

What Arabic Language Teachers in Primary Schools Know About *Nabr* and *Tanghim*?

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Abstract

An issue frequently encountered by Arabic students in Malaysia is the challenge of mastering *Nabr* (stress) and *Tanghim* (intonation) in Arabic speaking. This difficulty will hinder students' ability to enhance their Arabic communication abilities in speaking and listening in authentic contexts. One common shortcoming and mistake made by teachers is their failure to emphasise the significance of accurate and proper pronunciation during the learning process, particularly the precise enunciation and intonation of words and speech. Thus, this study was undertaken to investigate the expertise of the primary Arabic language teacher in training *Nabr* and *Tanghim* for elementary school students. This study is qualitative that use a case study approach to explore interview data from three primary school Arabic teachers who are the main participants in the study. The purpose of the conducted interview was to assess the expertise of the primary school teacher in training *Nabr* and *Tanghim* Arabic to students. Analysed data was used to determine main themes and sub-themes. The study's findings indicate that three essential areas of knowledge for teaching *Nabr* and *Tanghim* are knowledge of *Nabr* and *Tanghim* for teaching preparation, awareness of the significance, and *Nabr* *Tanghim*'s knowledge of language proficiency. To enhance speaking skills in Arabic, it is necessary to implement a range of measures that effectively utilise these three components of knowledge.

Keywords: *Nabr* And *Tanghim*, Arabic Phonetics, Primary School, Arabic Language Teacher, Head Trainer

Introduction

Suprasegmental voices, such as *Nabr* and *Tanghim*, are voices that are indistinguishable due to their consistent presence in conjunction with, overlapping, or "accompanying" voice segments (including vocoids and contoids) (Artia & Arifuddin, 2018). Prosody, or suprasegment, is typically associated with three primary domains: stress, tone, and mora. More specifically, it is defined as phonological and phonetic "suprasegmentals", which are

speech segments that are larger than consonants and vowels (Gibbon, 2018). al-Ghamidi (2001) regards prosody as encompassing voice characteristics, including intonation, stress, and tempo. All of these components will be present in the speech that an individual delivers (Yustanto & Mohamad, 2016).

Prosody emphasises speaking abilities due to its capacity to transform auditory language sounds that are not comprehensible through written communication (Ramli et al., 2016). Prosody elements are applied in speaking skills to capture the listener's attention. Speech or pronunciation is subdivided into voice volume, which encompasses stress, duration within the context of cadence and tempo, and slenderness, which results in intonation components and pauses (Zahid & Omar, 2012). Subsequently, examine the variations in the length of syllables, the shifting tone of the voice, and certain aspects of the spoken speech's sound structure. This situation pertains for the written form of discourse markers, including exclamation marks, periods, and commas.

Competent communication is a fundamental ability that a skilled teacher must possess (Pogue & Ahyun, 2006). Effective communication necessitates the use of suitable tone, stress, and intonation during the act of communication. Lewicka-mroczek and Szymaniuk (2013) contend that the message being conveyed may be unclear and misunderstandings may occur if teachers ignore prosody elements, such as tone and intonation, during the teaching process. The research conducted by Zaki (2012) and Ramli et al. (2016) showed that intonation in Arabic is a neglected and weakly acquired element among second-language learners. Malay students do not prioritise vocal stress since it is not emphasised in their mother tongue. Despite the significance of this prosody element in education, it has not been the subject of specifically focused research until recently.

Teachers must conduct a comprehensive analysis of the teaching process, as well as planning, administration, and delivery (Radzi et al., 2021). The primary objective of teaching is to assist students in maintaining their attention during class, which can be achieved through effective teaching (Rusdin & Ali, 2019). The reception of ambiguous messages and misunderstandings may occur if teachers neglect to consider the components of *Nabr Tanghim*, an element of phonetic knowledge, during the Learning and Facilitation (PdPC) process (Lewicka-mroczek & Szymaniuk, 2013). Neglecting *Nabr* and *Tanghim* in Arabic PdPC can diminish the efficacy of teacher training regarding listening skills. Consequently, the phonetic component of *Nabr Tanghim* is instrumental in the PdPC success and the development of effective teaching. In summation, the objective of this study is to investigate the knowledge of *nabr* and *tanghim* that Arabic teachers possess when training primary school students, as indicated by the aforementioned studies.

Literature Review

The phonological system is studied through the observation of segmental and suprasegmental sounds in speech, which are used to convey the noises that have been pronounced (Chaer, 2013). Segmental refers to the semantic properties of sounds that can be divided or isolated (Verhaar, 2010). The term "mature words" can be segmented into individual phonemes, such as /m/, /a/, /t/, /u/, /r/, and /e/. Evidently, these noises are indicative of the existence of phonemes. Segmental sounds are the sounds that are generated by the vocal cords, speech organs, and respiration (Muslich, 2008). Consonants and vowels in

Arabic are extensively examined in the context of segmental analysis, which includes the study of the *makhraj* system and the characteristics of pronunciation.

