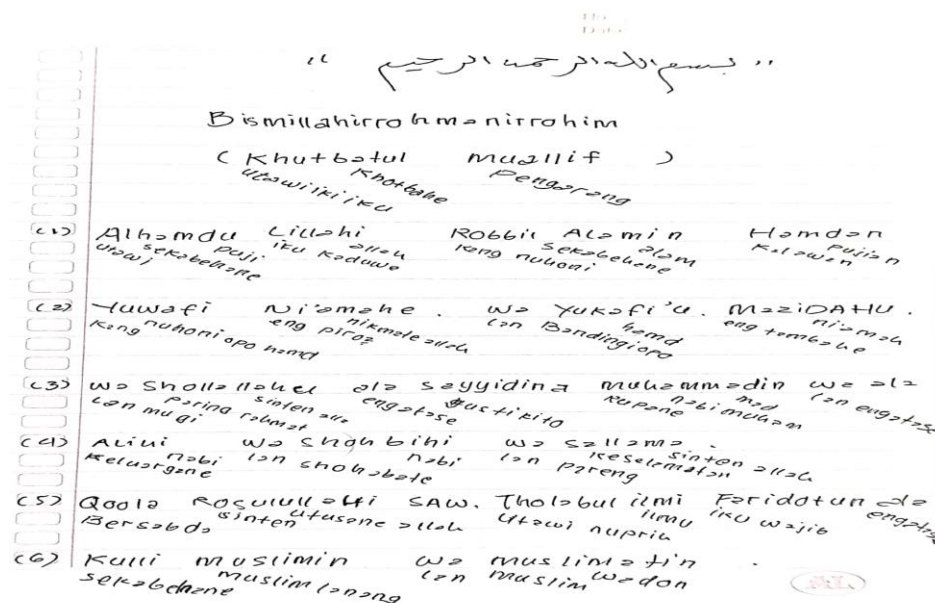


Figure 1. Arabic text translated into Indonesian text

There are two examples in above, but we have to know that Pesantren use Arab text only, so about the example of indonesians text it's just to make the people which is want to read or knowing about the arabic text but they are not understand about it, then the researcher made the indonesian's text. firstly students must preaper the meaning of the text word by word. Because the focus of this method is meaning or how students can be mastering a lot of vocabularies. In the initial step students are assigned to look for vocabulary in the text, then in the second step the teacher will ask the type of word or sentence that is considered important to be asked by the teacher, not only important but also known as Grammar, and in Arabic, he called it *Nahwu*. For example: *Alhamdulillah robbil alamin*. It may be the dialogue below between teacher and student.

The teaching and learning process begins with [1] Greetings (Assalamualaikum wr wb). Salam is a mandatory thing in teaching and learning in Islamic boarding schools. *Pesantren* educate students to be able to understand religion very deeply. Students are taught a variety of religious knowledge in Islamic *Pesantren*. And *salam* is the identity of Islam. [2] *Tawassul*. *Tawasul* is an activity to take the means or *wasilah* so that our prayers or worship can be accepted by Allah SWT. *Tawasul* can also be interpreted as a means of getting closer to Allah by carrying out obedience to Him, worshiping Him, following the instructions of His Messenger and practicing all practices that are loved and pleased by Him. More clearly is that we do worship with the intention of getting the pleasure of Allah and His heaven. And learning is a form of worship. [3] Reading the book using the *sorogan* method. In this section the teacher is tasked with justifying if there is a wrong student reading, and sometimes the teacher will ask for understanding in the text read by students, and in the last section the teacher will explain in detail what the contents of the text have been read by students. For the examples of *Kitab: Risalaatul Jaami'ah wat Tadzkirutun Naafi'ah*. [4] The

teacher will provide advice and motivation regarding the importance of learning using the *Sorogan* method. Examples of motivation given by teachers include: Reading books is not an easy thing, seriousness and discipline are needed in learning. Because the method we use is *Sorogan*, students must really prepare what should be prepared, such as the meaning of the text that they will submit to the teacher and teacher will try to understand the content of the text that they will submit later. [5] The section before closing, the teacher will provide directions on which readings must be prepared for students to study, both in terms of the meaning of the text and how students understand the text. [6] Prayer / closing, the teacher always closes with a prayer, and the hope is that the student will be blessed and be able to understand what he has learned.

Student achievement: related to student achievement, we can conclude based on the description that has been described by the teacher above, but every learning, there will definitely be advantages and disadvantages. The researcher describes the weaknesses here also based on data that has been obtained directly from interviews with teachers who apply learning using the *Sorogan* method, where according to Gus Hikam the weakness of this method is related to time, because time in teaching and learning must be very limited, and learning using this method requires students to read, where when the number of students is small, it is very possible to maximize learning, but when there are so many students, it is certain that the teacher will not be able to maximize all students to read the text. But even so, students who do not get a part to read that day will automatically correct the results of their performance in interpreting their text by listening to their friends who are reading and are directly corrected by the teacher.

Teacher feedback : Teachers are expected not only to instruct students to read the texts they have translated, only to focus on students who are considered capable or smart, because students who can be said to be less able to understand the text or material will feel alienated and afraid to lose their enthusiasm for learning because the teacher never gives the reading section to him because they are considered less able to interpret words or so on.

