THE ANALYSIS OF THE ARABIC TEXTBOOK *"AL-CIZZAH 1 AL-LUGHAH AL-CARABIYYAH AL-ITTISŌLIYYAH LI AGHRĀD AL-CAMMAH"* UITM MALAYSIA

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Abstract: The purpose of this research is to review the quality of a textbook called *"al-cIzzah 1 al-Lughah al-cArabiyyah Al-Ittisōliyyah Li Aghrād al-cAmmah"* as a teaching material that has been compiled to confer to the syllabus of Arabic language for beginner level, particularly for Diploma learners opting for Arabic as their third language in UiTM. This book is deemed to be the replacement of the previous, which is *"al-Munir al-Lughah al-Arabiyyah al-Ittisoliyyah TAC101"*. Meanwhile, content analysis is used to analyze the data. The findings discover that this book is recommended to be one of the teaching aids at university level like in UiTM, and has fulfilled the general and specific features of a textbook that could bring benefits to the university, the lecturers, as well as the students. Among the advantages of this textbook are the language used is of *fushah* Arabic, which is constructed systematically, and integrated with adequate amount of colourful illustrations. Nonetheless, the limitation of this textbook is the noticeable technical errors found, specifically of the vowel signs on some words and sentences, which could give implications such as misunderstanding or incomprehensibility.

INTRODUCTION

Textbook is one of the important teaching aids and is commonly used by educators. Textbook provides guidelines or syllabus for each topic that should be taught. For learners, textbook is usually used as the reading foundation for a particular subject, apart from other reference books. For a developing country like Malaysia, it is undeniable that textbooks are among the main items for philosophy interpretations, aims, objectives, and principles of educational curriculum. High quality textbooks not only could regulate knowledge improvement, but also to foster positive traits on top of spiritual development of learners. This is in line with the goals of National Education Policy on to enhance oneself in the aspects of intellectual and spiritual [1].

According to Muhammad Haron Husaini, Muhd. Syukri Abd. Rahman, Ahmad Redzaudin Ghazali and Norhidayati Abdullah [2], among the key factors which contribute to the effectiveness of a teaching and learning process is the use of textbook. Good textbooks could cultivate learners' interests and tendency to study the enrolled course. Learners could also contemplate and explore the discipline, consequently be involved in the knowledge advancement. Apart from that, a good textbook is indicated by an arrangement that is based on language, context, culture of the targeted language, along with the learners' mother tongue language. A quality book could easily attract learners' attention, especially if the content is suitable for their age, background, and learning needs.

In the perspective of learning Arabic language in Malaysia, textbook is frequently used as the main source of teaching and learning among the instructors and learners. Therefore, textbook is one of the main sources that determine the level of mastery and proficiency in Arabic language among the learners, apart from other factors such as the instructor, environment, and the learners themselves [3]. The aforementioned learners' language ability and comprehension issues have been discussed by a number of scholars. Ishak [4] mentioned that among the factors to the problem of teaching and learning Arabic in Malaysia is the use of unsuitable textbook. Ab. Halim Mohamad [5] concerned about how

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textbooks of Arabic as second or foreign language in Malaysia are produced based on the criteria of a textbook development that has been outlined by experts. According to Abdul Halim[5], it is found that 78.5% of teacher respondents claim that the al-Azhar grammar curriculum textbooks that are being used are not (or less) suitable.

According to Wan Mohammad [6], a good textbook should encompass these four features; which are (i) the contents are corresponding to course syllabus and course outlines, (ii) easy and simple language used, (iii) suitable and attractive visuals to attract learners, other than (iv) activities and practices that suit the learners' language level. As a matter of fact, textbook is an essential source of teaching and learning in class. Due to the inevitable roles of textbook, it is the responsibility of textbook authors and publishers to produce high quality and error-free books.

As mentioned by Mansoer Pateda [7], among the basic principles in textbook arrangement include the principle of purposes, which means the compilations of all the themes in a textbook must achieve its learning aims. Meanwhile, the principle of relevant depicts on how the topics relate to the learners' everyday lives. The principle of efficient relates on how the book contents could be practiced by either the instructor or the learner. Moreover, the flexibility principle consists of acceptance and appropriateness of places and situations. The principle of integrity illustrates on how the contents could be linked with other courses or subjects. Next is the principle of persistence, which emphasizes on continuity. Furthermore, the principle of objectives requires a textbook to be based on knowledge and comprehension of problems in the language, with the support from other disciplines such as psychology and pedagogy. Last but not least is the principle of democracy in which a textbook is supposed to provide opportunities for learners to develop language and knowledge capacities.

