# Of Hiwar Texts Among MTS Students: Analysis Of Student Abilities Class IX-2 MTS Al-Ittihadiyah Mamiyai

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| Article Info | ABSTRACT |
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| **Keywords**: Problems, Translation, Students, Proficiency, Linguiatic, Non-Linguistic. | In the context of language learning, translation is very important. Translating hiwar texts is often a challenge for students in class IX-2, especially in understanding the context of the intended meaning in a conversational sentence. This study aims to find out the problems faced by students when translating hiwar texts in Arabic language learning. The method used in this research is qualitative method with descriptive analysis as the approach. Data were collected using literature review, interviews and participatory observation, and the data analysis technique used was descriptive analysis. The results of this study show that students face two translation problems, namely linguistic and non-linguistic problems. |
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## INTRODUCTION

Translation is one of aspect important in learning Language foreign , good Language English , Arabic, Japanese , Korean and so on . Basically translation is skills The main thing taught is the transfer process Language foreign to Language objective (Ma'mur, 2004) . Translation Already become mandatory thing when somebody want to Study new language (Ma'mur, 2004). As one of the countries whose people Lots adhere to Islam, in Indonesia learning Arabic is very easy found in the institution education , both formal and non-formal, both school level base and also level advanced or even university level .

Arabic is one of the eye lesson important in madrasah, things This Already recorded in the KMA as reference education (Nasution, 2016) . This is cause , Arabic holds an important role in understanding Islamic religious texts , namely as means For understand religious teachings contained in the Al-Qur'an and Hadith as well as other religious sources , considering the books of previous scholars Lots once used Arabic in delivery methods religious basis (Fathoni, 2020) .

As has been mentioned that learning Language foreigners are in great need ability translate , thing this also applies in Arabic . In learning Arabic language , ability translate is one of the things to do mastered by students (Fathoni, 2020) . Although There is Lots sciences base Arabic language like nahwu , sharaf , balaghah and so on , translation is knowledge very important basis . In fact , the eyes studying translate reach three levels in level university education major education Arabic (Yunianti & Fajria, 2023)

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Translation own role important in understand context Arabic language and with its purpose , in particular in material *hiwar* ( conversation /dialogue). By No live , translation will become means as well as internship strategic role in get used to student For understand concepts as well as context the middle material discussed in a way communicative . In addition , translation also helps student in understand meaning and application knowledge they regarding layout language , vocabulary and context culture .

Not only in Arabic , mostly learning Language foreign will using dialogue or conversation in material his learning . This is due to text conversation nature interactive and very close the relation with life daily (Rosidin, 2016) . Frequently used vocabulary used in material dialogue will often used in life daily If later needed exercise practice in the field in a way direct (Rosidin, 2016) .

In Arabic , dialogue text oru conversation often called with *hiwar* . Apart from that serve Lots benefits , in fact *hiwar* still serve a number of challenge alone in the learning process , especially for MTs children who are still be at the stage learning basic arabic language until medium . The challenges faced are also different and caused by different things . Some challenge common common happen is lack of mastery vocabulary , mastery of layout and structure sentence , difficulty understand diverse meanings and experiences confusion in understand meaning  contextual as well as difference reflected culture in Language or even constraint psychological like lack of trust self on translate Arabic language because afraid of being wrong and mistaken (Maulana, 2022) . Far away difference between Indonesian with Arabic becomes reasonable thing If someone who studies Language foreign the will experience difficulty (Maulana, 2022) .

Class IX-2 MTs, as one of the class at level end education intermediate first , to be appropriate and relevant groups For investigated in context ability translation text *hiwar* . At the stage this , students expected capable translate and have ability base in understand context discussion in A text in Arabic. However in reality , still There is Lots very students who experience obstacle when translate Arabic , so that objective learning No can achieved with maximum . This is also influenced by two factors, linguistic factors , namely factors originating from from that Arabic language alone , like understanding layout language and usage vocabulary , as well as non - linguistic factors namely factors that originate from outside Arabic language like lack of motivation learning and lack of exposure to Arabic in general contextual or even the learning process is not pleasant because use of strategies, methods and media that are not in accordance .

Study about problems translation in Arabic already Lots conducted by researchers others . One of a number of research the is article written by Siti Amalia and Dody Irawan with title research " Problems" Translation of Arabic Texts in Classroom MTs Negeri 3 Bangka" (Amalia & Irawan, 2021) . Research results the is found five problems faced by students in class VIII MTs Negeri 3 Bangka. With existence results study this , then expected by teachers or power education in schools the can do update so that problems the can be overcome .

