

Implementation of the Use of Animation Media in Understanding Arabic Translation Techniques Using Behaviorist Learning Theory

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Abstract

The high intensity of use of technological media is increasing rapidly. This encourages teachers to use animation media in learning Arabic to understand translation techniques through the behaviorist learning system. On this basis, this research aims to test the effectiveness of using animation media on understanding techniques for translating meaning through the implementation of behaviorism learning. This research uses a qualitative approach design to analyze the meaning translation techniques produced by students from animation media based on behaviorist learning. The data used were the scores of 24 students of the Arabic at IAIN Kerinci, while the analysis technique used was Milles and Hubberman's theory for qualitative data analysis. The results of research techniques show that the use of animation media to understand translating meaning through the application of behaviorist learning is effective in increasing students' grades, while in the process of understanding meaning there are 4 techniques in the animation media of the story of Umar bin Abdul Aziz. Research findings show that the use of animation media can provide students with the opportunity to analyze techniques for translating meaning and be creative in determining learning objects. This sample is limited in use, so researchers recommend that future research use a research design with more varied objects and samples.

Keywords: *Animation Media, Translation, Behaviorism Theory*

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INTRODUCTION

The learning process in the digital era can be utilized by teachers. The high use of digital media can help make the learning process more enjoyable. The variety of media available is very varied, the most important thing is that teachers are able to choose according to the needs of the desired learning objectives. Arifin also revealed that digital media can provide contextual experiences for students. In the translation process, teachers can provide opportunities for students to cultivate their creativity through the behaviorist learning system. This learning prioritizes regular repetition to understand a learning object.

Behaviorist learning is an approach in educational psychology that emphasizes the role of the environment in shaping individual behavior through the learning process. This theory holds that all behavior is the result of a response to certain stimuli in the environment. Main Concepts of Behaviorism Stimulus and Response. Stimulus (S): Stimulus from the environment that triggers a response. Response (R): Reaction or behavior produced as a result of a stimulus.

The implementation in Class management can be in the form of: Use of positive reinforcement to encourage good behavior. Use of punishment to reduce

bad behavior, Repeated learning (drill and practice) to ensure basic skills are mastered, Providing immediate feedback so students can correct mistakes immediately, Use of a Reward System to encourage student motivation and performance. Based on several indicators in the behaviorist learning process, it can show that there is conformity in understanding meaning. Meanwhile, the classification of meaning translation techniques can be seen through the following description. According to Molina and Albir's version, translation techniques are divided into several ways, namely:

1. Adaptation: a translation technique in which the translator replaces the cultural elements of the source language with cultural elements that have the same characteristics in the target language, and these cultural elements are familiar to the target reader.
2. Amplification: a translation technique that makes explicit or paraphrases information that is implicit in the source language.
3. Borrowing: a translation technique where the translator borrows words or expressions from the source language. The loan can be pure borrowing or naturalized borrowing.
4. Calque: a translation technique where the translator translates the source language phrase literally.
5. Compensation: a translation technique in which the translator introduces elements of information or stylistic influence of the source language text elsewhere in the target language text.
6. Description: a translation technique applied by replacing a term or expression with a description of its form and function.
7. Discursive creation: This technique is intended to display temporary equivalencies that are unexpected or out of context. This technique is commonly applied in translating book titles or film titles.
8. Common Equivalence: a technique for using terms or expressions that are already common (based on dictionaries or everyday usage). This technique is similar to literal translation.
9. Generalization: this technique is to use terms that are more general or more neutral.
10. Linguistic amplification: this technique is to add linguistic elements to the target language text. This technique is commonly applied in consecutive translations or in dubbing.
11. Linguistic compression: a translation technique that translators can apply in simultaneous translation or in the translation of film texts, by synthesizing linguistic elements in the target language text.
12. Translation: a translation technique where the translator translates an expression word for word.
13. Modulation: a translation technique in which the translator changes the point of view, focus or cognitive category in relation to the source text. This change in point of view can be lexical or structural.
14. Particularization: this technique is to use more concrete or precise terms.
15. Reduction: This technique is the opposite of the amplification technique. Source language text information is condensed in the target language.