Conversely, suprasegmental is an element that is associated with a phoneme and can manifest as sound stress (intonation), length-shortness (mora), and sound vibrations that reflect specific emotions. Suprasegmental features are alternatively referred to as prosody (Muslich, 2008). According to Marsono (1999), suprasegmental sounds are sounds that occur with segmental sounds. Verhaar (2010) details that suprasegmental sound encompasses accent, tone, intonation, and tension. In Arabic phonetics, the phenomenon of *Nabr* and *Tanghim* is one of the suprasegmental studied. Sonia and Benhattab (2016) assert that speaking abilities are inadequate if they neglect to prioritise *Nabr* and *Tanghim* components in order to provide superior comprehension and information relative to oral communication that lacks these components. Therefore, individuals who communicate and acquire a language must give special attention to *Nabr* and *Tanghim* in order to express a precise and unambiguous message.

Nabr (stress) is a method for students to develop their communicative competence and attain accurate pronunciation (Sonia & Benhattab 2016). Abdullah (2004) elucidated that stress is the process of favouring one syllable more than another. Stresses and pauses are associated with entire utterances, rather than individual vowels or consonants. An indication of stress is when one syllable is pronounced significantly higher than the other. Consequently, the stress of a single word can be identified by the observer as either loud, medium, or slow. al-Khuli (1982) also asserts that Arabic stresses are divided into three: *nabrah raisiyyah*, *nabrah thanawiyyah*, and *nabrah dhaifah*. Consequently, the division of *nabr* is consistent with this. Al-Khuli further elucidates that the division of *nabr* is based on syllables. The term "*tanghim*" (intonation) is defined by Muhammad (1998) as the pitch and volume of the voice in discourse, which can convey a variety of meanings within a single sentence. According to Bailey (2005) and MacDonough (2003), intonation is the foundation of English pronunciation. It is crucial to consider intonation in the context of the Malay language, as it is closely linked to grammar, which is responsible for delineating between the subject and the predicate in a sentence. The utilisation of intonation is contingent upon the circumstances of the speaker. If a sentence is uttered with a flat intonation, it signifies a notification. Speaking in a high voice can convey a sense of admiration, astonishment, or disbelief regarding the speaker's circumstances. Qaddur (1996) categorises the aspect of intonation change in Arabic speech into five categories: the even or fixed intonation (*al-thabitah*), the rising intonation (*al-saidah*), the falling intonation (*al-habitah*), the rising and falling intonation (*al-saidah al-habitah*), and the falling and rising intonation (*al-habitah al-saidah*). An individual may be regarded as an effective communicator if they are capable of speaking or reading in *Nabr* and *Tanghim* with precision and clarity. The speech's precision is attributed to the intonation that accompanies it, which can convey a variety of emotions, including happiness, sadness, anger, fear, excitement, and other related situations (Syuib, 2019). The content of a speech may differ from the intended meaning if it is delivered by an individual who employs long and high or brief and low *tanghim* (al-Khulli, 1993).

A teacher who is not a native Arabic speaker must possess the necessary qualifications and skills to effectively instruct Arabic phonology. A phonetic proficiency in speaking or conveying an utterance is a prerequisite for an Arabic language teacher. Consequently, students will be incentivised to articulate or present that which they have heard. Moreover, trained teachers will be capable of addressing the pronunciation errors and issues that students have identified. However, students' errors will persist for an extended period of time when the

teacher is unaware of the correct pronunciation or believes that it has been correctly articulated (Hidayat, 2019). Therefore, in order to effectively communicate the lessons they wish to teach to students, Arabic language teachers must possess a comprehensive understanding of a variety of subjects.

A person is considered proficient in speaking if they are capable of accurately and meticulously incorporating elements of intonation and stress into their discourse. In practice, students frequently communicate in a second or foreign language, disregarding stress and intonation elements. They typically indiscriminately assign stress to syllables. Their speech appears foreign due to the unfamiliar inflection and intonation, which can even impede clarity of understanding and meaning. According to the research conducted by Hamid et al. (2020), it was shown that students consistently make errors in communicating. As a strategy for teaching pronunciation through listening activities, it is imperative that teachers incorporate prosodic training into the teaching of phonetics and pronunciation. For instance, in order to enhance students' intonation abilities, the teacher may request that they listen attentively and continuously, compare the intonation of the target language to that of their mother tongue, imitate dialogues, and embody characters. Consequently, teachers must possess the necessary knowledge and take an active role to guarantee that the pronunciation of all materials provided to students is accurate and emphasises the correct components of *Nabr* and *Tanghim*.

