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ANALYSIS OF SYNTACTIC FUNCTIONS AND SYNTACTIC CATEGORIES ON KITAB TA'LIM MUTA'ALIM

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Abstract

Kitab Ta'lim Muta'alim is a work of Imam Az-Zurnuji about the world of education and the world of Islamic education. Has been translated by Abdul Kadir Al-Jufriy and Aliy As'ad. The purpose of this research is getting discription explicitly about : syntatic functions and syntatic categories in Kitab Ta'lim Muta'alim. This study is descriptive research with a comparative-contrastive approach with using special tables of classificat output of research data.

Based on data analysis of research done by research. The conclusion of the research is that there are 35 speech acts of directive commands in the Ta'lim Muta'alim translation book in which syntactic functions and syntactic categories are written. Determining the use of translation techniques and procedures used by Abdul Kadir Al-Jufriy found 111 data using 14 translation techniques. while Aliy As'ad found 102 data using 15 translation techniques. Furthermore, in determining the ideology of translation, the ideology of foreignization in Abdul Kadir Al-Jufriy's translation book is 52.44% and in Aliy As'ad's translation 50.84%. it can be said that it is included in the ideology of foreignization.

Keywords: Syntatic; Translation; Kitab Ta'lim Muta'alim

Muhaimin (2004, 37) thinks, education is an activity and a phenomenon. Education as an activity means a conscious effort to help a person or group in developing a view of life, witness to life, and life skills. While education as a phenomenon is an event where two or more people meet to develop a view of life, attitude to life, or life skills on one or several parties. In short, the phenomenon of education is an activity that involves interaction between two people, namely those who teach and are taught, which is called the interaction between teachers and students.

Teachers and students are important aspects of education. The teacher is tasked with conveying the knowledge and experience that he has gone through and students receiving the knowledge and experience.

According to Hamalik (2004:124), teachers are people who provide teaching, deliver lessons so that students can understand what is being conveyed, try to foster changes in attitudes, habits, skills, social relations, and so on through teaching and learning activities. The teacher is not only a teacher, but can be a motivator, innovator, and counselor. The teaching-learning process carried out by the teacher must be able to realize the potential of students in order to compensate for the weaknesses of the teacher. So having a teaching profession is not an easy thing.

According to Law No. 14 Article 1 of 2005 concerning Teachers and Lecturers, it states that: "Teachers are professional educators with the main task of educating, teaching, guiding,

directing, training, assessing, evaluating students in formal education, at the basic level and education. medium". While students (students), according to the RI Law No. 3 of 2003 concerning the National Education System states that: "Students are members of the community who try to develop their potential through learning that is available on certain paths, types, and levels of education".

According to Sauri (2020:76), Arabic learning in Indonesia is widely known in all levels of society. Arabic has been studied by some Indonesian people, both in formal institutions, such as schools and colleges and in non-formal institutions, such as majlis taklim, course places, and other institutions.

One of the foundations used in learning Arabic is *Kitab Ta'lim Muta'alim*. *Kitab Ta'lim Muta'alim* according to Az-Zurnuji (in Mustofa, 2018:9): "A very important book, teaches about how to be good santri and kyai". Another specialty lies in the material. Even though the title seems to only contain learning methods, the essence of this book also includes learning objectives, principles, and strategies based on religious morals. This book has also been spread in almost all corners of the world.

In *Kitab Ta'lim Muta'alim* discusses teachers and students, how and ethics in studying and what to do after obtaining it. In addition, it also gives understanding to students that studying is not only oriented to worldly knowledge theoretically and practically, but there is also religious science that acts more as the foundation of other sciences.

The learning concept written by Imam Az-Zurnuji in *Kitab Ta'lim Muta'alim* can be used as a reference for teaching and learning activities, basically the book focuses on morals as a starting point for successful learning. *Kitab Ta'lim Muta'alim* was written by Imam Az-Zurnuji against the background of the situation of students or students who seek knowledge but do not get the fruits and benefits of knowledge. According to Aljufri (2009:2), as written by Imam Az-Zurnuji in the opening of the book *Ta'lim Muta'alim*:

"After I see that many students of knowledge today are actively studying but do not get the fruit and benefits of knowledge and its development, because they go the wrong way, of course they get lost and fail to achieve their goals, small or large, then I am happy to explain about *tariqat at-ta'alum* (study method), according to what I read from various books and what I heard from pious and wise teachers.

Kitab Ta'lim Muta'alim is a mandatory book for students in Islamic boarding schools. According to Thohir (in Nisak and Taufiq, 2020:366), the scientific tradition in the pesantren environment is different from other Islamic education environments, such as madrasas and schools. The characteristic of science in pesantren with other Islamic education is the learning of classical books (the yellow book) to the students. The use of the yellow book is applied as the main reference in exploring Islamic scholarship and Arabic.