Information that is explicit in the source language text is made implicit in the target language text.

16. Substitution: This technique refers to the alteration of linguistic and paralinguistic elements (intonation or gestures).
17. Variation: this technique changes linguistic or paralinguistic elements that affect linguistic variation: changes in textual tone, language style, social dialect, geographical dialect. This technique is commonly applied in translating drama scripts.
18. Transposition: translation technique by changing grammatical categories. This technique is the same as the category, structure and unit shift technique. Verbs in source language texts, for example, are changed to nouns in target language texts

Based on this technique, several previous studies have shown several research findings. As Pribadi Utama in his research identified 9 translation techniques found in the output of the auto-translation feature on Youtube.com where literal translation techniques dominate. Meanwhile, other research also analyzes using the Molina Albir technique with research findings analyzing expressions, there are three variants of translation techniques, namely single, couplet and triplet technique variants. Other research also shows that the use of a behaviorist learning system can help students understand learning objects repeatedly. Other facts also reveal that a behaviorism-based learning system is able to provide a variety of learning strategies. Based on the research above, in-depth analysis is still needed regarding behaviorist theory-based research to hone students' understanding of techniques for translating meaning. On that basis, this research aims to analyze translation techniques using animation media based on behaviorism theory.

METHOD

This research uses a qualitative approach with a literature study method. The qualitative approach is used to analyze non-statistical data by looking at the phenomenon of studying the meaning of the animated film about the story of Caliph Umar Bin Abdul Aziz. The data for this research is in the form of interaction patterns between film actors. Data sources were obtained from primary and secondary data sources. The primary data source is an animated film about the story of Caliph Umar Bin Abdul Aziz, while the secondary data source is a study of references related to behaviorist learning theory-based learning and meaning translation techniques in the animated film Caliph Umar Bin Abdul Aziz.

The analysis technique is in the form of content analysis which reveals the meaning of interactions in each verbal discourse delivered by film actors. This technique consists of eight stages, namely (1) the researcher formulates a research problem in the form of implementing Arabic language learning using project based learning to explore the meaning of the animated film Khalifah Umar Bin Abdul Aziz, (2) the researcher conducts a literature study related to the two variables of this research, (3) the researcher determines the analysis technique used by adopting content analysis techniques, (4) the researcher determines the sample and research variables in the interaction discourse of the story of Caliph Umar Bin Abdul Aziz, (5) the researcher makes categorization and coding guidelines based on the

classification of the objectives of this research, (6) researchers collect data, (7) researchers carry out coding and (8) researchers process the data that has been obtained for the analysis process.

RESULTS AND DISCUSSION

The animated films used are varied. Teachers can take advantage of Arabic language animation resources via the YouTube channel. The learning steps based on behaviorist theory are as follows. First, the teacher determines repetitive techniques in listening and listening to animated videos. Second, the teacher instructs students to choose one of the research objects, namely Arabic learning animations from various sources on YouTube. Each student must choose a different video from their friend. Third, students can watch videos or animated films that have been selected and listen to them repeatedly. Next, students can determine techniques for translating the meaning of sentences through the various techniques used. The next stage, students can write the results of observations of watching animated films and classify them into several parts of translation techniques. The next stage, the teacher can provide feedback on the results of observations made by students. One of these behavioral learning systems requires students to repeat watching videos and ensure that the translation techniques used are correct.

One form of analysis of the animated story is entitled Video: Caliph Umar Bin Abdul Aziz. Video channels can be searched with the Sukardi Hasanudin channel. The year this animated film will be published is 2021. The duration of this animated film lasts 10 minutes. The animated video link can be tracked via the following link <https://youtu.be/L8677zg0Atg?feature=shared>.

