

EFFECTIVENESS OF IMPLEMENTING GRAMMATICAL AND TRANSLATION METHODS THROUGH A STUDENT-CENTERED APPROACH TO IMPROVE READING SKILLS IN TEACHING ARABIC AT NURUL FALAH SENIOR HIGH SCHOOL

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Abstract

This research is an experimental study which aims to determine the effectiveness of implementing grammatical and translation methods through a student-centered approach to improve reading skills in teaching Arabic for eleventh grade students at Nurul Falah Senior High School (SMA) Pekanbaru Riau. The formulation of the problem in this research is "Was The Effectiveness Implementation of Grammar and Translation Methods Using a Student Centered Approach Effective for Improving Reading Skills in Teaching Arabic to Eleventh Grade Students at Nurul Falah Senior High School (SMA) Pekanbaru Riau?". This research starts from designing learning steps, implementation, observation and tests. The population of this study was all students in class XI of Nurul Falah High School for the academic year of 2023/2024, with a sample of students in class The subjects of this research were teachers and students in class XI A and class XI B at Nurul Falah High School. The object of the research is to improve reading skills in learning Arabic for eleventh grade students at the Nurul Falah Senior High School (SMA) Pekanbaru Riau. The instruments used to collect data in this research consisted of observations and tests. From the analysis of the data obtained, it can be concluded that the application of grammatical and translation methods through a student-centered approach is effective in improving reading skills in teaching Arabic to eleventh grade students at Nurul Falah Senior High School (SMA) Pekanbaru Riau because the value $t_{\text{observed}} = 6.660$ is greater than $t_{\text{tabel}} =$ at a significance level of 1% = 2.705 and a significance level of 5% = 2.022, this means that H_0 is rejected and H_a is accepted. In the observation table, a score of 94% is obtained, which means "very good" because it is in the range 81%-100%. In other words, the application of grammatical and translation methods through a student-centered approach is effective in improving reading skills in learning Arabic for eleventh grade students at Nurul Falah Senior High School (SMA) Pekanbaru, Riau.

Keywords: *Application; Grammar and Translation Methods; Student Centered Approach; ReadingSkills.*

INTRODUCTION

Arabic is existing language position special in the eyes of the world. Arabic isn't it only legacy ancient Arab civilization . However since development Islamic teachings

brought by the Prophet Muhammad SAW, Arabic dominates important place. Arabic became Language teaching Islamic teachings. In development Islamic da'wah, many scholars have developed it Arabic becomes various branch knowledge linguistics that is loved by scholars at this time This. Arabic besides as The language of the Koran also has very eloquence Good. More Arabic easy studied compared to Language other . Even Arabic, besides Arabic, too Islamic language¹.

According to Al - Ghalayin, Arabic is sentences that Arabs use to disclose goals (thoughts and feelings).² Shaped letter hijaiyah used public Arab in communicate and interact social Good oral as well as writing. Every Language nature communicative for the speaker .

Study is something involving activities somebody in effort obtain knowledge, skills, and values positive with utilise various source for Study . Learning can involve two party that is student as students and teachers as student .³

Learning process is something activities carried out by two party namely teacher as facilitator and students as engaging students intermediary For convey message form knowledge (cognitive), skills (psychomotor), and attitudes as well as mark positive (affective). In conveying message the required intermediary for value and knowledge transfer can achieved appropriate target . Intermediary the are media and sources very learning support and influence success learning⁴.

Learning process is one of element important for reach success in learning . In the learning process a transformation process occurs knowledge and values . During the learning process taking place happen interaction between educators and participants possible education educator recognize characteristics and potential participant educate. For can recognize and develop potency student naturally required learning active. Learning No Again educator - centered but participant - centered educate and educator only just facilitator and guide. With So, students have ample opportunities For develop his abilities like put forward opinion, think critical, convey ideas and so on .

Learning Arabic does n't free from four component proficiency language, namely : listening (*Istima'*), speaking (*Kalam*), reading (*Qira'ah*), and writing (*Kitabah*). One of Skills lacking language interested by some big Indonesian society is Skills read . Read often considered tedious and boring activities. Students, for example, often feel confused , weak , lacking enthusiastic even irritated if they assigned make summary or report study definite book involve activity read reference, source or literature. Lack of Power pull read No simply caused by internal factors of students or student That Alone but also by factors external. Phenomenon This can cause hampered learning process teach . Teaching reading in Indonesia still face a number of constraint . Rashid state that obstacles the namely: ⁵(a) curriculum (teaching reading) is applied Not yet give the best opportunity, implementation something curriculum Not yet complete implemented, demands society too Already changed, (b) the available facilities (libraries and

¹ Azhar Arsyad, *Bahasa Arab Dan Beberapa Metode Pengajarannya*, (Yogyakarta: Pustaka Pelajar, 2003), Pg. 7-8

² Mustafa al- Ghalayin, *Jami'ad-Durus al-'abiyah* jilid I. (Beirut: Dar al-kutub al- ,ilmiyah, 2005), Pg. 1

³ Rudi Susilana, *Media Pembelajaran*, (Bandung: CV Wacana Prima, 2009.Pg. 1.

