

# A Study of The Contents of The Arabic Text Book “An-Nada Al Awwal Al-Lughah Al-Arabiyyah Al- Ittisoliyyah” Tac401

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## Abstract

This study aims to determine the quality of the Arabic textbook "al-Nada al-awwal al-Lughah al-Arabiyyah al-Ittisoliyyah TAC401" as a teaching material used in learning Arabic level one for undergraduate students taking third language courses at UiTM . Meanwhile, in analyzing the data, the author uses content analysis (content analysis). This study found that this book is suitable to be used as teaching material in universities, especially at UiTM. This is because the substance and composition of this book has met the general and special features of the textbook. Apart from that, this book also fulfills the characteristics of a good textbook that can benefit the university, lecturers and students at UiTM. The advantage of this textbook is that the language used is *fushah* Arabic, systematically arranged, and equipped with many colorful illustrations. While the disadvantage is that there are some errors in the word line and there is no list of references.

**Keywords:** Analysis, Textbooks and Arabic

## Introduction

Textbooks are one of the important teaching materials and are often used by teachers. Textbooks provide guidelines or syllabi for each topic that needs to be taught. For students, textbooks are used as the basis for reading on a subject, in addition to other reference books. In a developing country like Malaysia, there is no denying that textbooks are one of the main materials for interpreting the philosophy, goals, objectives, and principles of the education curriculum. A quality textbook not only helps with the development of knowledge, but also helps with the personality building and spiritual development of students. This is in line with the goal of the National Education Policy, which is to shape oneself in intellectual and spiritual aspects (Ministry of Education, 2005).

According to Haron et al (2014) among the main factors that contribute to the effectiveness of the R & D process are textbooks. A good textbook can increase the interest and inclination of students to follow the courses offered. Students can also appreciate and explore the

discipline and track the development of knowledge discussed in it. A good textbook should compile the content based on research that covers the language, context, culture of the target language and mother tongue of the students. A quality book can easily grab the attention of students if the content is appropriate to their age, background and needs.

Ainon (2014) states that in learning Arabic in Malaysia, textbooks are the main source of teachers and students. This means that it is one of the important factors that play a role in determining the level of proficiency and achievement of Arabic among students who learn it in addition to other factors such as teachers, environment and students themselves. The issue of students' language ability and skills has been explored by many scholars. Ishak (1993) raises that among the causes of problems in teaching and learning (T&L) of Arabic in Malaysia is the use of textbooks that are less appropriate. Ab. Halim (2003) raises the question of the extent to which Arabic textbooks used in Malaysia are formulated based on the criteria for the construction of an Arabic textbook as a foreign or second language that has been outlined by experts. According to Abdul Halim, it was found that 78.5% of the teacher respondents stated that the al-Azhar curriculum grammar textbook used was not or less suitable.

According to Wan (1998), a good textbook must meet these four characteristics, namely (i) content that meets the syllabus and syllabus description, (ii) correct and simple language, (iii) appropriate graphics and attract students to using textbooks, as well as (iv) activities and exercises appropriate to the student's level. As it is well known, textbooks are very important teaching and learning materials and resources in the classroom. Because textbooks play such an important role, the people who make them should make sure that the textbook they make is high quality and doesn't have any mistakes.

According to Mansoer (1991) the basic principle in compiling a textbook is like the purpose principle, which means that the compiled textbook must achieve the purpose of its arrangement. The relevant principle is that there must be a relationship with the students' daily lives. The principle of efficiency means that it must be able to be implemented either by students or instructors. Flexible principles include openness and suitability for a variety of places and situations. The principle of integrity must be linked to other courses or subjects. The principle of connection will ensure that there is continuity. The objective principle that ensure it is based on understanding of problems in language, with the support of other disciplines such as psychology and pedagogy. The last is the principle of democracy which ensures that it gives students the opportunity to develop their language capacity and knowledge.

The researchers have set some important features of a good Arabic textbook for IPT level students in Malaysia such as objective features, integrated features, features appropriate to the ability, needs and competence of students' language, adequate training features, example suitability features and contextual characteristics through real language situations (Ab. Halim, 2003).

Atan (1980) in his call for learning to be linked to real life situations once wrote: "Whenever teachers should hold real learning situations, students should be guided to realise that learning and activities in the learning place are part of life."

Gagne (1977) states that there are five human abilities developed through learning namely: intellectual skills, verbal information, cognitive strategies, psychomotor skills, and attitudes. While Bloom categorises it into three conditions: cognitive, affective, and psychomotor. Thus, instructors are required to provide the learning situation so that students can achieve certain abilities that they learn. According to him, the design of a learning message or message also has a very important role, because the design of a learning message points to the process of manipulating, or designing a signal or symbol (word, picture) that can be used to prepare a learning situation.