Comprehensive knowledge is the source of effective instruction by teachers. However, the study's findings (Hidayat, 2019) identified the issue of phonological learning from the perspective of the weaknesses and errors that teachers frequently commit, as they lack the knowledge to emphasise the significance of accurate and well-articulated pronunciation in the learning process. Teaching speaking skills is essential in the communicative approach, as it is crucial to consider suprasegmental perspectives such as intonation, rhythm, and pauses. However, the majority of second/foreign language instruction continues to prioritise the communicative approach, despite the fact that the concept of restricting the role of phonological instruction in the language class is prevalent. The implementation of suprasegmental elements is problematic due to the limited exposure of instructors to these elements and the curriculum design and syllabus, which only implicitly include them.

Furthermore, the teacher's delivery is the starting point for the attention and emphasis on the various aspects of skills that are necessary to achieve learning objectives. Abu-Bakar and Abdullah (2018) discovered that teachers gave less consideration to pronunciation-related factors, including stress, intonation, and the correct pronunciation of letters, when conducting Arabic PdPC activities. In order to enhance spoken language proficiency, Din and Seman (2019) also advocate for the importance of emphasising the correct and clear tone and vocal stress in the teaching and learning of Arabic. Therefore, the objective of this study is to explore the expertise of Arabic teachers with *Nabr* and *Tanghim* in primary schools, as prior research has demonstrated that the teaching of *Nabr* and *Tanghim* in Arabic is not given sufficient attention (Abu-Bakar & Abdullah, 2018; Din & Seman, 2019).

Methodology

This study was conducted using a case study design. A purposive sampling technique was employed to identify a total of three Arabic language teachers as study participants. The criteria and characteristics established by the researcher, which included the willingness of Arabic language option instructors to participate in this study, their appointment as the primary Arabic language trainer, and their teaching of Arabic in primary schools, were used

to select participants in this study. The initial study participant, identified as JUBA01, was 43 years of age and possessed 18 years of teaching expertise. The second participant in the study, JUBA02, is 44 years old and has been teaching for 17 years. The third participant, JUBA03, is 27 years old and has 7 years of teaching experience (refer to Table 1). Furthermore, all study participants possess a bachelor's degree in Arabic Language and Islamic Studies. The study participants are all highly experienced in conducting briefing sessions, which involve the exchange of information regarding the new curriculum, including the *Primary School Standard Curriculum (KSSR)* and revised version KSSR, as well as the teaching of *Nabr* and *Tanghim* that teachers are required to instruct their students. According to the criteria and characteristics of the participants, they are deemed to possess the necessary knowledge, skills, and credibility to instruct Arabic.

To ensure the ethical standards of the research, the researcher obtained approval from the *Education Policy Planning and Research Division, Ministry of Education Malaysia (KPM)* (reference no.: KPM600-3/2/3-eras(13425)) and the *State Education Department (JPN)* of Putrajaya Federal Province (reference no.: JPWPP.100-2/2/1 Jld.10 (74)). The study requires all participants to submit a letter of consent in order to participate. This procedure is regarded as an ethical procedure that guarantees the participants are prepared to embrace and participate with an open heart (Bailey, 2014). Additionally, this letter protects researchers from legal challenges or complications (Miller et al., 2012).

The document analysis, interview, and observation methods were implemented by the researcher. According to Miles et al. (2014), the implementation of numerous methodologies can assist researchers in the triangulation of data for analysis and the reinforcement of their findings. Semi-structured interviews are employed in this investigation to administer guidance to the researcher and guarantee that the interview process is consistent with the research objectives and enquiries. The analysis of research findings employs a constant comparison method, in which data from verbatim interviews are compared between each participant and analysed using Atlas ti 8 software through open coding, axis coding, and selective coding (themes and sub-themes). The researcher employed a variety of techniques, including triangulation, member review, and peer review, to enhance the validity and reliability of the study.

Table 1

Educational Background and Teaching Experience of Study Participants

	JUBA01	JUBA02	JUBA03
Age	43	44	27
Experience Teaching Arabic	18	17	7
Academic Qualification	Bachelor's Degree in the field of Islamic Studies and Arabic Language		

Finding

The researcher employs the head trainer to represent each study participant, and each presentation of the study findings is accompanied by evidence from interview excerpts with teachers. For instance, the researcher employed the labels "JUBA" and "01" for the interview transcripts, where "JUBA" symbolises the *Jurulatih Utama* (Head Trainer) and "01" designates the initial of the Head Trainer. Next, the interview transcript is labelled with either "TB" or

"01," where "TB" denotes the interview and "01" denotes the initial interview. For instance, the label (JUBA01/TB01) denotes the "First Head Trainer" and "TB01" signifies the first interview with JUBA01.