⁴ Mustofa Abi Hamid, *Media Pembelajaran*, (Yayasan Kita Menulis , 2020), Pg. 1.

⁵ Rasyid, Amin, Muhammad, *Teaching English as a Foreign Language (TEFL) in Indonesia*. (Ujung Pandang: FPBS IKIP, 1997), Pg. 170.

laboratories) have not adequate, (c) the teacher has not skilled in carry duties, and (d) society and the environment not enough support teaching read .

Mastery Arabic is one of them type required abilities achieved in teaching language, because Arabic is means main in communicate with Arabs and understand the book or text speak Arabic. Therefore that's necessary exists enhancement learning and teaching Arabic language in institutions formal and informal education. For him , effort enhancement activity Study teach very appropriate done to use increase quality education Arabic. In the world of education in general, teachers in schools use different methods in the educational process specifically Indonesian for students can understand and understand material. Therefore There are also schools that have teachers Not yet perfect in use method This in the educational process. There are various method in education , like method reading , method direct , method presentation, method lecture, grammatical method, and method translation .

Study this, researcher use grammar and translation methods. Methods of Grammar and Translation is one of method teaching Arabic already There is for a long time and have a number of other name. A number of expert opinion that method This is "method classic", and some call it method traditional⁶. Because of the method This focuses on research text language and information about language that refers to interpretation grammar and vocabulary as well serve practice function language in forms of dialogue and situations problematic life. This method can help learner more understand the language he is learning with analyze grammatical rules that become the target. This matter possible learner For explore depth material reading . This method can applied to teaching Language foreign like Arabic⁷.

One of Skills mastery the author 's Arabic language study is Skills read . Skills read is introduce topic with prioritize reading, namely the teacher first formerly read topic reading, new Then student follow him⁸. In skills read there is introduction beginning Arabic, starting from simple words until compile sentences perfect simple. At stage put words together One sentence intact must in accordance with rule Arabic. Grammar or Arabic grammar is one element basic must studied by someone learner Arabic⁹.

By special, skills read No only interpreted as Skills reading, but also skills understand meaning of the word or spoken sentences or through certain media. Skills reading is considered difficult in Arabic is read books, magazines, newspapers, letters, and letters letters, except the Koran, because No use sign read such as harakat and shad. Skills read truly depends on understanding to fill or the meaning of what is read¹⁰.

Skills read considered as one of the required skills owned student in teaching Arabic, because students who don't Can read will difficulty For follow lesson Arabic . Skills read No only just see text Arab only, but also how reader can understand what he read so that the text he reads become meaningful text and not just symbol phonetics.¹¹

⁶ Ahmadi, Ilmiani Mustika Aulia,*Metodologi Pembelajaran Bahasa Arab (Konvensional Hingga Era Digital)* Yogyakarta: RUAS MEDIA 2020. Pg.35.

⁷ Iskandarwassid & Dadang Sunendar, 2009,*Strategi Pembelajaran Bahasa*,Bandung : PT.Rosdakarya), Pg. 57

⁹ Saepudin, *Pembelajaran Keterampilan Berbahasa Arab: Teori dan Aplikasi* Yogyakarta: 2012.Pg 85

¹⁰ Ahmad Izzan,*Metodologi Pembelajaran Bahasa Arab*,(Bandung: Humaniora, 2009), Pg. 15.

¹¹ Ibadi Rohman, *Arabic Puzzle Book Pengembangan Media Interaktif Untuk Keterampilan Membaca Bagi Siswa*, Lisanul Arab Journal of Arabic Learning and Teaching 5, no 1 (2016).

Hassan Shehata (2000) argues that read is a complex process consisting of mutual processes related to what the reader does For reach meaning intended by the author, extracting or arrange it come back , and take benefit from him.¹²

Muhammad Khalilullah (2008) believes that read is a mental and emotional process that includes interpretation accepted symbols and images reader through his eyes, understanding meaning, connecting experience previously with meaning namely , deduction, criticism, assessment, tasting, and solving problem . Read is Skills catch meaning besides symbols sound written written in something system certain.¹³

Based on a number of opinion above, aim Skills read is For understand text taught by the teacher. Most teachers adopt method read and translate text, word by word and sentence by sentence, in teaching Arabic .