Muhammad & Khairul (2008) in his study "Arabic Textbooks in Malaysia, Between Teaching Theory and Reality" has listed eleven important features of a good textbook for IPT students, namely objectives, integrated, student level, training, example, context, benefits, necessary, staged, important, clear and easy. Content analysis of Arabic textbooks is still lacking in Malaysia. Studies related to textbooks have been conducted by previous researchers focusing on different fields or skills. For example the study of (Kamarul, 2011). The title of his thesis is "The Readability of Higher Arabic Textbooks Based on the Kloz Test in Arabic." Among the findings of his study is that the readability of Form 4 Higher Arabic textbooks is at a frustrated level which is not suitable for teaching and learning purposes. According to him, the authorities should take into account the level of readability of the text provided. His study only covers excerpts of some of the essays found in the book. Indirectly this study demands an improvement in constructing textbook content.

Kamarulzaman & Hassan (2010) argue that textbooks in Arabic language learning should play an important role in developing students' language proficiency especially in vocabulary, reading comprehension and writing. If a book that is read can be well understood by the reader it is the most effective teaching tool. Therefore, it must be student -friendly, appropriate to the level of students either in terms of content and language adjustment, interesting and can motivate.

There is a study conducted by (Azharudin, 2005). His thesis is entitled "The Use of Textbooks in the Teaching of Arabic in Religious Primary Schools, A Case Study." His study focuses on the level of textbook use among teachers in these schools. The conclusion he made was that the teachers were not satisfied with the content of the textbook. They also think that the textbook cannot meet the learning needs of students. The textbook studied by him is not a textbook issued by the Textbook Division, MOE, but 199 authors can see the effect of the construction of the content of a textbook on the process of learning and teaching Arabic in religious schools in Malaysia.

Meanwhile, according to Nik & Wan (2014), that among the factors of students' weakness in mastering Arabic in Malaysia is the lack of Arabic vocabulary. A study on vocabulary mastery among secondary school students in Malaysia found that students mastered the number of vocabulary planned by the Arabic language curriculum developers. This weakness will affect the mastery of language skills, namely Listening, Speaking, Reading and Writing Skills, because each of these language skills requires vocabulary to learn.

Zuhir (2005) has also conducted a study on the textbook KBSM Arabic Communication. The title of his thesis is "Assessment in Learning: A Study of the KBSM Textbook of Communication

Arabic." In his thesis, he focuses only on the study of the training questions found in the textbook. The corpus of questions was collected and analyzed based on aspects of basic language skills, aspects of grammar and aspects of vocabulary usage. Among his main findings is that the largest percentage of training is in the aspect of basic language skills, namely listening, speaking, reading and writing by 74.9%. Followed by vocabulary training of 17.1% and the last grammar training of 8%. Basic language skills training dominates this type of training because the textbook is written for Communication Arabic subjects that focus on language skills. However, this subject was changed to Arabic only in 2008, and the communication approach is no longer used in new textbooks.

Kharkhy (1994) explained that whatever techniques are the latest and considered advanced in teaching Arabic are all closely related to several other factors such as Arabic curriculum, textbooks used, teaching aids, number of students, level of student achievement. in Arabic and their ability, the time allotted and the time allocation of teachers in teaching. Therefore, the role of textbooks here cannot be denied, especially in the context of learning a second or foreign language in Malaysia.

Therefore, this paper is to analyze the content design of the Arabic textbook "al-Nada 1 al-Lughah al-Arabiyyah al-Ittisoliyyah TAC401". This textbook is written to meet the needs of students taking Arabic language courses at the undergraduate level at Universiti Teknologi Mara (UiTM). This paper will also analyze the synthetic errors found in this book. This is expected to explain the advantages and disadvantages in terms of preparation and writing.

### **Research Objective**

This study has the following objectives:

- Analyze the design and content of the textbook.
- Analyze the advantages and disadvantages of this book.

### **Research Methodology**

This study uses a qualitative study using content analysis instruments. Content analysis was conducted on the Arabic textbook "al-Nada al-awwal al-Lughah al-Arabiyyah al-Ittisoliyyah TAC401". Among the procedures in analyzing this book are 1. List the advantages found in this textbook 2. Identify the errors found in this textbook and explain the errors and give correct examples.

### **Background of Textbook Contents**

This book is entitled "al-Nada al-awwal al-Lughah al-Arabiyyah al-Ittisoliyyah TAC401". This book was written by several authors, namely Ahmad bin Wan Abd Rahman, Asma 'binti Ammar, Lutfi bin Hassan and Ahmad Jalaluddin Al-Islami bin Moh Shin. All four are lecturers at Universiti Teknologi Mara (UiTM) Shah Alam Selangor. The purpose of writing this textbook is to meet the needs of Arabic language students at the first level of the UiTM bachelor's degree level which includes two levels. In addition, this book can also be used by students and lovers of the Arabic language, especially at the basic level.