The research determined that the knowledge of Arabic teaching in *Nabr Tanghim* encompasses the knowledge of teaching preparation for *Nabr* and *Tanghim*, the awareness of the significance, and the *Nabr Tanghim's* knowledge in language proficiency (refer to Figure 1).

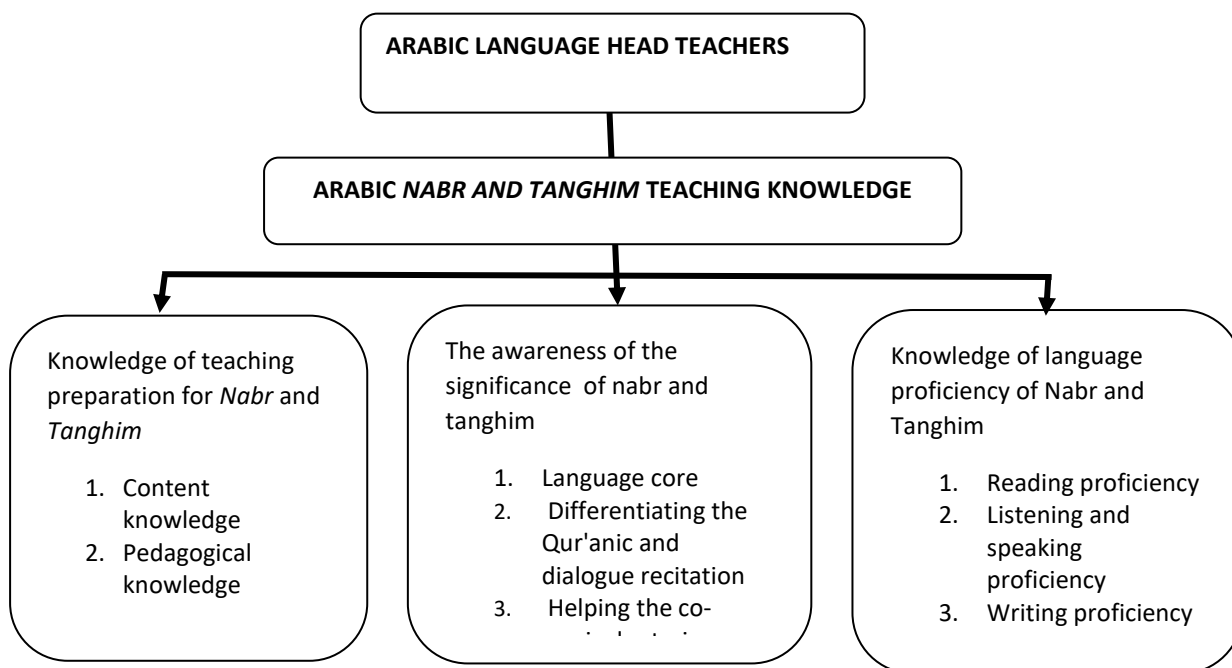


Figure 1: Themes and sub-themes to answer the research questions

Knowledge of Preparation for Teaching Nabr and Tanghim

Teachers of Arabic must possess a comprehensive and explicit understanding of the subject matter to effectively instruct primary school students in the study of *Nabr* and *Tanghim*. Content knowledge and pedagogical knowledge comprise this knowledge. *Nabr Tanghim*-related definitions are included in the content knowledge that will be imparted. The teacher must be aware of this in order to teach *Nabr* and *Tanghim* in accordance with the Ministry of Education and Culture's requirements. The study participants' perspectives on the content associated with the definition of *Nabr Tanghim* are summarised, as follows:

"... *Nabr*, as we all know, *aa* is stress. Voice stress on *aaa* in the pronunciation of the letter, *aa* sorry, in the pronunciation of words, and *tanghim* is the intonation when we say a sentence." (TB03/JUBA02)

Furthermore, the study participants clarified that in order to ensure the successful implementation of *Nabr Tanghim* teaching, teachers must possess a comprehensive understanding of textbooks and *Standard Curriculum and Assessment Documents (DSKP)* that contain content knowledge for the subjects they teach.