Atan Long [8] highlights that a classroom lesson should complement real life situations, which he quoted: to some extent, the instructor needs to create authentic situations in lessons, and learners need to be guided and to be understood that classroom lessons and activities are parts of life.

There are five human abilities that could be developed through education: intellectual skill, verbal information, cognitive strategy, psychomotor skill, as well as attitude. Meanwhile, Bloom categorized the abilities into three conditions: cognitive, affective, and psychomotor. Thus, instructors are expected to provide these learning conditions so that certain abilities can be achieved or applied by students. As stated by him, the information

patern or learning message also plays an important role, because the information pattern consists of manipulation process or signal planning or symbols (words, illustrations) that can be used to provide learning conditions [9].

Kamarulzaman Abdul Ghani & Hassan Basri Awang Mat Dahan [10] claims that textbooks in Arabic language learning should play important role in developing language fluency among learners, particularly in vocabulary, reading comprehension, and writing. Conceding that a book is comprehensible by the readers, it is considered the most effective teaching aid. Hence, the textbook must be student-friendly, suitable with the students' level either in the forms of contents and language level, attention-grabbing, and motivaltional.

There is a study done by Azharudin Ahmad Zakaria [11]; his thesis entitled "The Use of Textbooks to Teach Arabic language in Religious Primary Schools, A Case Study". The study focuses on the frequency of the use of textbooks among the school teachers. He concludes that the teachers are unsatisfied with the textbook contents. They claim that the textbooks do not meet the needs of the students' learning experience. The studied textbooks are not textbooks published by the Textbook Division, KPM; however, 199 writers could observe the effects of the content development of a textbook towards Arabic language teaching and learning process in religious schools in Malaysia.

Meanwhile, Nik Mohd Rahimi, Zahriah Hussin & Wan Normeza [12] mentioned that among the factors of learners' weakness in mastering Arabic language in Malaysia is the lack of proficiency in Arabic vocabulary. A research on Arabic vocabulary mastery among secondary school students in Malaysia shows that students generally grasp only a number of terms which are outlined by the Arabic language curriculum developers. This weakness could give impacts on the language mastery skills, which comprise of Listening, Speaking, Reading, and Writing, since each of these skills requires vocabulary mastery through the learning experience.

Mohd Zuhir Abd Rahman [13] has also done a research on KBSM Arabic Communication textbook in his thesis "Classroom Assessment: A Study on KBSM Arabic Communication Textbook". In the study, he only focuses on practices available in the textbooks. Corpus of questions are gathered and analyzed based on the aspects of basic language skills, grammar, and vocabulary usage. Among the main findings is that the largest percentage of 74.9% falls under the aspect of basic language skills which are listening, speaking, reading, and writing. This is followed by practices on

vocabulary, which carries 17.1% and grammar practices of 8%. Practices on basic language skills dominate the types of questions because the textbook is written for Arabic Communication subject which focuses on language skills. Nonetheless, the name of the subject is changed to Arabic Language in 2008, and communication aspect is no longer being emphasized in the subsequent textbooks.

Arif Kharkhy [14] explains that any recent and considerably advanced technique in teaching Arabic language are related to several factors such as Arabic language curriculum, the textbook used, teaching aids, number of students, students' learning ability and achievement in Arabic language, on top of the time taken by teachers and students in the teaching and learning process. Hence, in this case, the role of the textbook cannot be denied, especially in the context of learning a second language or foreign language in Malaysia.

Therefore, this research is to analyze the contents of the Arabic language textbook *"Al-CIzzah 1 Al-Lughah Al-CArabiyyah Al-Ittisōliyyah Li Aghrād Al-CAmmah"* UiTM Malaysia, which has been outlined to replace the previous textbook *"al-Munīr al-Lughah al-CArabiyyah al-Ittisōliyyah TAC101"*. This textbook is written to fulfill the students' learning needs, particularly for those who opt for Arabic language during their diploma study in Universiti Teknologi Mara (UiTM). The study is also to analyze syntax errors that could be noticed in this book. Therefore, it is likely that the strengths and weaknesses could be observed in terms of its arrangements and the write up.

RESEARCH OBJECTIVES

The objectives of the study are as below:

2.1 To analyze the outline and contents of the textbook.
2.2 To analyze the advantages and drawbacks of the textbook.

RESEARCH METHODOLOGY

This study applies qualitative research method by using content analysis instrument on an Arabic textbook *"Al-CIzzah 1 Al-Lughah Al-CArabiyyah Al-Ittisōliyyah Li Aghrādi Al-CAmmah"* UiTM Malaysia. Among the procedures in analyzing this book are: 1. Listing down strengths of this textbook 2. Identifying errors available in this textbook and clarifying the errors prior to recommending the correct examples.