In addition , other research was also found regarding analysis problems translation Arabic to Indonesian . the article in question is A journal with title " Problematics " Arabic To Indonesian Translation For Students Class V At Elementary Madrasah The Holy Land of

Sengonagung Purwosari Pasuruan " written by Fatkhur Rahman (Rahman, 2017) . The results of study the is found solution For the problems that occur . Solutions for overcome difficulty the is in the form of to advocate student For own dictionary Arabic , recommend For read book Arabic language and practice translate , repeat unlearned lessons understood student or explain come back and multiply what has not been understood or explained and expanded exercise translate as well as give more teaching good in sentences ayng complicated in its position .

At the level university education , it was also found that a study with the same problem , namely A research that makes student as object research . Nujumun Niswah and Aziz Muyazin write A article journal with title " Problems " Arabic-Indonesian Translation Challenges Faced Student As Translator Beginners " (Niswah & Muzayin, 2021) . Research This to study about problems What only faced by students when want to become a translator . Research This conclude that factors that become reason is mastery of linguistics, vocabulary vocabulary , topic mastery and skills write .

With existence researches said , then can seen that research that researchers do do own similarity that is both of them to study about problems in translation . However However , there are also differences between study previous and future research conducted by researchers . The differences the is in the form of material translated by students and objects study used . materials used by researchers in study This is use text *hiwar* , while study previous use text narrative . Likewise with object study , researcher use class IX, while study previous use class VIII.

Study This aiming For research and dig in a way deep about problems experienced by students class IX-2 when translate text *hiwar* in learning Arabic . Using approach analysis ability translate text *hiwar* by students , researchers try identify as well as analyze types problems that occur , factors the cause as well as pattern what kind of difficulties are often encountered faced by students .

research results that will be obtained , expected can give significant contribution in overcome the problems that occur , so that learning Arabic in MTs can in progress with good and appropriate with specific goals and targets in aspect translation student to text *hiwar* . In addition , with existence study This expected can become reference for teachers in face obstacles faced by students as well as to design activity learning so that created atmosphere fun learning , good through models, strategies and methods and also through the media used . With Thus , efforts For increase quality learning Arabic language at MTs AI- Ittihadiyah Mommy can realized in a way more directed and appropriate with need student .

## RESEARCH METHODS

Study This use approach qualitative.which aiming For understand phenomenon in a way deep through descriptive data analysis and interpretation . Approach This chosen Because considered more appropriate and relevant with objective research conducted . Because study This focus to exportation meaning , experience or complex social dynamics , and not explained completely if use approach quantitative (Abdussamad, 2021) .

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Study This done in a way directly at MTs Al- Ittihadiyah Mommy class IX-2. As for the technique data collection used is . *First* , the study literature that is look for information and analyze study through various related media with results research , good in the form of journals , books , theses , articles and several source others . *Second* , the interview deep Where researcher play a role as a research instrument in get valid data from source person through ask answer to the person concerned . *Third* , observation participatory Where researcher involved direct in activity participants For know social problems and contexts as well behavior object study naturally , and notes field is tools used For documenting findings This .

**Discussion and results study** .

Next , technical data analysis used is a descriptive statistic that is technical data analysis used For describe or to summarize data characteristics in data set that has been collected . This technique used use make it easier researcher For interesting conclusions on the data that has been collected (Sugiyono, 2014) .

**Literature Review**

**Draft Translation**

Translation originate from the word " translate ," which in Indonesian means transfer Language from One Language to other languages . This term rooted from Arabic " tarjamah ," (Nasution, 2022) which was adopted from Armenian " *turjuman* ," which means someone who diverts speech interlanguage (Syihabuddin, 2016) . In general general , translation is the process of transferring ideas, thoughts and information from One language ( language source ) to other languages ( languages target ). According to *Al- Mu'jam Al-'Arabi al- Asasi* , translation covers explanation , explanation and interpretation meaning  as well as Meaning from Language source to Language target (Syihabuddin, 2016) .

A number of expert define translation from corner linguistic view (Sriyono, 2018) . Translation from corner linguistic view can interpreted as a transfer process from One meaning  Language to other languages with consider aspect basic linguistics , in Arabic translation like This called with translation literal (Sriyono, 2018). Based on the above understanding so can concluded that translation is effort For move One Language to other languages , without change meaning and purpose as well as notice aspect culture and tradition from Language origin .