"If we look closer at the textbook, it's *Tanghim* because *Tanghim* always have a QR code for the dialogues. So students can hear the appropriate tone of the dialogues presented." (TB03/JUBA02)

"The most recent DSKP is more visually appealing; it has icons and other features. There is a lot of stress on Nabr and Tanghim in aa maharatul kalam maharatul qiraah, for example." (TB02/JUBA01)

The foundation of teaching techniques is the knowledge of the pedagogy of the subjects to be taught, which enables instructors to develop more organised and systematic teaching methods. This statement is associated with the teaching of *Nabr Tanghim*, the determination of teaching aides (BBM), the selection of teaching guide sources, and the implementation of teaching techniques. Participants of the study believe that the teaching methods employed should be introduced in phases.

"...I will first say, yes, using the proper Nabr and Tanghim pronunciations. Then I'll ask students to respond individually, then in groups, and finally en masse." (TB01/JUBA03)

Afterward, the study participants employed a variety of sources, such as the textbooks, YouTube, and the *Nooraniah* method, to ascertain the teaching materials (BBM), as explained in the interview:

"The Ministry of Education now makes textbooks for Year 4, 5, and 6. They'll give you a QR code for the conversation part. The QR code allows the pupils to listen to the discourse. So that the students can listen and learn." (TB01/JUBA02)

"I also refer to YouTube videos if we look at examples of videos produced by Allugahtul 'arabiyah lighirin natiqin nabiha." (TB01/JUBA03)

"The strategy or technique that I implement when I teach to improve students' mastery in Nabr and Tanghim is the Nooraniah method" (TB01/JUBA03)

The interview results of the participants in the subsequent study are the primary source of guidance for the teaching of Arabic *Nabr Tanghim*, in addition to the aforementioned statement. Official sources, such as textbooks, and unofficial sources, such as YouTube, are the sources of guidance that are referenced.

"This is your own textbook. As a teacher, that is my main point of reference. It's an official reference. KPM reference. (TB02/JUBA01)

"YouTube is another outside reference. Like didik TV. (TB03/JUBA01)

The most recent outcome achieved in this subject is the execution of teaching techniques. There are two alternative methods for implementing this instruction: formal and informal. Nevertheless, they are inextricably linked to the process of acquiring formal education. Emphasising the classroom language (*lughatul fasl*) is the method by which this formal teaching is implemented.

"Nabr and Tanghim that I emphasise in the t class is the simples, related to aa Lughatul Fasl, meaning that every example in my class, even though I teach Year One but I still emphasise (it)" (TB02/JUBA03)

The knowledge that a teacher should possess in order to ensure that the emphasis on *Nabr* and *Tanghim* elements is always incorporated into teaching communication is also referred to as informal teaching.

"So, if it emphasize on istamiu jayyidan (the accurate Nabr and Tanghim), then they aaa say julusan, tafadhol so, when they did all that, the pupil will get it, indirectly" (TB02/JUBA03)

It is evident that *Nabr* and *Tanghim*, whether they pertain to content or pedagogy in the context of Arabic instruction, are essential for all educators to possess in order to effectively deliver their PdPC.

Awareness of the Significance of Nabr Tanghim

Awareness of the significance of *Nabr* and *Tanghim* can enhance the efficacy of instruction. Researchers can recognise the significance of the language's essence, differentiate between Quranic utterances and dialogue utterances, and assist in co-curricular training. Realising that accurate pronunciation is the foundation of the language is of paramount importance when instructing *Nabr Tanghim*.

"When we enter class, the first thing we do is, correct. Give the welcome properly. Assalamualaikum (using the proper Nabr and Tanghim) because we attempt to give the time first, I usually like to say... (to students) attempt to write what you stated that... He will definitely write it incorrectly. (TB01/JUBA02)

In addition to emphasising the correct pronunciation, the continuous teaching of *Nabr* and *Tanghim* will prevent the alteration of the meaning itself. The correct emphasis on *Nabr* and *Tanghim* utterances will result in a translation or meaning that is also accurate for the listener.

"The stress of the voice must be set, and the pupil will realise that there is "Mad". Indirectly, the student will know there is "Mad" because in Arabic he has "Mad", If they don't pay attention, it will have a different meaning and it will change a meaning. For example, "sola..tuddyufi" has a distinct connotation because he will adjust it. Because he speaks Arabic, he is particularly sensitive to length. Even with that small word, he alters its meaning. So, emphasizing nabr tanghim is very important." (TB02/JUBA02)

Furthermore, the student's comprehension is also facilitated by the acceptance of the *Nabr* and *Tanghim* teachings of the Arabic language provided by the teacher.

"It indirectly helps students learn the meaning of a term. Is he enquiring? Because aa we don't...aa PDP is not present in the translation procedure. It should be correct. But when you employ aa Nabr and Tanghim... For example, how do we say "masmuka?" So students will indirectly understand that it is a question." (TB03/JUBA02)".