Kitab Ta'lim Muta'alim written by Imam Az-Zurnuji is widely liked by the santri and kyai circles. This book is widely studied and studied by most of the pesantren in Indonesia. The book of *Ta'lim Muta'alim* is easy to read but difficult to understand.

The position of the translation book as a support in learning is very useful to make it easier to understand the message conveyed by the author of the book. Therefore, to translate from the source language to the target language, it is necessary to choose the right words to express it. Thoughts, ideas, experiences are good for a translator, but without effective sentences, the message from the source language will not be conveyed. Therefore, translators need to pay attention to the meaning of a source language text before translating something.

Translation is an activity between languages that has an important role in the transfer of culture, in communication, in the exchange of information between nations or between individuals

who have different cultures and languages. Translation is also influential in improving human culture and civilization.

The translation *Kitab Ta'lim Muta'alim* is the result of a translation of the yellow book *Ta'lim Muta'alim* by Imam Az-Zarnuji translated by Abdul Kadir Aljufri published in Mutiara Ilmu, Surabaya in 2009 and Aliy As'ad published in Menara Kudus, Kudus about thirteen chapters of *tariqat at-ta'alum* (study method).

According to Anwar and Anis (2018:1), translation is a process of translating that involves two or more languages, namely the source language and the target language. So, translating is transferring and expressing the message of a text from the source language to the target language by using the language style and characteristics of the target language without changing the original message carried by the source language. The responsibility of a translator is to find the appropriate meaning by using the form and structure of the target language.

Transferring meaning in one language to another is not an easy thing for the translator to do. For this reason, translators must be able to use translation strategies in transferring meaning and choosing equivalent words from the source language to the target language.

Linguistics is the study of languages. several branches of linguistics, namely phonetics, phonology, morphology, syntax, semantics, and pragmatics. Syntax is a part of linguistics. According to Verhaar (1993:70), the word syntax comes from the Greek words *sun* 'with' and *tattein* 'to put'. The term etymologically means "to put together words into groups of words or sentences and groups of words into sentences". In other words, syntax has the meaning of joint arrangement or arrangement. The field of syntax investigates all the relationships between groups of words (or between phrases) within the basic unit of syntax.

According to Alwasilah (2005:6), grammar in Indonesian includes morphology and syntax, while grammar in Arabic includes *nahwu* and *sharaf*. *Nahwu* is a science that studies words when they are in sentences and *sharaf* is a science that discusses words before they are in sentences (Dahdah, 2001:1).

The researcher uses the *Kitab Ta'lim Muta'alim* by Imam Az-Zarnuji which has been translated into Indonesian into the *Ta'lim Muta'alim Translation Book* by Abdul Kadir Al Jufri and Aliy As'ad, because it is useful for teaching Arabic, especially Translation Science, can be used as a reference in obtaining valuable information in learning Arabic. Students can also use it to learn Arabic, where students can find material on syntactic functions and syntax categories in Arabic to Indonesian translations.

On this basis, researchers are interested in the *Kitab Ta'lim Muta'alim* by Imam Az-Zarnuji which has been translated into Indonesian into the Translation Book "*Ta'lim Muta'alim*". With this, the researcher examines syntactic functions and syntactic categories by using the method of translating between languages (source language and target language), and selecting the book "*Ta'lim Muta'alim*" by Imam Az-Zarnuji as the object of research.

Based on the above background, the researcher intends to study further about the method of translating between languages, functions and syntactic categories, with the title "*Analysis of Syntactic Functions and Categories in the Ta'lim Muta'alim Translation Book*".

METHOD

The research method used in this research is descriptive research with a comparative-contrastive approach. Descriptive research is the most basic research, to describe existing phenomena, both natural and human engineered. Descriptive research aims to identify differences and similarities in vocabulary between Arabic as the source language and Indonesian as the target language.

The contrastive approach is used by researchers because it aims to contrast one of the elements of Arabic and Indonesian, namely in syntactic functions and syntactic categories which indicate language rules.

The research here is an in-depth observation regarding the translation shift in the directive speech acts of commands, especially words, phrases, and sentences that contain syntactic functions and syntactic categories between Arabic and Indonesian.

The data sources used are *Kitab Ta'lim Muta'alim* in Arabic by Imam Az-Zurnujji and his translation in Indonesian by Aliy As'ad and Abdul Kadir Aljufriy.

The researcher limits the speech act of the directive command, because in *Kitab Ta'lim al-Muta'allim* and its translation many words are included in the speech act of the command directive and are considered to represent the content of Arabic and Indonesian.