For produce quality translation , a translator need fulfil a number of condition (Zahro & Nu'man, 2024) :

1. Ability language , namely control Language sources and language target with Good .
2. Understanding culture , namely understand context culture from second language so that the meaning is translated still accurate .
3. Skills analysis , namely capable analyze structure grammar and meaning from text source .

In addition , the translator must adapt translation with rule Language target and use appropriate term , while notice the target audience for the translation (Zahro & Nu'man, 2024) .

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In translating , a translator must notice a number of aspect use support success in translate . Here is a number of aspect important things to do be noticed in translation (Sriyono, 2018) :

1. aspects . Some element crucial linguistics in the process of translation covering morphology , syntax and semantics.
2. Aspect culture , which includes reference culture and customs and social norms.
3. Translation process . This process involving a number of stage important , namely analysis text , meaning transfer and reconstruction text .
4. Equivalence , namely draft where translator make an effort look for equivalent closest between Language origin with Language source .
5. Translation Techniques , which include reduction , expansion and substitution .

Basically method translation divided into two groups big if reviewed from aspect Language origin and language source , namely (Rahmah, 2018) :

1. Emphasis on language source ( Bsu )
   a. *Word-for-word* translation ( WFP ) This method translate every word individually direct and maintain order the original from text source . This technique often used For understand structure base Language source , but seldom applied in formal translation because the result tend stiff and lacking experience .
   b. Translation literal ( *literal translation* ). Almost similar with word for word translation , but more pay attention to grammar in Language target , although still maintain word order of Language source .
   c. Translation faithful ( *faithful translation* ). Focus the main thing is reproduce meaning contextual text source as accurate as possible Possible in Language target , although sometimes violate grammar rules Language target .
   d. Translation semantic ( *semantic translation* ). Emphasize search equivalent appropriate meaning with culture and context Language source , at the same time maintain nuance aesthetics and beauty text .
2. Emphasis on Target Language ( TL )
   a. Adaptation . This method adapt text original to fit with culture and context Language target . This technique often applied in translation poetry or drama, where the themes and characters still maintained , but element culture customized .
   b. Translation free ( *free translation* ): Focus primarily on delivery meaning and content without bound to form or structure text original . Translation results Possible different Far from text source , but still keep the core message .
   c. Translation idiomatic ( *idiomatic translation* ). Convey message with use common expression in Language target , so that produce natural and easy translation read .
   d. Translation communicative ( *communicative translation* ). Prioritize delivery same message and effect as intended in text source , often used in translation text *informative* .

### Hiwar Material in Arabic Language Learning

Basically between Arabic with translation own very close relationship . As for the relationship between translator and Arabic language have a very important role , considering

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level complexity as well as uniqueness Language mentioned . The following a number of points the main one that describes relatedness the (Suyuti, 2023) :

1.  Use Language
    Translator Arabic language is necessary own deep mastery to second language , namely Language source (Arabic) and language target ( for example , Indonesian ). Mastery This covers understanding deep about grammar ( nahwu ) and morphology ( *shorof* ), which became key in analyze structure sentences and changes word form in Arabic . Without understanding this , translator at risk experience difficulty in convey meaning  in a way appropriate .

2.  Challenge in translation
    Arabic has Lots nuance and meaning connotative which is often difficult translated to in other languages . Translator must capable recognize collocations ( common word combinations ) as well understand context culture For produce natural and easy translation accepted by the reader . Inability understand context or structure sentence can result in translation lost meaning , so that translator sued For thorough and understanding background socio-cultural from translated text .

3.  Purpose of translation
    main purpose translator is become bridge communication between writers and readers who come from from background different cultures . Translator No only transfer words, but also convey meaning  as well as nuance culture from text original to Language target . This is need skills in adapt text to fit with linguistic and cultural norms reader .

4.  Quality translation
    Quality translation depends on ability translator in guard accuracy and acceptability text . Accuracy ensure that meaning  in translation in accordance with meaning  in text source , while acceptance relate with how natural is the translation the for Reader . Translator expected capable produce clear , precise and reasonable translation so that reader can understand Contents text without feel that text the is results translation (Suyuti, 2023) .

Relatedness between translator and Arabic language are very significant Because Language This own unique complexity compared to with Language others . Mastery deep on grammar , morphology , and ability understand context culture and social very much important for translator . Challenge in translate nuance and meaning the connotation contained in Arabic demands translator For Work with thorough and adaptive . In the process , the translator act as bridge communication cross culture that is not only translate .