Tarigan (2008) said write is find or describe symbols graphic depicting something understood language somebody so other people can read symbols graphic the If He understand language and images graphic the .¹⁴

Akhida (1989) argues that write is something activity language that uses writing as the means. Write That Alone consists from Suite meaningful letters, complete with symbols written like spelling and signs read. As one of the form verbal communication (language), writing can also be done interpreted as activity convey message with using written media. Message is substance or existing contents in an article. Writing is something system communication between humans who use it symbols or symbols language that can be seen and agreed upon by the user¹⁵

After researchers meet with a language teacher Arabic in School Senior High School (SMA) Nurul Falah Pekanbaru Riau, researcher find that teacher try maximum Possible For teach Language Arab specifically For Skills read in teaching Language Arab to Eleventh Grade Students at School Nurul Falah Senior High School (SMA) Pekanbaru Riau. As for activities his learning do it, he using different methods, such as method standard, method inductive, and method direct, push student For Study . rules and explains the elements contained in sentence text Arabic. Types related exercises with Skills read given, and with business from the language teacher Arab expected student can read text Arab with true, however after researcher meet with Eleventh Grade Students at School Nurul Falah Pekanbaru Riau Senior High School (SMA), they Not yet capable read Arabic text with right, p This be marked with phenomenon as following : 1). A number of student No control vocabulary . 2) Some student No Again read text speaking Arabic . 3) Some student Not yet understand rule deep Arabic text Arabic . 4) Some student Not yet capable explain location sentence with deep parsing text Arabic . 5) Some student No know where the sentence is in parsed Arabic text . 6) Some student Not yet capable differentiate sentence in text Arabic as nouns, verbs, and letters .

Based on phenomenon that has been happen previously, researcher opinion that Eleventh Grade Students at School Nurul Falah Senior High School (SMA) Pekanbaru Riau . Have n't reached it yet the expected goal, then researcher want to research Effectiveness Application of Grammatical and Translation Methods Through Student

¹²حسن شحاته، تعليم اللغة العربية بين النظرية والتطبيق (لبنان: الدار المصرية اللبنانية)، ص. ١٠٥

¹³ M. Khalilullah, *Media Pembelajaran*, (Yogyakarta: Aswaja Pressindo), hlm.Pg . 99

¹⁴ Tarigan, H.G. 2008. *Menulis Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa. Pg. 20

¹⁵ Akhadiah, S., Maidar, G.A., dan Sakura, H.R. 1989. *Pembinaan Kemampuan Menulis Bahasa Indonesia*. Jakarta: Erlangga. Pg. 1.

Centered Approach To Increase Skills Reading in Learning Eleventh Grade Students in Arabic at School Nurul Falah Senior High School (SMA) Pekanbaru Riau.

Researcher make learning This something study scientific with topic “Effectiveness Application of Grammatical and Translation Methods Through Student Centered Approach To Increase Skills Reading in Learning Eleventh Grade Students in Arabic at School Nurul Falah Senior High School (SMA) Pekanbaru Riau.”.

METHOD

Approach used in study This is approach quantitative. is a search process knowledge that uses data in the form of numbers as tool For look for information about what do you want We know. Study quantitative can done through study descriptive , research related / correlated, research experiment pseudo, and research experiment.¹⁶ Study This use paradigm quasi- experimental design, ie study without control or manipulation related. Design experiment (framework conceptual implementation experiment) used is group pre-test and post-test ¹⁷control .

About opinion expert, the method used in study This is method experiments used For know influence variable free (treatment) against variable tied (outcome) in condition under control. In terms of This researcher do observation directly on the object research (direct plunge to field) for obtain information and data about Effectiveness Application of Grammatical and Translation Methods Through Student Centered Approach To Increase Skills Reading in Learning Eleventh Grade Students in Arabic at School Nurul Falah Senior High School (SMA) Pekanbaru Riau.

Researcher take conclusion that use method experiment more effective and possible do study in a way straight away , so obtained more results clear and accurate so that research conducted have good impact at school Nurul Falah Senior High School (SMA) Pekanbaru Riau.

RESULTS AND DISCUSSION

Method

in a way Language is biography or way , but in a way terminology is gathering activities and procedures carried out by teachers whose influence looks at what is taught to student. There are those who have an opinion that method is something plan related matters with presentation material language in a way regular, and not There is One parts are contradictory with part others and all based on chosen approach¹⁸ .