RESULTS AND DISCUSSION

To understand the meaning of syntax, it is also necessary to understand the meaning of sentences, clauses, and phrases that are the subject of syntactic studies.

1. Sentence

The meaning of a sentence is a grammatical component which is interpreted by an interval and is followed by a falling or rising final intonation (Ramlan, 2005). Alwi, et al (2003) describe the structure of the sentence starting from the subject and predicate, subject, predicate and object, subject, predicate, and complement, subject, predicate, and description, and subject, predicate, object, and description.

2. Clause

Ruliati (2015) argues that a clause is a grammatical unit in the form of a group of words, at least a subject and a predicate, when combined they will form a sentence.

3. Phrase

Phrases are defined as grammatical elements in the form of a combination of two or more words that do not cross the boundaries of their function (Ramlan, 2005).

In discussing syntax, Verhaar (in Sahkholid, 2017:125) divides the syntactic level into three, namely: function, category, and role of syntax.

1) Syntax Functions

The syntactic function in Indonesian consists of the elements of a subject, predicate, object, and description. Meanwhile, according to Nur (2016: 34) syntactic functions in Arabic are classified according to the type of i'rab and are better known by terms, including:

مفعول فيه، مفعول معه، مفعول لأجله، خبر، مبتدأ، نائب الفاعل، مفعول به، فاعل

2) Syntax Category

According to Chaer (2012), the syntactic category includes eleven kinds, namely nouns, verbs, adjectives, adverbs, pronouns, numerals, prepositions, conjunctions, articulators, interjections, and particles. The syntactic category in Arabic called *aqsam al-kalimah* according to Nur (2016: 35) is classified into three parts: nouns or *ism*, verbs or *fi'il*, and particles or *harf*. According to Hassan (1994) the syntactic categories in Arabic are: (1) *kalimah al-ism* (noun), (2) *kalimah al-shifah* (adjective), (3) *fi'il* (verb), (4) *al-dhamir* (pronoun), (5) *al-khalifa* (interjection), (6) *al-zaraf* (adverb), and (7) *al-adah* (particle).

3) Syntactic Role

Roles are rated as the lowest level in syntax. This includes the terms subject and object, passive or active, and so on.

Speech acts are a form of language function, namely communicating between the speaker and the interlocutor which serves to inform, command, or express the speaker's wishes (Kusmanto, 2019).

In relation to speech, Searle (1969) suggests that there are three types of actions, namely (1) locutionary acts are words that say something with the true meaning without involving other people, for example Icha sleeping on a bed; (2) illocutionary acts are saying something to convey a certain purpose; and (3) a perlocutionary act is an utterance made by the speaker and has an effect on the listener.

Catford (1965) describes translation as the transfer of manuscripts in the source language to the target language. In this case, it is explained that in the translation there is a change in the topic either in the form of words, phrases, or sentences from the source text which is commensurate with the target text.

The translation method is a way of solving a problem in determining the technique used when transferring messages from the source text to the target text. According to Newmark (1988), the method used in translation is the purpose of the translation, the naturalness of reading, the type of words, and the problems of the writer, reader, and translator who read implicitly which makes the context change. So four rules of translation were formed based on the source language and four rules of translation rules based on the target language. Four translation rules in the source language, namely: word for word translation, literal translation, faithful translation, and semantic translation, and four translation rules in the target language, namely: adaptation translation, free translation, idiomatic translation, and communicative translation.

Molina and Albir (2002) define that technique is different from the method, the method of translation masters the unity of the results of the translated text, while technique is a rational tactic to examine and sort out how exploration in translation is carried out.

The translation technique described by Molina and Albir (2002) is as follows: adaptation technique, addition amplification technique, borrowing technique, kalke, compensation technique, description technique, discursive creation technique, common equivalence technique, generalization technique, linguistic amplification technique, linguistic compression technique, literal translation technique, modulation technique, substitution technique, reduction technique, particulation technique, variation technique, transposition technique.

The ideology that occurs in true-false or good-bad ground translation in translation activities is the result of translation that is liked and accepted in society (Hoed, 2003). There are two types of translation ideology, namely the ideology of foreignization and the ideology of domestication.

Kitab Ta'lim al-Muta'allim by Imam Az-Zurnujiy is a book consisting of thirteen chapters that are useful for mankind. The book contains important themes about the virtues of seeking knowledge, choosing knowledge and teachers, how to respect knowledge, when to gain additional knowledge, humility when studying, staying away from bad things that lead to forgetting about knowledge, and talking about how humans live life.