Translation Arabic no only need skill linguistics but also insight broad culture . Complexity Arabic demands translator For own skills good analytical as well as sensitivity to context social and cultural . This is make translator as perpetrator important in bridge difference culture and language in today's global world this . Therefore that , improvement ability translator through training that focuses on aspects language and culture very much crucial For produce quality and capable translation convey message in a way intact .

Arabic is one of the Language important that is rich in history , culture and values religious . As part from clump Semitic language , language This No only used For

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communication everyday life , but also plays a role big in distribution knowledge knowledge and religion, especially Islam. The uniqueness Arabic language looks from grammatical structure , system phonetics , and richness complex vocabulary . Its status as the language of the Qur'an is increasingly to confirm his position as a language that is respected and studied globally . In addition , Modern Standard Arabic provides convenience in communication official in the middle diverse dialect local which is often not each other understood .

Arabic is one of the an integral part of education at MTs that contributes big in to form ability academic , understanding religious , and character students . With adaptive curriculum and approach contextual learning , lessons Arabic can become effective tool For face challenges of the times at once maintain values Islam . For maximum results , necessary existence synergy between teachers, students , and policies education in develop learning more Arabic relevant and applicable (Muradi, 2013) .

Arabic as eye lessons at Madrasah Tsanawiyah (MTs) are indeed own a very strategic role , both For development academic and also formation character students . Learning Arabic no only give ability linguistics but also helps student understand literature Islam which is one of the foundation education at MTs. With approach adaptive curriculum , students can more easy to hook lesson This with life everyday , so that learning become more relevant and interesting . However , the challenges faced is How ensure that method teaching Arabic language is capable fulfil need diverse students . This is covers provision of innovative learning media , improvement teacher competence and efforts For to plant love student to Arabic , so that No only become obligation academic solely .

Arabic holds role important as one of the eye lesson main subjects at Madrasah Tsanawiyah (MTs). There are several reason Why Arabic is considered important in level madrasah education . The reasons the is as eye lesson mandatory , purpose learning , formation attitude positive , scope materials and curriculum dynamic (Arisnaini, 2024) .

Arabic has four skills base namely skills reading , writing , listening and speaking . In Arabic , there are Lots very the material to be studied , one of them that is material *hiwar* . *hiwar* in Arabic means " answer ," " ask answer ," " conversation ," and "dialogue". These terms describe verbal interaction between two parties or more through exchange of ideas, opinions , or information . In linguistics , *hiwar* covers the exchange process view or thought about Topic certain situations involving two or more people more (Ratnaningtyas & Mufidah, 2021) .

*Hiwar* besides can increase skills think critical , but *hiwar* also helps to plant values norms and ethics . With proper implementation , *hiwar* can become tool capable learning create atmosphere interactive , fun , and full meaning . For reach more optimal results , teacher need Keep going increase skills they in facilitating dialogue, as well as create supportive environment participation active student .

*Hiwar* own a number of type , namely (Syamsi & Ngarifin, 2019) :
1. *Hiwar khitabi ,* namely type *hiwar* which refers to the dialogue that originates from conversation between God and His servants.

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2. *Hiwar preacher* with *nida ' ut-ta'rif bil imam,* namely type *hiwar* which aims touch the soul and consciousness of believers , often used at the beginning lesson For to awaken attention to the material to be delivered .

3. *Hiwar the head of the family tadzkiri ,* that is type a reminder *of the hiwar* against talk about God's favor or ever sins done by grandma ancestors they .

4. *Hiwar khitibi tanbihi* or *idhahi ,* namely type *the war* that started with designed questions For stimulate attention , focus students on the answers that will be explained .

5. *Hiwar the head of the family athifi ,* that is type *hiwar* which aims to awaken feeling emotional or spiritual that can push behavior positive and charitable pious , like cultivate a sense of gratitude .

In learning *hiwar* , students will sued For follow as well as participatory . Likewise with translation . *Hiwar* own a number of superiority in translation Arabic . As for the advantages is can push student For ask , improve morality and stimulation thinking active (Ratnaningtyas & Mufidah, 2021) .

## RESULTS AND DISCUSSION

### Problematics Translation Challenges Faced Student

On Thursday , November 28, 2024 , implemented interview to /l class IX-2 students at MTs al- Ittihadiyah Mamiyai . Questions asked in the form of question around Arabic language opened with question about interest them in Arabic . Next , the students were asked whether Arabic language included hard lessons and reasons they give Answer . The results obtained is 23 people out of 26 students say that Arabic is a difficult lesson , and not they interested .