BACKGROUND OF THE TEXTBOOK CONTENTS

This textbook is called *"Al-CIzzah 1 Al-Lughah Al-CArabiyyah Al-Ittisōliyyah Li Aghrād Al-CAmmah"* UiTM Malaysia, which is written by Siti Nurfiza binti Abdul Al-Ahdad, Mohd Zulkhairi bin Abd Hamid dan Muhammad Faisal bin Hashim [15]. These writers are lecturers of Universiti Teknologi Mara (UiTM) Shah Alam Selangor. The purpose of the production of the textbook is to fulfill the learning needs of level one UiTM students who opt for Arabic language in diploma level. Generally, there are two levels except for the students of Faculty of Hotel and Tourism Management which need to go through four levels of the language mastery. Besides that, this textbook could also be used by learners and Arabic language enthusiasts, especially on the basic level.

The writers of this textbook are also anticipating the students to develop language proficiency (*Kafāah lughāwiyyah*), as well as communication ability (*Kafāah ittisōliyyah*). *Kafāah lughawiyyah* consists of two topics: 1) Language skills and appearances which are: *al-istimā'* (listening), *al-kalām* (speaking), *al-qirāah* (reading), and *al-kitābah* (writing); in addition to 2) Three language aspects, namely *al-ashwāt* (sounds), *al-mufrodāt* (vocabulary), dan *attarākīb an-naḥwiyyah* (grammar structure).

Concurrently, *Kafāah al-ittishōliyyah* potrays the learners' ability to communicate spontaneously, either verbally or in written form, with the native speakers or the language users in social context. This textbook also uses transliteration in parts of its contents as a guide for learners who lack in the ability to master Arabic letters, as well as for non-muslim learners taking up this subject.

This book contains six topics in 132 pages. The topics are:

1. At-Tahiyyāt wa at-Taāruf
2. Ad-Dirāsah
3. As-Sakan wa al-Bīah
4. Al-Usrah wa al-CAmal
5. Al-Ma'kūlāt wa al-Mashrūbāt
6. Al-Hayāt al-Yaumiyyah

From the textbook, it can obviously be shown that the contents were well-prepared. This aspect could be seen through the selections of the aforestated topics which are believed to be holistic, popular or familiar, and have close connection with the learners' learning needs. As a whole, due to the authenticity of the topics, the textbook can be used by anyone coming from any part of the world. In the aspect of familiarity, this can be seen by

the language used in the topics which could be frequently used in their everyday conversation, thus fulfill the learners' learning needs. This is because the contents of the subject relate directly to the context (needs) of their social life.

The methods could be able to assist the learners in learning Arabic. In regards to the *principles of similarity* in Gestalt psychology, Kretch dan Crutchfield [16] have provided evidence related to a principle in which an object or event that is closely related to any space and time or imitated to each other, tends to be considered part of the same structure. Therefore, the contents familiarity together with schemata (knowledge fundamental) of the learners could make them retain the new knowledge better on the Arabic language vocabulary, speaking, or language rules.

BACKGROUND OF THE OUTLINE OF THE TEXTBOOK

From the aspect of the outline, along with the messages that need to be delivered, this 132 pages of textbook has been properly arranged and designed. The *hijaiyyah* words that are used are *khat nasakh,* in which *fusḥah* Arabic language is used. The Arabic calligraphy variations are well-known by the students due to its simple word pattern and easily readable. The writers use many fonts that are written in Arabic script, including the al-Quran mushaf which its font is representative enough, sizing 18 as compared to the standard sizes of between 14 to 16. Almost all the letters and words are written in complete *ḥarakat* so that students could read them clearly.

Additionally, messages that are delivered in this book are also attached with a variety of colourful pictures and charts, which make it appear like a graphical book. Thus, this is one of the strengths of the textbook which enables learners to comprehend the messages and lessons more easily. The messages that are delivered appear in the following methods:

1. Every topic contains *mufradāt* or new words that are listed together with their meanings in English. Besides that, basic Arabic grammar is enclosed such as the use of *ad-Dhamāir* (Pronouns), *adawāt al-istifhām* (Question Words) and others.