Teaching methods is something level planning comprehensive a related program tightly with steps presentation material in a way procedural, and not contradictory , neither contradictory with approach. Teaching methods shared become two part that is method passive and active¹⁹. Passive method is method teaching one direction from teacher to students, and methods active push student For active discuss in

¹⁶ Deni Darmawan, *Metode Penelitian Kuantitatif*, (Bandung : PT Remaja Rosdakarya 2019) Pg. 37

¹⁷ Sukardi, *Metodologi Penelitian Pendidikan Kompetensi Dan Praktiknya*, (Yogyakarta : Bumi Aksara 2003) Pg.186

¹⁸ Azhar Arsyad, *Op.Cit* , Pg . 19

¹⁹ Acep Hermawan, *Metodologi Pembelajaran Bahasa Arab*, (Bandung: Pt Remaja Rosdakarya, 2013) , Pg. 168.

class²⁰. With define method, can explained importance must method owned a teacher before enter class . This method effective in teaching, results can good or bad, and with That teaching Can succeed or No. Most teachers are masters eye lesson can just fail in teach Because No get the correct way For understand student . Therefore that, role method good teaching is effective in reach objective expected education .

Remember study This is student - focused research that is Skills reading and skills write, then method used researcher is grammar and translation methods .

Grammar and Translation Methods

a. Understanding Grammar and Translation Methods

Grammar and translation methods is something old method at first No based on a thinking or view certain, ie No linked with any thinker in the field Language or field education, however browse the roots until to the past. teach Latin and Greek, as they have long been used in teaching second Language This when analysis logical is For learn language and memorization its rules and irregularities , and implementing them in exercise translation.²¹.

Grammar and translation methods, or grammar and translation methods , or old method, or method traditional, is method consisting from grammatical methods and methods translation, which begins with teach rules and explain them . in long and separate explanation as well as supported with Language national . According to Ibrahim Al-Osaily (2002:46), method This considered as method teaching knowledge the oldest language . This is one method oldest in use in teaching Language foreign , and still is used in a number of countries around the world. This method make objective mainly teach rules Language foreign, and pushing student For memorizing and memorizing it, and language the taught through translation between two language: For languages mother and language foreign, method This related with development Skills reading and writing in Language foreign .

This method use Language Mother learner as means main teaching desired language. In other words, method This use translation as method main his teaching . The experts has classify method this is in between method school ancient For teaching Language foreign, the up to moment This Still used in a way widespread in various regions of the world though Already ancient and ancient . failure method. (Muhammad Ismail 1985)²².

Grammar and translation methods is something method presentation material lesson with method memorize rule or grammar rules various Language foreign. Therefore that, first of all student taught grammar or grammar rules. This method is combined between grammar and translation methods. Base main method This is memorizing grammar, analyzing grammar speech, then translate it to in language used as introduction lesson. Focus method This No For practice

²⁰ Jogiyanto, *Pendekatan Dan Penerapan Pembelajaran Metode Kasus*, (Yogyakarta: Yappendis, 2002), Pg . 23 .

²¹ الناقبة، محمود كامل ، ١٩٨٥ . تعليم اللغة العربية للناطقين بلغات أخرى: أسسه ومدخله، وطرق تدريسه ، مكة المكرمة: جامعة أم القرى .ص. ٦٨

²² صيني، محمود إسماعيل، ١٩٨٥. “دراسة في طرائق تعليم اللغات الأجنبية”، وقائع تعليم اللغة العربية لغير الناطقين بها، ج ٢ ، مكتبة التربية لدول الخليج، ص.١٣٦-١٣٧

less students smart communicate in a way active, but rather understand Language in a way logical based on analysis aspect careful grammar .

The purpose of grammar and translation methods is For makes it easier student in memorize and understand grammar. Apart from that, students can also disclose his idea with translate Language Mother or Language his first to in Language foreign being studied. Another goal of method This is For prepare them to be able to understand text Language daily or on the contrary .

