

ANALYSIS OF THE NEED FOR DEVELOPING A MODULE ON WRITING SKILLS IN ARABIC ESSAYS FROM THE PERSPECTIVE OF MODELS AND TEACHING METHODS OF THE MODULE

ANALISIS KEPERLUAN UNTUK MEMBANGUNKAN MODUL KEMAHIRAN MENULIS KARANGAN BAHASA ARAB DARI PERSPEKTIF MODEL DAN KAEDAH PENGAJARAN MODUL

Mohamad Rofian Ismail¹, Khairatul Akmar Ab. Latif², Ahmad Redzaudin Ghazali³

ABSTRACT

The purpose of this study was to explore the opinions of Arabic language instructors at the Public University of Malaysia (UAM) regarding the various aspects of teaching the module on essay writing skills. The collected data was used to support the development of the M-KMKBA module for Arabic language essay writing skills. This qualitative study involved 12 participants who were instructors of Arabic language from four different universities: Universiti Sains Islam Malaysia (USIM), Universiti Malaya (UM), Universiti Kebangsaan Malaysia (UKM), and Universiti Sultan Zainal Abidin (UniSZA). Data was collected using a set of interview protocols and analyzed thematically. The interview transcripts were analyzed based on themes and categories to obtain the findings for the need's analysis and the development of the M-KMKBA module. The general findings of the study revealed that all instructors agreed on the importance of using a variety of teaching methods and approaches for the module, including communicative, direct, interactive, eclectic, and translation methods.

Kata kunci: Need Analysis, Module, Arabic Essays, Teaching

ABSTRAK

Tujuan kajian ini adalah untuk meninjau pendapat pensyarah bahasa Arab di Universiti Awam Malaysia (UAM) berkenaan pelbagai aspek pengajaran modul kemahiran menulis karangan. Data yang dikumpul digunakan untuk menyokong pembangunan modul M-KMKBA bagi kemahiran menulis karangan Bahasa Arab. Kajian kualitatif ini melibatkan 12 orang peserta yang terdiri daripada pensyarah bahasa Arab dari empat universiti berbeza iaitu Universiti Sains Islam Malaysia (USIM), Universiti Malaya (UM), Universiti Kebangsaan Malaysia (UKM), dan Universiti Sultan Zainal Abidin (UniSZA). Data dikumpul menggunakan set protokol temu bual dan dianalisis secara tematik. Transkrip temu bual dianalisis berdasarkan tema dan kategori untuk mendapatkan dapatan analisis keperluan dan pembangunan modul M-KMKBA. Dapatan kajian menunjukkan bahawa semua pensyarah bersetuju tentang

¹ Mohamad Rofian Ismail(Dr), Pensyarah Kanan, Jabatan Pengajian Bahasa dan Linguistik Arab, Fakulti Pengajian Peradaban Islam, Universiti Islam Selangor, mohdrofian@kuis.edu.my

² Khairatul Akmar Ab.Latif (Dr), Pensyarah Kanan, Jabatan Pengajian Bahasa dan Linguistik Arab, Fakulti Pengajian Peradaban Islam, Universiti Islam Selangor, khairatulakmar@kuis.edu.my

³ Ahmad Redzaudin Ghazali, Pensyarah, Jabatan Pengajian Bahasa dan Linguistik Arab, Fakulti Pengajian Peradaban Islam, Universiti Islam Selangor, redzaudin@kuis.edu.my

kepentingan menggunakan pelbagai kaedah pengajaran dan pendekatan untuk modul ini, termasuk kaedah komunikatif, langsung, interaktif, eklektik dan terjemahan.