The author of this book also seems to be trying to emphasize to the students to have the ability to speak (*Kafaah lughawiyah*) and also the ability to communicate (*Kafaah ittisholiyyah*). *Kafaah lughawiyah* includes two things: 1) Language skills and abilities,

namely: *al-istima* '(listening), *al-kalam* (speaking), *al-qiraah* (reading), and *al-kitabah* (writing); and 2) three elements of language, namely: *al-ashwat* (sound), *al-mufrodāt* (vocabulary), and *attarakīb an-naḥwiyyah* (grammatical structure).

While *Kafaah al-ittisholiyyah* is meant as the ability of students to communicate spontaneously, either orally or in writing with the owner of the language or who can speak this language in the context of their social interaction. The book also uses the transliteration system as a guide for students who are less proficient in mastering the Arabic alphabet and non-Muslim students who take this subject.

The book has six titles in 119 pages. The titles are:

1. At-Tahiyat
2. Ad-Dirasah
3. Al-Ussrah
4. As-Sakan
5. Al-Makkūlat wa al-Mashrūbat
6. Al-Hayat al-Yaumiyyah

As a textbook, the content of this book clearly shows that it has been prepared with maturity. This can be seen in the selection of book content titles as above that are comprehensive, popular or familiar, and very closely related to the needs of students. Overall, it is due to the fact that whoever studies it and from wherever he or she will certainly know about the title. While popular, it is because the debate of the topic is very familiar and becomes their daily conversation and has a very close relationship with the needs of the students. This is because the content of the lesson touches directly on the context (desire) of their social life.

The approach used will make it easier for students to learn Arabic. As understood about the principles of similarity in Gestalt psychology, where Kretch and Crutchfield (in Rakhmad, 2001: 60-61) once showed a proof related to the principle that objects or events are adjacent in space and time or that resemble each other others, tend to be considered part of the same structure. Thus, almost the content of the message with the schema (knowledge capital) of students makes it easy in remembering new knowledge such as words, speech or rules of Arabic.

### **Book Design Background**

From the aspect of book design and the message it wants to convey, this 119 -page book has been compiled and designed with a good design. The type of hijaiyyah letters used is khat nasakh using fushāh Arabic. Arabic calligraphy is very well known by students because of its simple form and easy to read. The author uses a lot of font types written in Arabic texts, including the mushaf al-Qur`an with the font size size 18. If above the standard is usually with a size of 14-16. Almost all of the words have been placed ḥarakat complete so that it will be easy for the students to read.

In addition, the message conveyed in the book is also accompanied by a variety of colorful pictures and tables. So the effect of this book is like a picture book. This is where one of the advantages of this book lies; that allows students to easily understand the message being conveyed in it. The message to be delivered is displayed in the following settings:

1. Each title has al-mufradat al-Muṣawwarah or new words with interesting pictures included to facilitate students' understanding.
2. Pictures are provided in conjunction with each dialogue (hiwar) in each page.
3. Emphasis on the four language skills preceded by maharah istimac, maharah kalam, maharah qiraah and maharah kitabah.
4. The emphasis of the first title is more on the use of muzakkar (words denoting males) and muannath (words denoting females). In addition, this first chapter also emphasizes the use of ad-Dhmair al-Munfaṣilah (pronoun divorced) and also adawat al-istifham (tool or word to ask) while the second title also emphasizes the use of ad-Dhmair al-Muttasilah (pronoun related nouns) and asim isyarah (indicative word). The third title emphasizes the use of fiḥl mudharic and and hurūf al-jar (the letters that line up under the word after it). While the fourth title emphasizes the difference between fiḥl madhī and mudharic, the difference in the use of colors that are muzakkar and that muannath and the use of attributes and mausūf. While the fifth title emphasizes the use of la nafi in fiḥl mudharic and ma nafi in fiḥl madhī and the sixth title emphasizes the use of total isimiah and total fic liyyah.