b. Characteristics of Grammar Methods and Translation

The Grammar and Translation method has characteristics that differentiate it with method other . Grammatical characteristics and methods translation is as as follows (Ahmad Fuad Ependi , 2009): 1) Lesson material consists on grammar books, dictionaries or glossary, and text reading . 2). Grammar rules served in a way deductive, beginning with exposure rule followed with examples and explanations in a way detailed and long width: 1). Vocabulary is presented in form bilingual dictionary, or vocabulary list along with the translation. 2) Basic education is memorize rules of grammar and vocabulary, then translation literally from Language foreign being studied to in Language learner (language mother), and vice versa. 3) The teacher's role is active as presenter material, and role student passive as recipient material. 4) Mother tongue student used as Language introduction in activity Study teach . Language used For explain something new to student. 5) Learn formal grammar rules. 6) Speech practice or speech No given but only occasionally just. 7) Learning objectives Language foreign is For can understand language literary works target, or religious books in matter teaching Arabic in Indonesia. 8) Reading text form classic literary works or ancient religious books. 9) Understanding grammar and material reading is also tested through translation. Student said Study something Language if capable translate paragraph or piece prose with Good²³.

c. Grammar goals and methods translation

As for how to do it reach environment desired learning, when use Grammar and Translation methods, there are a number of necessary steps the teacher pays attention. Steps use method This according to Al Wasila in his book in a way general is as following: 1) Teacher start learning with give understanding types of words, endings types of words, rules that must be memorized in Arabic, examples that strengthen rule Arabic, and exceptions rule Arabic. 2) Teacher divides student become a number of group and give task form text to each group. 3) Every group discuss Assigned job. They determine syntax translations and ideas main , and students can use Internet access. 4) Every group welcome present results study ahead other groups. 5) Then the teacher explains answer Assigned job. 6) The teacher gives work House form prepare translation page Arabic literature books for discussed at the meeting next (analysis).²⁴

d. Advantages of Grammar and Translation Methods n

²³ Bisri Mustofa dan Abdul Hamid, *Metode dan Strategi pembelajaran bahasa Arab*, (Malang: UIN Maliki Press, 2016), Pg. 29

²⁴ Sri Utari Subyakto-Nababan, *Metodologi Pengajaran Bahasa*, (Jakarta: PT Gramedia, 1993), Pg. 12-13

Like method other, grammatical and translation methods also have advantages and disadvantages. Excess method This is as following: 1) Method This Possible suitable For a number big students, because they No can truly participate in class, or interact with a teacher, or speak with fellow students , so they need specified book, and book notes For write What they hear from teachers, and them need A book. Rule For reference when required. 2) This method only important Skills reading, writing, and translating, and not give necessary attention to skills speak. 3) Focus on grammar Possible beneficial for those who are at the stage studies Language continuation, and methods This Possible important for specialists in the field linguistics or in teaching language and culture foreign. 4) This method use Language Mother learner as means main teaching desired language. In other words, method This use translation as method main his teaching. 5) Teachers who use it method This often do analysis grammatical to sentence desired and requested language his students do the analysis

e. Disadvantages of Grammar and Translation Methods

Excess method This No free from the drawback. Lack grammar and translation methods is as following: 1) Attention to Skills reading and writing , lack of interest understand, lack speak in target language and correct pronunciation, all That No will leading to awakening proficiency linguistics on skills other. 2) This method increase use Language Mother so that desired language seldom used in lesson Language. 3) This method more important teaching desired language compared to with teaching Language That Alone . Grammatical analysis and grammatical assessment including in analysis scientific language and not in mastery Language as something Skills. 4) This method part big allow use Language Mother in the educational process, and this is an option chosen by many teachers in Indonesia who do not own Skills speak adequate Arabic. 5) Students who study Language with method This feel difficulty For produce correct sentences grammatically and can accepted in a way social, because Language the No studied grammatically. 6) This method not enough suitable For teach Arabic to children, because at the stage This they Not yet Lots understand expression grammatical and morphological. 7) E valuation used in method This nature traditional, no more from test essay, no accurate and objective, rely on memorize student to existing vocabulary and grammar in book, and the results No give clear picture. from ability linguistics²⁵.

Student - Centered Process Approach

Learning is a development process think creative as you can be increase ability think students, as well can improve and build knowledge new as effort increase mastery material learning and developing it with Good. Learning Alone divided become two part that is Teacher - centered learning or Student - centered learning . Student - centered learning called with student-centered learning (SCL), which according to Robert in 1983 was something approach or development from facet learning Where student requested For choose No only

²⁵ محمد علي الخولي، أساليب تدريس اللغة العربية، ط3، الرياض، ١٤١٠هـ/١٩٨٩م، ص: ٢٢-٢٣

what do you want he studied but also how and why material the studied and taught.