The reasons given also vary , such as the difficulty write and pronounce Arabic to don't know the translation from a text in Arabic. Furthermore , researchers submit comparison between Arabic with Language English remember both of them is Language foreigners who become eye lesson mandatory . They give reason that Language English Still can understood although No known the whole meaning of the vocabulary is very different with Arabic . They to argue that factor This caused by language English which has mushrooming in life everyday . English often appear in life like Name place , directions in A use technology until *quotes* that appear on social media.

Next , the researcher return invite student For discuss about material lesson *hiwar* . The material is lessons that can be learned brought in life because all existing vocabulary will related with spoken vocabulary in activity everyday . Researchers ask whether they feel easy translate text hiwar Because related with life , they still sturdy with his opinion that translate Arabic remains difficult whatever material the lesson .

Know matter said , then researcher do research directly on the object . Namely witness the learning process teach Arabic about material hiwar in class they . Researchers notice every factors that can causing students to feel difficulties . after do research with witness the phenomenon that occurs , then researcher can find a number of the current problems they face .

Problematics , originating from from the word "problem" in Language English which means problem or issues , referring to various things that are still cause constraint or Not yet

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completed . In the Big Indonesian Dictionary (KBBI), the term This defined as " things that have not been solved " and involves obstacles that hinder achievement objective certain (Sugono, 2008) .

Problematics describe the circumstances that give rise to problems and needs solutions . In addition , problems can also be explained as mismatch between expectations and realities that require settlement for the purpose can achieved (Rahman, 2017) . Definition others also stated that problems covers the situation that has not been resolved revealed and needed study or analysis more carry on For find the solution (Efendi et al., 2018) . Based on understanding the so can concluded that problems refers to the condition or situation that requires attention and effort breakdown For finish it .

After do observation and data collection , then results study This show existence a number of problems faced by students class IX-2 and and can hinder student in translate text *hiwar* in Arabic . This research found There is a number of the problems that cause student difficulty translate text *hiwar* , and problems the can classified into two groups , namely :

1. Linguistic difficulties

   Linguistic difficulties in translation Arabic refers to to challenges faced related with aspects Language That Alone (Mubarok, 2020) . Namely aspects language that affects the translation process . Linguistic difficulties in context This covers various related issues with structure and use language , good from aspect lexical , grammatical and also stylistics . In addition , the difficulty This appear caused by the difference in system between Language sources and language purpose . This is can cause error understanding to the meaning that is intended meant by language source . Based on analysis researchers , the problems that arise from The linguistic difficulties that occur in class IX-2 are :

   a. Morphology

      In Arabic , the study morphology often called with *sharaf* (Asbarin et al., 2018) . One of problems type this is very often occurred in class IX-2 in translate text *hiwar* . This is proven with understanding student about use types changes that occur in *the verb* , in the form of use of time and *nouns the dhamir* .

      *Hiwar* text is one of text Arabic is the most common language use types *verb* . Due to lack of understanding about knowledge sharaf , then the process of translating text also not can achieve learning targets . This is due to , no capable of student in to overcome *the descriptions verb* and each confused with use *noun dhamir* .

   b. Syntax

      In Arabic , the term syntax often called with knowledge *nahwu* (Ramdiani, 2014) . Basically syntax hold role important in translation Arabic . With syntax , translator can know function of words in sentence , understand very different grammatical structures with Indonesian and can identify meaning ambiguous and unintelligible sentences clear .

      As well as with morphology , syntax is also one of them frequent problems happening among students , especially in class IX-2 as object research . This is proven with students who are having difficulties determine *nouns* , *verbs* and letters in text *hiwar* .

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In addition , students also still Confused with structure sentence Arabic . They Still Confused when faced with with text enough *hiwar* long and each not yet capable How translate a word when play a role as *muntada ', khabar, fa'il , maf'ul bean* or type other .

c. Vocabulary

Not only in Arabic , all learning Language foreign will need mastery a lot of vocabulary . How somebody capable translate A sentence if the meaning of each he said just He don't know. Besides that There is Lots reason other Why mastery vocabulary is very influential to translation Arabic , including that is like absence synonyms . Difference Indonesian and Arabic , causing translator must capable find appropriate sentence with target language use make it easier reader For understand results translation .