The significance of *nabr* and *tanghim* is not only in the preservation of the language's essence, but also in the ability to differentiate between normal speech and the recitation of the Qur'an. This is the perspective of JUBA01:

"If we don't teach about things like Nabr and Tanghim, stress and proper intonation, the boy

will read like reading the Quran" (TB02/JUBA01)

The intonation used in reciting the Qur'an is frequently difficult for students to differentiate from that of normal communication. This issue should be addressed by emphasizing the importance of accurate instruction, as indicated by the study participants.

"These children have to be taught with the correct Nabr and Tanghim because they are Arabic... They read like the Quran aa that's like aa masmuka (method of reading the Quran) aa so that's what we have to correct and explain. It's about finding the correct stress and intonation TB01/JUBA01.

"It's very important because it's the same, the same thing... it's true that Arabic is the language of the Qur'an so we want to tell him to differentiate, differentiate the situation." "TB03/JUBA01".

Additionally, emphasis of precise *Nabr Tanghim's* will enhance co-curricular training, which is required for primary school students annually. This includes competitions at the school, state, or national levels, such as *kalam jama'ie*, *kalam 'arabiy*, and *hiwar*.

"...when there is a competition program, such as the one I mentioned, Mukhayyam Arabiy last year, so we can see the impact on him. It's the same with Kalam Jama'ie; there is a lot of stress on Nabr and Tanghim in Kalam Jamaie." (TB03 /JUBA01)

Therefore, it is imperative that educators possess a comprehensive understanding of the significance of *Nabr* and *Tanghim* prior to implementing the Arabic PdPC process, as indicated by the aforementioned.

Nabr Tanghim's Knowledge in Language Proficiency

The primary goals of Arabic instruction are to develop proficiency in speaking, listening, reading, and writing. Proficiency in *Nabr Tanghim* is crucial for developing reading abilities. The study participants provided the following perspectives:

"After Maharatul Qiraah, (we) observed that the students could spell the words, he began to develop his own thoughts, spell, and write. At the end of the day, he will be able to write the solution." (TB02/JUBA01)

Arabic teachers must focus on the correct aspect of *makhraj* while also addressing the elements of *Nabr* and *Tanghim* in their listening and speaking skills. This is because the correct pronunciation of students will be influenced by the teacher's ability to listen to Arabic speech that contains *Nabr* and *Tanghim* in a correct manner.

"In class, Nabr and Tanghim are very influential, when I emphasise this point with the students, for example when I ask them to say what I read in front, okay if they have listening and speaking skills, I will ask them to say it clearly so that Nabr, and They can master that Tanghim well." The user's text is "(TB01/JUBA03)".

As an outcome of reading, listening, and speaking, the acquisition of *tanghim* knowledge contributes to the development of written abilities. This ability will result in students who are capable of generating words from their own thoughts while simultaneously embodying the correct writing style. As a result, it is evident that *nabr* and *tanghim* can assist students in their writing.

"The Nabr and Tanghim help students to speak more correctly, more accurately and help the students' teaching in terms of understanding the meaning of the words themselves (and) also help in the maharah aa kitabah and maharah qiraah" (TB01/JUBA02)

"when the student reads that indirectly, it will help him to read with the correct intonation and also to write the word correctly" (JUBA03/JUBA02)

Therefore, it is evident that language skills are also among the language aspects that require the attention of teachers who conduct the PdPC process of the Arabic language, particularly in relation to *Nabr* and *Tanghim*. Consequently, trainers must prioritise these fundamental requirements to optimise the acquisition of language skills.

Discussion

The research question, "What is the principal knowledge in teaching *Nabr* and *Tanghim* in primary school Arabic?" was the focal point of the discussion. The study's findings indicate that a teacher must possess the following knowledge in order to effectively teach *Nabr* and *Tanghim* in primary school Arabic: an understanding of the significance of *Nabr* and *Tanghim*, an understanding of the role of *Nabr* and *Tanghim* in language skills, and an understanding of the preparation necessary for teaching *Nabr* and *Tanghim*. As a result, the teaching of *Nabr* and *Tanghim* Arabic can be implemented more effectively and efficiently by comprehending all essential knowledge.

Pedagogical and content knowledge comprises the knowledge of *Nabr* and *Tanghim* teaching preparation in this investigation. The results of the study also demonstrate the significance of this knowledge in the implementation of the teaching of *Nabr* and *Tanghim* in primary school Arabic. Layang & Mahamod (2019) substantiated that it is crucial for a teacher to possess knowledge regarding the lesson content that he or she intends to teach to students. The researcher discovered that all participants in the study possessed a high level of understanding when it came to expressing their perspectives on the definitions of *Nabr* and *Tanghim*. Specifically, *Nabr* refers to vocal stress, while *Tanghim* pertains to intonation.