Keywords: Analisis keperluan, Modul, karangan Bahasa Arab, Pengajaran

Background of The Study

The selection of teaching models and methods for a particular module requires in-depth research and study to ensure that they are appropriate and in line with the characteristics of the module being developed. Additionally, the selection of suitable teaching methods and models for the module can ensure that the teaching and learning process achieves its intended objectives. According to Akmariah Mamat and Sofiah Ismail (2010), a good teaching method and model are those that have organized steps and strategies, as well as precise and achievable objectives. Teachers can use several guidelines before applying a teaching method, including:

- (a) The method must be in line with the goals and objectives of the lesson.
- (b) The method must be aligned with the learning objectives to be achieved.
- (c) The method must also be suitable for the characteristics of the subject being taught.
- (d) The method must be equivalent or suitable for the age of the student, and the teacher must be able to apply it.
- (e) The method must be applicable within the teacher's available time.

Therefore, the teaching model for the Arabic essay writing skills module requires a specific teaching model and method. These teaching models and methods must be appropriate and suitable for the needs of the students and users themselves. This study indirectly focuses on the teaching model for Arabic essay writing skills, as well as presenting the forms of teaching methods and approaches used by Arabic language instructors at the university level based on the findings of the needs analysis study conducted through interview instruments during the module development process.

Discussion of Literature Review

The teaching and learning process of writing skills has undergone several phases from the 19th century until now. According to Raghīdat̃ ‘Isyāwīy (2013), the field of teaching writing skills has gone through three phases. The first phase is the conventional approach, also known as the product approach. Writing skills at this stage are taught starting from small parts to larger parts or as a whole (William, 2003) in Raghīdat̃ ‘Isyāwīy (2013). According to Muhammad al-Khawlīy (1986), this approach is called *Mabda’ al-Tarākum* (the principle of accumulation). This approach starts with knowing how to construct letters into words, then sentences, paragraphs, and eventually essays.

Muhammad al-Khawlīy (1986) suggests that this model of teaching is used at the pre-writing level, where students are only taught to recognize writing tools by practicing *Khaṭ* in terms of length, beginning, and ending. Then, it develops into writing letters separately and in cursive, then progresses to copying and writing, followed by writing closed essays, until students learn to write essays in a free-form manner. Before students are taught to write free-form essays, they are first exposed to guided essays. These are essays that ask students to imitate or copy texts provided by the teacher (Hyland, K. 2009).

The second phase uses a process approach to teaching. This teaching model is the result of feedback and continuation from the previous product approach model. This model focuses on writing as a creative act involving several procedures or steps, namely generating ideas, planning, writing, reviewing, and editing. These steps were not present in the first model. Although this model focuses more on the development of writing, it neglects the aspect of developing the text (Badger et al. 2000). According to Baines et al. (1999), most of the writing phases in this model emphasize the procedural aspect of writing rather than the quality of writing that results from using these procedures. Zamel (1983) adds that this step-by-step teaching approach does not consider writing as a communicative process at the first level. This is because it has neglected the selection of tasks that students should perform in writing.

The next writing skill teaching model is the genre approach, which is a text-based approach. This approach is carried out by paying attention to teaching texts according to the social context of a student. Writing instruction based on this perspective is an approach that is closely related to the goals, objectives, and needs of a society, while the development of student writing is assessed through their ability to analyze and explain inputs provided by teachers in the form of texts (Badger et al. 2000). Therefore, every type of text written by students will have vocabulary and grammatical features that are more inclined towards communicative purposes, i.e for communication purposes (Nunan, D. 2006).

However, Dovey (2010) argues that a sole focus on the genre concept, namely text, is not necessary for students to produce good writing. This is because, based on his experience in teaching writing and curriculum development, there are weaknesses and shortcomings in this model, as students actually require some cognitive procedures that can help them feel as if they are in a real social context. Therefore, a student needs something found in a procedural approach, such as generating ideas, exchanging writing and checking, making references and reviews.

The results of the emergence of these three models can be summarized as each of them has its own strengths and weaknesses. The first model has the advantage of understanding the needs of students for language cognitive through simulation as one of the learning methods. The second model exposes the image of methods to take advantage of students' cognitive abilities and their own experiences in developing writing. Meanwhile, the third model focuses on the social context in writing while ensuring the importance of teacher and student support in the process of developing writing.