A student - centered approach is also defined as something learning that makes student as part important or part big or influence fill eye lessons, activities and materials That Alone as well as speed influence learning. Through learning This student take role main or become center in the learning process, so all something related with material learning student must independent in look for sources and references study below teacher guidance. Therefore Teachers can do that too called as role of facilitator facilitate what students are looking for .²⁶

Compared to with Teacher-Centered Learning (TCL) which is teacher-centered as source information, Student-Centered Learning (SCL) makes understanding student more deep and specific to the field he is involved in with make student as center learning, so in the end can increase quality self participant educate.

Skills read

a. Understanding Skills read

Skills read is one of required skills achieved student in teaching Arabic, because students who don't can read will difficulty For follow lesson Arabic. Skills read No only just see text Arab only, but also how reader can understand what is read so that read text become meaningful text , isn't it just symbol sound. According to some scholars, morphology is his mother and grammar is his father. Morphology sentences and grammar improved in matter arrangement and decomposition. As one of the discipline influential science in Arabic, this instrumental science important and not Can ignored so just, because without grammar, Arabic does not will organized. Therefore That in Study Language Arab tool knowledge This very important For is known²⁷.

Read is a mental and emotional process that includes interpretation accepted symbols and images reader through his eyes, understanding the meanings, connecting experience previously with meanings such as, concluding, criticizing, assessing, appreciating, and solving problem catch meaning besides symbol sound organized writing in something system certain.²⁸

Skills read have close relationship with Skills language other. There are the same factors between Skills reading and listening. When training one Skills Here, learner prepared For accept symbols linguistics chosen by the sender, fine he a speaker or writer choice symbol message, the information it contains, or method the presentation. In it, the response limited to acceptance and assimilation in understand sound Language or written words²⁹.

Big Indonesian Dictionary defines read is see and understand the content of the writing is good oral nor heart course, covers two situation following: 1) Aspect mechanics that include response physiological to symbols written, ie

²⁶ Kurdi, Fauzan Nuraini. *Student Cetered Learning dari Teacher Centered Learning Mata Ajar Ilmu Kesehatan Pada Program Studi Penjaskes*. FKIP Unsri 2009.Pg. 5

²⁸ Ibadi Rohman, Op.Cit .

²⁹ Moh. Anwar, *Ilmu Sharof Terjemahan Matan Kailani dan Nadzam Al-Maqsbud*, (Bandung ; Penerbit Sinar Baru), Pg. 5

understand the words then capable say it. 2) Aspect cognitive which includes understand meaning , understanding thought author , interpret , criticize , evaluate and compare experience previously .

b. Distribution Skills Read

Reviewed from facet performance, reading shared become two part, ie read quiet and read loud. As for reading silent, that is reader recognize the letters and words printed before him and understand them without say it with loud. As for reading loud that is recognize printed symbols, understanding them, and pronouncing them with loud, precise target. smoothness, and make it happen meaning³⁰ .

c. Skill goals read

Purpose of reading is For understand texts taught by teachers, and some most teachers adopt method the with read text and translate it, word by word, and sentence by sentence. Basically objective teaching read divided become two part, ie objective general and objectives special. As for goals general teaching read is for students can read text and understand it with good and right . The³¹ specific goal is: 1) Students can connect symbol written with word sound. 2) Students can read text with loud. 3) Students can read text with fluent. 4) Students can understand meaning appropriate vocabulary with the context. 5) Students can catch meaning whole from text and can understand change meaning in accordance with change structure sentence. 6) Students can understand reading without limitation from aspects of grammar and morphology. 7) Students can understand idea in a way detailed and able connect idea principal. 8) Students can understand sign read. 9) Students can read various type reading, start from text ordinary, literature, history, science knowledge, technology, etc. He can conclude, analyze and criticize meaning as well as can connect what he read with Arab culture.

d. Urgency Skills read

Salah Al-Arabi said: Importance read varies depends on philosophy education and methods teaching adopted by educators. When grammar and translation is dominant method, reading become more important compared to Skills other. When method read the more spread and its supporters the more increase, skills This become focus all over activity education. Importance read start reduce drastic among those who follow method direct and audio-oral methods. We might deny that second method This appear For repair deficiencies discovered by educators in method the traditional that preceded it, which provided Priority on reading and writing compared to Skills linguistics other's natural attention switch to Skills oral in a way too much at first until the teacher is free from dependency full them on reading and writing. When the audio-oral method spread and dominated curriculum teaching Language during quarter century (1940-1990), its importance speech oral and listening increase . A number of opponents accuse trend This create generation blind chatting letters in

³⁰ على أحمد مدكور، تدريس فنون اللغة العربية (القاهرة: دار الفكر العربي، ٢٠٠٦ م) الصفحة ١٤٠-١٤٢

³¹ الناقية ورشدي، تعليم اللغة العربية للناطقين بغيرها ٢٠٠٣ م: ص ١٠١-١٠٢ .