Several stories can be seen that this story tells about the generosity of Umar Bin Abdul Aziz during his caliphate, where this justice brought generosity to his people. So that his name is remembered by his people because of his very wise attitude as a leader. The results of data analysis in the form of translation techniques can be seen in the following table.

Table 1. Analysis of Translation Techniques

No	Data	Duration to	Target Language (translator)	Technique used
1	May God bless you with what you have	00.06	May Allah bless you with what you have.	Calque: a translation technique where the translator translates the source language phrase literally.
2	And more goodness for you	00.08	And add goodness to you.	Amplification: a translation technique that makes explicit or paraphrases information that is implicit in the source language.
3	Thank God for his blessings	00.10	Praise be to Allah for his blessings.	Amplification: a translation technique that makes explicit or paraphrases information that is implicit in the source language.
4	What do you mean by his blessing?	00.21	What is the meaning of your words of blessing?	Common Equivalence: a technique for using terms or expressions that are already common (based on dictionaries or everyday usage). This technique is similar to literal translation.

5	It's a long story	00.25	Long story.	Calque: a translation technique where the translator translates the source language phrase literally.
6	And when I decided to return to the tribe	01.00	And when I decided to return to my tribe.	Common Equivalence: a technique for using terms or expressions that are already common (based on dictionaries or everyday usage). This technique is similar to literal translation.
7	I will go home, sir Omar!	01.07	I'm going back to my village, my lord Umar!	Calque: a translation technique where the translator translates the source language phrase literally.
8	I want to tell you something	01.14	I want to say something to you.	Calque: a translation technique where the translator translates the source language phrase literally.
9	Good prince, say it!	01.17	Well, O amir (prince), say it!	Common Equivalence: a technique for using terms or expressions that are already common (based on dictionaries or everyday usage). This technique is similar to literal translation.
10	You know, Dicken, that I'm an ambitious man	01.20	You know, Dukain, that I have high aspirations.	Amplification: a translation technique that makes explicit or paraphrases information that is implicit in the source language.
11	I will honor you, God willing	01.35	And I will honor you with God's permission.	Particularization: this technique is to use more concrete or precise terms.
12	I bear witness to these two men	01.46	And I also made these two men as witnesses.	Particularization: this technique is to use more concrete or precise terms.

Based on the findings above, translation techniques are classified into 4 techniques in the animated story of Umar bin Abdul Aziz, namely particularization, amplification, calque and general equivalence techniques. This variety of techniques shows students' ability to determine appropriate translation techniques based on existing theory. Through a learning system based on behaviorist theory, students can analyze translation techniques repeatedly. As stated, this repetition can encourage students' understanding of the object of study that is understood. Apart from that, teachers can provide appreciation in the form of appropriate assessments based on the results of their studies.

Through a variety of behaviorism-based learning processes, students practice understanding translation which is very effective for teaching basic skills that require repeated practice, such as reading and comprehension.[1] Apart from that, behaviorism-based learning can be measured with a clear structure and regular stages that make it easier for students to follow and understand the material.[2] Based on several facts and research findings above, researchers can reveal that learning translation using a behaviorist learning system can train understanding in determining appropriate translation techniques.

The results of these findings can be used in implementing learning using animation. Behaviorist learning theory provides many advantages, especially in

creating a structured and measurable approach to learning. Its effectiveness in classroom management, learning basic skills, and developing good study habits makes it a valuable approach in education. Even though it has several limitations, these advantages make behaviorism still relevant and useful in various learning contexts.

CONCLUSION

This research concludes that the use of animation media to understand techniques for translating meaning through the application of behaviorist learning is effective in increasing students' grades, while in the process of understanding meaning there are 4 techniques in the animation media of Umar bin Abdul Aziz's story, namely particularization, amplification, calque and general equivalence techniques. Research findings show that the use of animation media can provide students with the opportunity to analyze techniques for translating meaning and be creative in determining learning objects. This research is limited to the use of samples, so the researcher recommends that further research use a research design with more varied objects and samples.

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