Based on the search that has been carried out by the researcher using non-probability sampling based purposive sampling of *Kitab Ta'lim Muta'alim*, there are a lot of directive speech acts in the book. However, the researcher only chose 35 directive speech acts with different editorial forms, in order to represent the entirety of the directive speech acts in the book.

1. Shift in Syntactic Function in the Book Translation *Ta'lim Muta'alim* (Abdul Kadir Al-Jufriy)

Arabic Structure	Indonesian Structure	The Difference
أَقْلَنْ طَعَامَكَ (P- O- S)	jangan banyak makan (P- O)	In Indonesian does not mention the structure of the subject In Arabic, the subject structure is written in the word <i>tha'amaka</i>

Shift in Syntactic Function in the Book Translation *Ta'lim Muta'alim* (Aliy As'ad)

Arabic Structure	Indonesian Structure	The Difference
وَإِيَّاكُمْ بِالْمُحَدَّثَاتِ (S- O)	jauhilah ilmu yang baru (P- O)	In Arabic, the subject structure lies in the word <i>iiyakum</i> In Indonesian, it doesn't mention the subject structure

2. Shift in Syntactic Category in the Book Translation *Ta'lim Muta'alim* (Abdul Kadir Al-Jufriy)

Arabic Structure	Indonesian Structure	The Difference
عَلَيْكُمْ بِالْعَتِيقِ	tetaplah kalian pada ilmu para nabi	<i>dhamir</i> category shift In translation AKJ does not translate about <i>dhamir</i> or pronouns
على: حرف جر (الأداة)، كم: ضمير ب: حرف جر (الأداة) العتيق: اسم	Tetaplah: verbs Kalian: pronoun Pada: preposition Ilmu: verbs Para nabi: articula	

Shift in Syntactic Category in the Book Translation *Ta'lim Muta'alim* (Aliy As'ad)

Arabic Structure	Indonesian Structure	The Difference
شاور في أمرك الذين يخشون الله	Musyawarahkanlah urusanmu dengan mereka yang takut kepada Allah!	Shifting the category of <i>dhamir</i> to a conjunction The word <i>الذين</i> belongs to the category of <i>dhamir maushuliyah</i> but in the target language, words that fall into the category of conjunctions
شاور: فعل في: حرف جر (الأداة) أمرك: اسم، "ك" ضمير الذين: ضمير يخشون: فعل الله: اسم	Musyawarahkanlah: verbs Urusan: adjective Mu: pronouns: dengan: preposition mereka: pronoun Yang: conjunction Takut: verbs Allah: articula	

3. Methods and Techniques in Translating the Book of *Ta'lim al-Muta'allim*

The determination of these translation techniques and procedures is determined by the pattern of translation from the source language to the target language carried out by both (Syihabuddin, 2016). AKJ does not only use one translation technique, therefore, the number of techniques identified is 111 data in word or phrase units using fourteen translation techniques. Described as follows: adaptation technique 2 data (1,61%), addition amplification technique 16 data (12,9%), borrowing technique 4 data (3,22%), calque 13 data (10,5%), compensation technique 5 data (4,03%), common equivalence technique 3 data (2,41%), generalization technique 2 data (1,61%), linguistic amplification technique 3 data (2,41%), literal translation technique 48 data (38,72%), modulation technique 14 data (11,29%), substitution technique one data (0,8%), reduction technique 2 data (1,61%), particulation technique one data (0,8%), transposition technique 10 data (8,09%).

Furthermore, the translation technique used in the translation of the book *Ta'lim Muta'alim* by Aliy As'ad. After being researched, the translator used 15 translation techniques and found 102 research findings. Described as follows: adaptation technique 2 data (1,67%), addition amplification technique 11 data (9,17%), borrowing technique 3 data (2,5%), calque 11 data (9,17%),

compensation technique 3 data (2,5%), common equivalence technique 3 data (2,5%), generalization technique one data (0,83%), linguistic amplification technique 7 data (5,84%), literal translation technique 47 data (39,17%), modulation technique 16 data (13,33%), substitution technique one data (0,83%), reduction technique one data (0,83%), particulation technique one data (0,83%), transposition technique 12 data (10%).

Based on the comparison of the percentage of application of the translation technique of the book Ta'lim al-Muta'allim by Abdul Kadir Al-Jufriy, it can be seen that the technique dominates the source language. Thus, based on the eight methods proposed by Newmark (1988), the translation of the book Ta'lim al-Muta'allim by AKJ and AA is a method that tends to be in the source language.

So, judging by the study, it can be said that the ideology applied in translating the book Ta'lim al-Muta'allim by Imam Az-Zurnujijy is more inclined towards the ideology of foreignization or source language.

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