Language foreign, repetitive sentences that have been they memorized outside head. Unable face a few lines written in Language foreign, no capable understand inheritance culture. Supporters audio-oral method has argue Alone accusation this, with emphasize that training oral only required at stage First teaching Language foreign , and that attention must given to reading and writing after pass step First This³².

Procedural concept

- a. The steps for using grammar and translation methods using the Student Centered Process approach are as follows: 1) The teacher opens the lesson with greetings and prayers. 2) The teacher explains the aims of education and its benefits in everyday life. 3) The teacher provides motivation for students to learn Arabic. 4) The teacher starts the lesson by providing definitions of types of words. 5) The teacher extracts grammatical rules from the text, then explains them with detailed explanations. 6) The teacher divides students into several groups and gives assignments in the form of texts to each group. 7) Each group discusses the assignment given. They determine the translation syntax and main ideas, and students can use Internet access. 8) Each group is invited to present their learning results in front of the other groups. 9) Then the teacher explains the answer to the assignment given. 10) The teacher gives homework in the form of preparing translation pages from Arabic Literature Books which will be discussed at the next meeting (Analysis).³³
- b. Influence of reading skills: 1) Students can state the meaning of vocabulary depending on the context. 2) Students can express their ideas in detail and can connect the main ideas. 3) Students can repeat the text in their own language.³⁴

Research result

Effectiveness Application of Grammatical and Translation Methods Through Student Centered Approach To Increase Skills Reading in Learning Eleventh Grade Students in Arabic at School Nurul Falah Senior High School (SMA) Pekanbaru Riau

In this research, researcher want to know Effectiveness Application of Grammatical and Translation Methods Through Student Centered Approach To Increase Skills Reading in Learning Eleventh Grade Students in Arabic at School Nurul Falah Senior High School (SMA) Pekanbaru Riau .

- a. Data
 - 1) Observation Data

³³ Sri Utari Subyakto-Nababan, Op. Cit. Pg. 12-13

³² عمر الصديق عبد الله، المراجع السابق، ص ٩٩.

³⁴ الناقة ورشدي، المراجع السابق، ص ١٠٢-١٠٢.

Table 1. 1
Observation list application grammar and translation methods through Student Centered approach .

No	Steps for Applying Grammar and Translation Methods Through Student Centered Approach	F	P
1	The teacher opens learning with greetings and prayers .	6	100%
2	The teacher explains objective education and its benefits in life daily .	6	100%
3	The teacher gives motivation to student For Study Arabic .	6	100%
4	The teacher started learning with give definition types of words.	6	100%
5	The teacher explains grammar rules from text , then explain it with explanation detailed .	6	100%
6	Teacher divides student become a number of group and give task form text to each group .	6	100%
7	Every group discuss Assigned job . They determine syntax translations and ideas main , and students can use Internet access .	6	100%
8	Every group invited For present results learn it to group other .	6	100%
9	Then the teacher explains answer Assigned job .	6	100%
10	The teacher gives work House form prepare page translation from Arabic literature books for discussed at the meeting next (analysis).	4	66.6%
	Total	57	95

$$1. P = \frac{f}{N} \times 100\%$$

$$= \frac{6}{6} \times 100\%$$

$$= 100\%$$

$$3. P = \frac{f}{N} \times 100\%$$

$$= \frac{5}{6} \times 100\%$$

$$= 83.3 \%$$

$$5. P = \frac{f}{N} \times 100\%$$

$$= \frac{6}{6} \times 100\%$$

$$= 100\%$$

$$7. P = \frac{f}{N} \times 100\%$$

$$= \frac{6}{6} \times 100\%$$

$$= 100 \%$$

$$9. P = \frac{f}{N} \times 100\%$$

$$2. P = \frac{f}{N} \times 100\%$$

$$= \frac{6}{6} \times 100\%$$

$$= 100\%$$

$$4. P = \frac{f}{N} \times 100\%$$

$$= \frac{6}{6} \times 100\%$$

$$= 100\%$$

$$6. P = \frac{f}{N} \times 100\%$$

$$= \frac{6}{6} \times 100\%$$

$$= 100\%$$

$$8. P = \frac{f}{N} \times 100\%$$

$$= \frac{6}{6} \times 100\%$$

$$= 100\%$$

$$10. P = \frac{f}{N} \times 100\%$$

$$= \frac{6}{6} \times 100\% = 100\%$$

$$= \frac{4}{6} \times 100\% = 66.6\%$$

³⁵ : الحاصل الآخر من رموز ملاحظة

$$P = \frac{f}{N} \times 100\%$$

$$= \frac{57}{60} \times 100\%$$

$$= 95\%$$

Conclusion :

Final score application grammar and translation methods through Student Centered approach is 95% with mark very Good .