Additionally, the research results indicate that every teacher must be conscious of the Arabic definitions of *Nabr* and *Tanghim* to effectively instruct their students. The DSKP should serve as a guide for teachers, who should adhere to the same textbook as their students. Teachers will be able to effectively design and implement PdPC with the help of the DSKP guide. Nevertheless, numerous additional recommendations are deemed suitable for the preparation of teaching *Nabr* and *Tanghim*. One of them is the necessity for teachers to possess a specialised module, such as the *Nooraniah* method, which is not currently implemented in any school under the Ministry of Education, with the exception of those located in Putrajaya. The *Nooraniah* techniques was determined to be effective for the implementation of teaching related to *Nabr* and *Tanghim* in Arabic language for primary school students, as indicated by the information provided by the study participants in this research.

Content knowledge is the teacher's capacity to modify lesson content in accordance with the knowledge, abilities, and interests of students, as determined by the standard (DSKP) and textbooks provided by the Ministry of Education and Culture. This will enable students to attain a complete understanding of the lesson's content. The study conducted by Hilmi et al. (2020) elucidated that a teacher's proficiency and comprehension of content knowledge lead to the adoption of effective and favourable teaching strategies, hence enabling the attainment of predetermined learning objectives. Furthermore, Jasmi and Tamuri (2010) contend that teachers who possess comprehensive knowledge regarding the teaching process will generate PdPC that is more structured, beginning with the commencement of instruction, the development of concepts, and the conclusion of learning, which encompasses the consolidation of activities as a whole, as also underscored in the al-Qobisi model.

PCK, or Pedagogical Content Knowledge, is a distinct form of knowledge possessed by teachers. It pertains to the way teachers integrate their pedagogical knowledge (knowledge of teaching methods) with their content knowledge (knowledge of what should be taught). This is consistent with Shulman's 1986 model of pedagogical content knowledge (PCK), which establishes seven primary foundations: 1) Content knowledge, 2) General pedagogical knowledge, 3) Pedagogical content knowledge, 4) Pupil knowledge, 5) Curricular knowledge, 6) Educational contextual knowledge, 7) Educational goal knowledge. However, the researcher exclusively concentrates on two components of this study: pedagogical content knowledge and content knowledge. The researcher, however, exclusively concentrates on pedagogical knowledge and content knowledge, disregarding any other components.

Moreover, the pedagogical knowledge that has been stated is general pedagogical knowledge, which is also one of the foundations that Shulman (1986) has emphasised. In the context of teaching Arabic, al-Qabisi (1986) posits that this perspective is analogous, as educators must possess pedagogical knowledge to implement appropriate approaches, methods, and techniques. The study participants' findings indicated that Arabic instructors should employ a teaching technique that involves teaching in stages, utilising the same references as the students, and empowering *Lughatul Fasl*. The implementation of teaching, whether formal or informal, is not denied in the context of determining a BBM, which includes the use of QR codes, YouTube, the *Nooraniah* method, and the empowerment of the textbook itself. Therefore, the novel discoveries attained in this investigation pertain to educators' proficiency in the implementation of the *Nooraniah* method, which is exclusively implemented in Putrajaya. Thus, it is crucial to guarantee that the researcher's desired implementation of the teaching of *Nabr* and *Tanghim* Arabic is achieved during the preparation process.

The research findings of Zaini et al. (2020) contradict this detailed interpretation, as they indicate that the overall competence and knowledge of teachers remain at a moderate level. Teachers are also perceived as lacking in proficiency in language, curriculum, and assessment. The previous researcher's study also recommended that stakeholders provide ongoing training to ensure that teachers' competence is maintained and enhanced, particularly in specific competencies. Teachers must possess a precise understanding of the significance of *Nabr* and *Tanghim* prior to proceeding with the Arabic PdPC process. The language will be obstructed if the words spoken by an individual are not comprehended by the listener, as per Aman and Baharudin (2019). An essential component of the implementation of all language PdPC activities is the deep mastery of teaching that teachers possess (Rizan & Baharudin, 2021; Razak & Samah, 2018). This demonstrates that teachers should be aware of the significance of teaching *Nabr* and *Tanghim* correctly in Arabic in order to guarantee a

comprehensive education.

The fundamental aspect of Arabic language instruction about the significance of *Nabr* and *Tanghim* necessitates consideration to ensure that teachers consistently emphasise the correct pronunciation to prevent alterations in meaning. This result is consistent with the research conducted by Chuah et al. (2020), which determined that students who are not native speakers should consistently be exposed to the correct pronunciation by the instructors who are imparting the knowledge. This is explained provided by Lajimi and Maroof (2019), which demonstrates that the speaker's performance is enhanced by the implementation of the *Nooraniah* method. Therefore, this can facilitate the student's comprehension of language acquisition and also distinguish the student's discourse from the recitation of the Quran. The teacher must have the ability to differentiate between the Arabic discourse and the Qur'an reading in a manner that is comprehensible, while also practicing the correct teaching methods.