2. Colourful pictures and charts are available in most of the pages to reinforce the learners' language comprehension.

3. The emphasis on the four language skills are preceded with *mahārah al-qirāah wa al-istimāᶜ*, *mahārah kalām* and *mahārah kitābah.*

4. The first topic highlights on the word differences between *al-Muzakkar* and *al-Muannath, ad-Dhamāir al-Munfasilah, Asma' Isyārah* dan *adawāt al-istifhām.* Meanwhile, the second topic emphasizes on using *fiᶜl Mādhī* and *fiᶜl mudhāriᶜ* and *ad-Dhamāir al-Muttasilah.* The third topic points out on the use of negation words and *ficl mudhāriᶜ, hurūf al-Jār and ẓarf.* This is followed by the fourth topic which features the differences between *fiᶜl mādhī* and *mudhāriᶜ,* aside from the use of *sifat* and *mausūf.* Furthermore, the fifth topic focuses on the use of *mā li an-Nafī* and *Lā* and *Mā* in Arabic, along with with the sixth topic which stresses on distinctions between the number of *ismiyyah* and *fiᶜliyyah.*

5. Each topic is comprised with complete and concise practices to test learners' understanding, particularly in the aspect of Arabic grammar.

Nonetheless, this textbook also has a number of inaccuracies. Among the detected errors seen are:

1. There are some words which have errors on the vowel signs that can be identified as listed below:

Errors	Suggested Correction	Page
اسمي **عَلِي**	اسمي **عَلِي**	4
حاضرة	محاضرة	6
ماليزيَا	ماليزيا	8
للُغة العربية	اللُغة العربية	25
أهلا وسهلا انا في	أهلا وسهلا انا في **انتظارك**	51
سازورك ان شاء	سازورك ان شاء الله	51
ما لونُ **غُرفتِك؟**	ما لونُ **غُرفتِك؟**	57
أين يقع بيت **عمِّك؟**	أين يقع بيت **عمِّك؟**	70
أنتَ ما **طَبَخْت** اللحم المشوي	أنتَ ما **طَبَخْتَ** اللحم المشوي	104

2. There are also several words which the vowel signs are not stated. This could make it difficult for most of the learners, especially those who lack of foundation in Arabic to interpret the text(s). The missing vowel signs can be seen in the list below:

Words with Missing Vowel Signs	Suggested Vowel Signs	Page
اسمي	إسمِي	5
اسمنا	إسمُنَا	5
اسمك	إسمُكَ	5
اسمك	إسمُكِ	5
اسمه	إسمُهُ	5
اسمها	إسمُهَا	5
حقيبتي	حَقِيبَتِي	26
فصلنا	فَصلُنَا	26
فصله	فَصلُهُ	26
كليتها	كُلِّيَتُهَا	26
جامعتي	جَامِعَتِي	33
جامعتنا	جَامِعَتُنَا	33
جامعته	جَامِعَتُهُ	33
جامعتها	جَامِعَتُهَا	33
إدارة الأعمال	إدارَةُ الأعمَال	35
يدرس	يَدرُسُ	40
يذهب	يَذهَبُ	40
يستعير	يَستَعِيرُ	40

FACTORS OF ERRORS IN THE TEXTBOOK

One of factors or causes of the mistakes found in the textbook is due to the writers' mistake; however, Ghazali Yusri [17] stated that the failure in mastering Arabic writing can be noticed in two dimensions which are, firstly, the technical aspect of the writing, and secondly, the motivation and approach of the writers.

Referring to the errors detected in this Arabic language textbook *"Al-ᶜIzzah 1 Al-Lughah Al-ᶜArabiyyah Al-Ittisōliyyah Li Aghrād Al-ᶜAmmah"* UiTM Malaysia, the related main factor is due to the writers' negligence. This can be seen through the technical errors done by the writers such as mistake in stating the vowel sounds on certain words, consequently affecting the grammar part and others. This could also cause words or sentences to be meaningless or connote differently by the learners. As a result, the delivery of information or definitions intended to be expressed by the learners could be misunderstood and incomprehensible by the language receiver(s).

RECOMMENDATION

These are the points recommended to avoid any deficiency in textbook production:

1. The Universiti Teknologi Mara (UiTM) officials in charge should revise any textbook produced to ensure that language textbooks like the Arabic ones are error-free, particularly in terms of the writing.

2. Any Arabic language aspect that is related to grammar should be mastered by learners to enable them to construct sentences to meet their learning goals, as well as fulfilling the Arabic language guidelines.

3. Before producing a new textbook, a holistic book review should be done so that the same mistakes would not be occurred. The authorized panels of reviewers could run moderation workshops a number of times so that the textbooks are accurately produced according to the right Arabic language rules, in addition to zero technical error.

CONCLUSION

The purpose of this study is not to pinpoint the errors in the textbook and suggest corrections, but to encourage Arabic language instructors and book publishers to be more concerned and be extra cautious in preparing and producing textbooks so that any inaccuracy would not reoccur. In addition to this, from the results of this study,

it is hoped that the listed errors could guide lecturers in the Arabic language teaching and learning process.

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