Based on results study IX-2 students still feel difficulty If requested For translate word in A text *hiwar* . Even when student Already told the meaning of each word, they Still Not yet capable For compile every sentence the with good and right . This is caused by several factor . Students are very rare directed For translate text *hiwar* in a way independent , they used to translate sentence with translations given by the teacher. In addition , students also do not normal open dictionary For find the meaning of every word there is in text *hiwar* .

d. Semantics

Semantic terms in Arabic more often known with ' *ad- dilalah knowledge* (Mufid & Diantika, 2024) . In general literal semantic meaning knowledge about meaning . Apart from know the meaning of a sentence , understanding about the meaning desired by language source must controlled by a translation .

Based on research that has been done , then can found that student class IX-2 still many do not to master semantics . As has been mentioned on that the students also experienced difficulty in translate . Based on matter the so can concluded that they also experienced difficulty in understand meaning  implied that there is in text *hiwar* . Most of Still Not yet capable determine main discussion as well as things referred to in the text *hiwar* that they read .

2. Non- linguistic difficulties

Non- linguistic problems is difficulty in context translation Arabic language that leads to challenges that are not related direct with Language That Alone (Maulana, 2022) . In general simple can it is said that non- linguistic difficulties is the opposite from linguistic difficulties . Non- linguistic problems will related direct with factors external factors that affect the translation process . Specifically to class IX-2 of course There is a number of non - linguistic difficulties faced in translation text *hiwar* in learning Arabic .

Based on analysis research , then non - linguistic problems faced by students class IX-2 can classified become a number of points , namely :

a. Motivation Study

Motivation Study hold an important role in translation Arabic . Not only in context translation , everything something still need motivation . Because with existence motivation so individuals involved can more spirit and knowing benefit from what is he try . In the context translation , motivation Study considered important because

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motivation Study can give influence to involvement students . In addition , motivation learning can also increase interest learning , reducing uncertainty and encouraging practice as well as exercise .

Based on analysis , students class IX-2 less get motivation learning . This is proven with answer on question " For what and why We must Study Arabic ". Most from student Still Not yet capable answer question those . Most of them they feel confused , for What they learn Language foreign This .

b. Social support

In general simple social support can interpreted as a attention given by other people so the recipient feel comfortable and quiet (Amillya, 2020) . other than giving motivation learning , social support is also one of them factor important in translation Arabic . Basically social support will give impact positive in the form of facilitate understanding culture , improve access to source power , push collaboration and discussion as well as reduce anxious and stressed (Munip, 2020) .

After do research , can concluded that student class IX-2 less get social support . This is proven with reluctance and bored student when requested For translate text the given *hiwar* or what is written in the book package . In addition , students are also dominated by feelings of doubt and fear. do error when requested For translate A text *hiwar* in a way independent . The research results also noted that students who do not get social support will show negative attitude towards learning Arabic .

c. Lack of practice

Not only Arabic , every someone who is in the middle Study Language foreign will need practice For test and know Already how far is the mastery Language foreign language that he studied . Practice in Language foreign means apply Language or new vocabulary learned in life daily or at least use Language mentioned at the time certain (Fitria, 2019) .

Reality from students IX-2, they No Once do practice direct use Arabic vocabulary that has been they learn in environment life everyday , good in scope school , learning and also fellow friends . However Thus , when beginning start learning greeting words delivered by the teacher using Arabic then the students answered with the same language . But the greeting only limited to Congratulations morning " or " what news ". This naturally No Enough For create an environment that encourages students For used to with sentences Arabic .

Practice will make student become used to so that vocabulary that has been studied No can forgotten with fast . However as mentioned that they No used to do it which means they can forget vocabulary that has been studied with easy . This is Of course just influence How student translate when requested For translate text *hiwar* at the moment learning currently ongoing .

d. Limitations source Power

Basically translation need complex support from all side , good from the linguistic side own , technical and also culture . Limitations can become one of problems in

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translation Arabic especially in context text *hiwar* because Arabic has high complexity Good from aspect structure , vocabulary and meaning  contextual .

As for the limitations source the power in question in research that has been conducted in class IX-2 is lack of dictionaries and encouraging sources ability translation . Students No own dictionary or school that does not provide Arabic-Indonesian and Indonesian - Arabic dictionary for students so that translation always done by teachers and students only write translation that has been read by the teacher. This is Of course just make student No used to with translate .

## CONCLUSION

There is a number of problems that affect ability student class IX-2 in translate text *hiwar* in learning Arabic . Problems the divided into two, namely linguistic and non- linguistic problems . Linguistic problems include: morphology , syntax , vocabulary and semantics. While non- linguistic problems is motivation learning , social support , lack of practices and limitations source Power .

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