### **Adapt Arab Language Teaching to English Language Teaching**

From the several activities implemented by Islamic boarding schools using the *Sorogan* method, which can be adapted into English language learning include:

- Greeting (Assalamualaikum wr wb. Or peace be open you, or etc.
- Tawassul (can be specified to the publisher of the material to be taught, or to the compilers of the material, or it can be to teachers who have taught in that education).
- Implement or apply learning using the *Sorogan* method, where at the beginning of the meeting students are explained in advance related to the learning process using the *Sorogan* method. In this case the teacher is recommended to arrange the material according to the level of students. For example, the teacher composes a text that discusses respect for parents, or a basic understanding of religion. The goal is that students get two benefits, the first is that students can develop their understanding of reading, and the second is that students gain an understanding of how important it is to respect parents or respect teachers (if the material chosen is to discuss it) or for example students can understanding the pillars of

Islam, the pillars of faith, and so on depends on the discussion that will be discussed by the teacher.

- English material.

This material will be teaching use Sorogan method.

The example of material :

Dad, you are every daughters first love, every child heroes, you've protected us even you hurt the most. Mom is my best friend, my source of joy, she is my light of life. We never knew the love of a parent till we become parents ourselves.

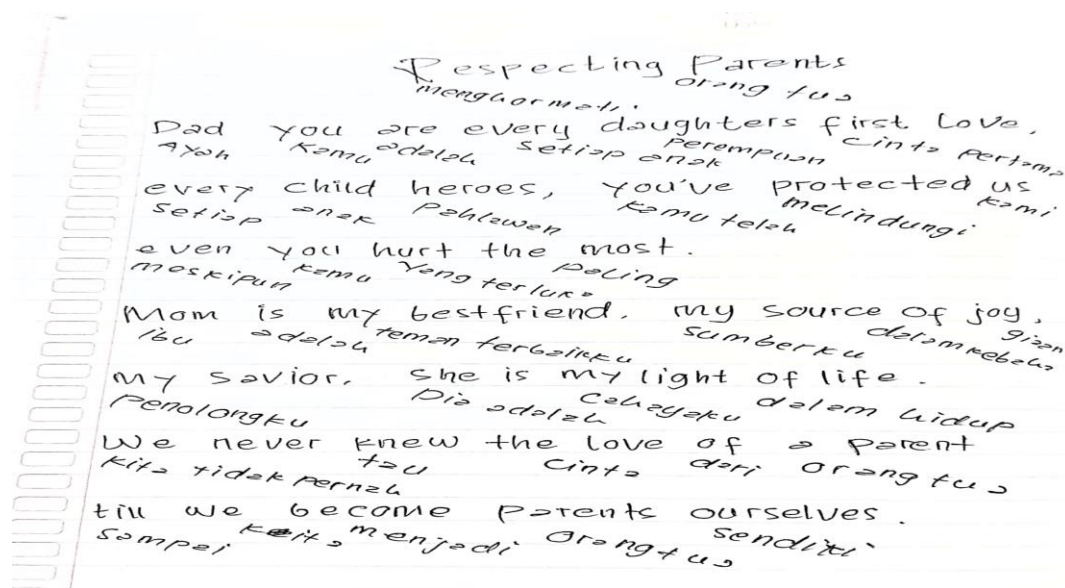


Figure 2. The example of English material using the Sorogan method

The material is an example of the Sorogan method, as we know the researcher is explaining how to teach using the Sorogan method. Students will focus on translation only, and the teacher will focus on finding errors in the words that students read. And the teacher will explain the meaning of the material when he finds a sentence that needs to be explained. And sometimes the teacher will ask about the form of words, phrases or sentences where the teacher knows that he has explained about it

## CONCLUSIONS

Sorogan is a teaching method by facing the teacher one by one by bringing the book to be studied. This sorogan method is the most difficult method of the entire education system in pesantren. This system allows a teacher to supervise, assess and guide the maximum ability of a student in mastering the Arabic language. And according to the researcher, the universality of the sorogan method is also very effectively applied in the modern education system, of course it is also not limited to Arabic or other languages but also other scientific books, such as science and technology.



The *Sorogan* method is that students face the teacher one by one by bringing the book they are going to study. The kyai reads the Arabic lesson sentence by sentence, then translates it and explains its meaning. *Santri* listen and *ngasehi* (Javanese: validate), by making notes in their books to validate that knowledge has been given by the Kyai. In turn, the *santri* (students) repeat and translate it word by word exactly as the teacher did. In this way, the students know both the meaning and function of words in an Arabic sentence. And at the next meeting the teacher will only be the listener, justification and explanation of the sentences that have been read by students. On this side, the teacher is no longer in charge of reading out the content and meaning of the Arabic text, but it is the student's job to do that, because this session is the essence of the *Sorogan* method.

As a researcher requires other researchers to apply the cycle of the case. Due to the process of adapting the Arabic teaching method to the teaching of English requires an intense study. So, from the result of the study, it can be concluded that there are several processes that can be adapted from Arabic learning to English.

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