The significance of *Nabr* and *Tanghim* elements in a discourse is to facilitate co-curricular training, such as *Hiwar* and *Kalam Jama'ie*, which are frequently contested at the state and national levels each year. Throughout the PdPC, the 21st Century Learning promotes the creative thinking of students by aligning all activities related to this co-curricular competition with the significance of teaching *Nabr* and *Tanghim* in primary school Arabic. Furthermore, the study participants' statements are consistent with Hashim's (2019) assertion that students require exposure to appropriate language arts in order to effectively utilise *Nabr* and *Tanghim*. The importance of comprehensive skills and knowledge in the implementation of any strategy was also underscored by Mahmood (2012). The teacher who implements the teaching of *Nabr* and *Tanghim* is required to be aware of the significance of the language's essence, be able to differentiate between Quranic utterances and dialogue, and assist in the extracurricular training of students.

The PdPC process of the Arabic language necessitates that teachers prioritise language skills, particularly in relation to *Nabr* and *Tanghim*. Consequently, educators must prioritise these fundamental requirements to optimise the acquisition of language skills. According to Jinni (1952), language is "*aswatun yu'abbiru bihaakullu qumin 'an agraadihim*," which refers to the sound that all groups of people use to convey their meaning. Therefore, four critical language skills are necessary to guarantee that students have a more comprehensive understanding of the Arabic language, in addition to enhancing the character of the Arabic language's *Nabr* and *Tanghim*.

Writing, speaking, listening, and reading skills are all areas that require attention. Furthermore, language learning necessitates an understanding of language principles and issues in order for a language teacher to effectively fulfil their responsibilities. Al-Ghazali's model (1967) also underscores the importance of teachers who possess a comprehensive understanding of the language they teach and are proficient in the PdPC process that is employed in conjunction with it. It is challenging to implement as long as they lack a comprehensive understanding of the knowledge language, as the language being taught is a foreign language, specifically Arabic, rather than their mother tongue (Alhamda, 2022).

Teachers must prioritise the development of writing skills. The research also revealed that students are capable of enhancing and assisting the writing they produce, as well as composing independently without assistance, when the teacher emphasises the correct *Nabr* and *Tanghim* during the ongoing Arabic PdPC process. The writing aspect is a significant weakness among Arabic language pupils, as indicated by studies (Man 1992). This occurs as a result of the teacher's instruction provided. Furthermore, reading skills are a skill that is

closely correlated with writing skills, as reading is a mean by which one can comprehend the entirety of the text. However, Aliyanah's (2017) research demonstrated that students are not proficient in reading, as they are unable to comprehend the meaning of the text and do not use the correct *Nabr*.

This study is consistent with the principles of Behaviourism Theory. Burhuss Frederic Skinner, a Behaviourist (Khazriyati 2018), hypothesised that language acquisition is analogous to habit formation. The studies also revealed that students will be capable of honing their pronunciation accuracy and vocal emphasis during oral communication (*maharatul kalam*) with the teacher or peers. The correct language is acquired through the use of the correct *Nabr* and *Tanghim* by the teachers who pay close attention to the delivery of Arabic speeches. This also indirectly enhances the ability to speak Arabic.

Conclusion

This study was conducted to investigate the understanding of *nabr* and *tanghim* among primary school Arabic teachers. The study indicate that the three essential facets of teaching *nabr* and *tanghim* are the following: the knowledge of the importance of teaching *nabr* and *tanghim*, the knowledge of *Nabr Tanghim* in language abilities, and the knowledge of preparation for *nabr* and *tanghim*. In order to create an effective communication environment, Arabic teachers must prioritise these three components of knowledge to guarantee that students are cognisant of and proficient in the *nabr* and *tanghim* areas. The present study has also introduced a paradigm shift in an effort to enhance language skills, particularly effective communication skills, by concentrating on subsegmental phonetic elements. This study emphasises the Theory of Pedagogical Content Knowledge (PCK) by Shulman (1986), which demonstrates that teachers must develop pedagogy that is in alignment with the content they will be teaching. This research also significantly contributes to the significance of imparting knowledge about suprasegmental phonetics in developing students' language abilities. Therefore, the learning objective as desired by the Ministry of Education will be achieved to empower the pronunciation of Arabic using the correct *Nabr* and *Tanghim* among primary school students.

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