But this book is also not without its shortcomings. Among the shortcomings that can be detected in this book are:

1. There are some words that are detected connected between one word with another word. Among them are as follows:

Mistake	Correction	Page
نُوحِمِينَ	نُوحٍ مِنْ	5
أَنْتُمْ مِنْ أَيِّ بَلَدٍ	أَنْتَ مِنْ أَيِّ بَلَدٍ	8

2. There are also words that are not lined up. This makes it difficult for most students who have no foundation in Arabic to read it. The words are as follows:

Mistake	Correction	Page
مَا اسْم	مَا اسْمُ	5
وَعَلَيْكُمْ السَّلَام	وَعَلَيْكُمْ السَّلَام	25
مِنْ كَلِيَّةِ التَّرْبِيَّةِ	مِنْ كَلِيَّةِ التَّرْبِيَّةِ	27
أَنْطِقُ	أَنْطِقُ	27
الآن	الآنَ	29
نَحْنُ	نَحْنُ	29
اسْتَمِعِ	اسْتَمِعِ	32
اسم الإشارة	اسْمُ الإِشَارَةِ	36
تِلْكَ	تِلْكَ	39
اسْأَلْ	اسْأَلْ	41
أَجِبْ	أَجِبْ	82
اخْتَرْ	اخْتَرْ	83
أَتَنَاوَلُ الْفَطُورَ	أَتَنَاوَلُ الْفَطُورَ	89
أَكُلُ الشَّعِيرِيَّةَ	أَكُلُ الشَّعِيرِيَّةَ	89
أَطْلُبُ الطَّعَامَ	أَطْلُبُ الطَّعَامَ	89
أَفْضَلُ الدَّجَاجِ	أَفْضَلُ الدَّجَاجِ	89
نَتَنَاوَلُ الْغَدَاءَ	نَتَنَاوَلُ الْغَدَاءَ	96

تَتَنَاوَلُ الْعَشَاءَ	تَتَنَاوَلُ الْعَشَاءَ	96
يَطْلُبُ الرُّزَّ	يَطْلُبُ الرُّزَّ	96
تُقْضِيَانِ الشَّاي	تُقْضِيَانِ الشَّاي	96
تُرِيدُ قَائِمَةَ الطَّعَامِ	تُرِيدُ قَائِمَةَ الطَّعَامِ	96
تُرِيدُ الطَّعَامَ الدَّيْدَ	تُرِيدُ الطَّعَامَ الدَّيْدَ	96
الْحَيَاةُ الْيَوْمِيَّةُ	الْحَيَاةُ الْيَوْمِيَّةُ	101
يَجِلُّ الْوَاجِبَاتِ	يَجِلُّ الْوَاجِبَاتِ	110
يَقْرَأُ الْكِتَابَ	يَقْرَأُ الْكِتَابَ	112

### Error Factors in Textbooks

Factors or causes that cause errors in the textbook are due to the author's own factors. However, Ghazali & Ahamad (2006), stated that the weakness in mastering Arabic writing can be seen in two dimensions, the first is the technical factor of the writing itself and the second factor is the motivation and attitude of the writer.

When looking at the errors found in the Arabic textbook "*al-Nada al- awwal al-Lughah al-Arabiyyah al-Ittisoliyyah TAC401*", the main factor that can be attributed is the negligence of the author himself. This can be seen from the technical mistakes made by the writers such as negligence in lining up the words and not putting lines on certain letters that make it difficult for students to read them.

### Suggestions

Several suggestions can be suggested in this study. Among them are:

1. The Universiti Teknologi Mara (UiTM) needs to review the textbooks that have been issued so that there are no errors in the Arabic textbooks. Aspects of grammar especially those related to grammatical categories need to be mastered by students in order to construct sentences that correctly conform to the requirements and rules of Arabic formulas.
2. Before issuing a new textbook, a thorough review should be carried out so that the same mistakes do not recur. An authoritative review panel needs to conduct revision workshops many times so that the textbooks issued are accurate according to Arabic grammar and there are no technical errors.

### Conclusion of The Analysis of The Arabic Textbook "Al-Nada 1 Al-Lughah Al-Arabiyyah Al-Ittisoliyyah TAC401"

Based on the analysis conducted on the Arabic textbook "*al-Nada 1 al-Lughah al-Arabiyyah al-Ittisoliyyah TAC401*" the main finding is that this book has its own strengths and weaknesses. Seen from the point of view of its strengths, this book emphasizes students' understanding of new words by including pictures that match the words. Apart from that, this book emphasizes four language skills, namely maharah istimac, maharah kalam, maharah qiraah and maharah kitabah. In addition, each title in this book will be accompanied by basic grammar that is important for students to master such as the difference between muzakkar (words that indicate men) and muannath (words that indicate women) and so on. However, this book also has shortcomings and weaknesses such as the author's negligence in writing some words that are connected to each other that cause the word is not understood the meaning as well as many words that are not lined up causing difficulties for students who have no basis in Arabic to read.

**Closing**

This study is not intended to find errors found in textbooks and correct them alone, but also to give a stimulus to Arabic language lecturers and lovers of this heavenly language to be careful and more careful in compiling and publishing textbooks so that errors -the error does not recur. Not only that, hopefully with the results of this study, the errors that have been listed can help lecturers in delivering the teaching and learning of Arabic to students.

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