2) Test Data

Statistical Package Calculation Results (SPSS)

Table 1. 2

I. NORMALITY TEST

Tests of Normality							
	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistics	Df	Sig.	Statistics	df	Sig.
Pretest	Experiment	,150	19	,200*	,947	19	,349
	Control	,192	23	,028	,941	23	,193
Posttest	Experiment	,169	19	,159	,923	19	,127
	Control	,185	23	,040	,944	23	,214

a. Lilliefors Significance Correction

Shapiro Wilk's normality test was used Because amount sample every class not enough of 50. From the table above mark Shapiro Wilk's significance every class and treatment are .349, 193, 127, and 214, > .005. Therefore That can interpreted that research data normally distributed , therefore that's the test used is a parametric test (t-test) .

Table 1. 3

II. HOMOGENEITY TEST

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	,160	1	40	,692
	Based on Median	,083	1	40	,774
	Based on Median and with adjusted df	,083	1	39,421	,775
	Based on trimmed mean	,155	1	40	,696
Posttest	Based on Mean	,355	1	40	,555
	Based on Median	,264	1	40	,611

³⁵ Riduwan, *Skala Pengukuran Variabel-Variabel Penelitian*, (Bandung: Alfabeta, 2011), Pg. 15

	Based on Median and with adjusted df	,264	1	38,614	,611
	Based on trimmed mean	,337	1	40	,565

From the tests carried out obtained mark significance based on the average of the two data sets (experimental and control) of 0.692 and 0.555 > 0.05. Therefore that , you can interpreted that research data nature homogeneous . This means that the data is compared have same variance , so possible For test was carried out (t test).

Table 1. 4

III. INDEPENDENT SAMPLE T TEST

Treatment	Class	N	Mean	t	df	Sig.
Pretest	Experiment	19	55.26	0.465	40	0.692
	Control	23	53.04			
Posttest	Experiment	19	82.11	6,660	40	0,000
	Control	23	55.65			

Pr e - test

Class average experiment of 55.26 and the average value of the variety control amounting to 53.04. Then value t_{observed} of 0.456 with significance 0.692. Table t values with 40 df = at 5% alpha is 2.022 and 1% is 2.705. With thereby is known $t_{\text{count}} (0.089) < t_{\text{table}} 5\% (2.022)$ and $t_{\text{table}} 1\% (2,705)$ or significance (0.692) > 0.05 and 0.01 which means No there is significant differences in skills read student group class experiments and classes control .

Post test

Class average experiment of 82.11 and the class average score control amounting to 55.65. Then value t_{observed} amounting to 6,660 with significance 0.000. Table t values with df=40 at 5% alpha is 2.022 and 1% is 2.705. With thereby is known $t_{\text{count}} (6,660) > t_{\text{table}} 5\% (2.022)$ and $t_{\text{table}} 1\% (2,705)$ or significance (0.000) < 0.05 and 0.01 which means there is significant differences in skills read student between class experiments and classes control

CONCLUSION

Study This started from designing steps learning, implementation, observation, and testing. Population study This is all over student class XI Nurul Falah High School 2023/2024 teachings, with sample student class XI A as Experimental Class and class XI B as class control. Subject study This are teachers and students class XI A and class XI B SMA Nurul Falah. Object study is For increase Skills read in learning students ' Arabic language class eleven at School Nurul Falah Senior High School (SMA) Pekanbaru Riau. From the analysis of the data obtained, it can be concluded that the application of grammatical and translation methods through a student-centered approach is effective in improving reading skills in learning Arabic for eleventh grade students at Nurul Falah Senior High School (SMA) Pekanbaru Riau because the $\text{observed } t \text{ value} = 6.660$ is greater than $t_{\text{table}} =$ at a significance level of 1% = 2.705 and a significance level of 5% = 2.022, this means that H_0 is rejected and H_a is accepted. In the observation table, a score of 94% is obtained, which means "very good" because it is in the range 81%-100%. In other words, the application of grammatical and translation methods through a student-centered approach is effective in improving reading skills in learning Arabic for eleventh grade students at Nurul Falah Senior High School (SMA) Pekanbaru, Riau.

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