Based on the strengths of these teaching models, a fourth writing teaching model is produced, namely the *Tawfiqiyat* model, which is a combined model that combines all the strengths of the three models. This model combines the importance of writing procedures and the importance of texts in terms of form and language research. It is called the process-product model, and it is a widely used writing teaching model at present.

Methodology of Research

This study is a qualitative research. A total of 12 participants, who are Arabic language instructors from four universities, were selected as the research sample. The universities involved in this study are University of Malaya (UM), National University of Malaysia (UKM), Islamic Science University of Malaysia (USIM), and Universiti Sultan Zainal Abidin (UniSZA). The researcher used a set of interview protocols as the research instrument to obtain additional data to support the findings of the analysis of the need for developing the M-

KMKBA module. The data obtained were analyzed using manual thematic analysis. The interview transcripts were analyzed based on the themes and categories outlined in the research objectives.

Analysis of Study

This study's analysis is divided into two parts: the demographic of the interview participants and the model analysis which covers the teaching approaches and methods used by the participants based on their own perspectives and experiences.

Part I: Demographic of Interview Participants

The background of the participants covers their personal profiles which include information on gender, age, academic qualifications, field of expertise, and teaching experience in universities.

This study involves twelve male and female language instructors who teach Arabic language skills in public universities in Malaysia. All of these instructors were selected through purposive sampling, which means they were chosen based on their willingness to provide in-depth information on the analysis of needs, design, and development of the KMKBA module. The detailed profile of the study participants is presented in Table 1.

Table 1 : Comparison of Participants' Background Based on Demographics

Participant of The Study	Gender	University	Age	Academic Qualification	Expertise	Teaching Experience
TP1	Female	UNISZA	43	Phd	Arabic Language	17 Years
TP2	Male	UKM	37	Phd	Arabic Reading & Speaking Skills	9 Years
TP3	Female	UKM	32	Bachelor	Arabic Language	7 Years
TP4	Female	USIM	32	Master	Arabic Language	8 Years
TP5	Female	USIM	40	Bachelor	Arabic Language	14 Years
TP6	Male	UM	44	Master	Teaching Arabic Language	8 Years
TP7	Male	UM	43	Phd	Arabic Language	7 Years
TP8	Male	UKM	41	Master	Arabic as a Second Language	15 Years
TP9	Male	USIM	38	Phd	Arabic Curriculum	13 Years
TP10	Female	UM	39	Master	Linguistic	9 Years
TP11	Female	UNISZA	39	Phd	Arabic Literature	12 Years

TP12	Male	UNISZA	45	Master	Arabic language & Literature	15 Years
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Source: Interviews with University Lecturers

In this study, the study participants were given pseudonyms, with TP1 being the first lecturer, TP2 being the second lecturer, TP3 being the third lecturer, TP4 being the fourth lecturer, TP5 being the fifth lecturer, and TP6 being the sixth lecturer. TP7, TP8, TP9, TP10, TP11, and TP12 were also given pseudonyms to protect their identities and make the identification process easier. This method of using pseudonyms has been used before in research (Bloomberg and Volpe, 2008; Merriam, S.B. and Tisdell, 2015) to keep the participants' real names confidential and protect their identities from public knowledge.

TP1 is a female lecturer at UNISZA, aged 43, with a PhD qualification in Arabic language and has been teaching Arabic language skills for 16 years. TP2 is a male lecturer at UKM, aged 37, with a PhD in Arabic language and is an expert in reading and speaking Arabic language skills. He has been teaching Arabic language for nine years. TP3 is a female lecturer at UKM, aged 32, with a Bachelor's degree in Arabic language and is also an expert in Arabic language skills. She has been teaching Arabic language skills for seven years.

TP4 is a female lecturer at USIM, aged 32, with a Bachelor's degree in Arabic language and is also a lecturer in Arabic language skills. She has been teaching Arabic language skills for eight years. TP5 is a female lecturer at USIM, aged 40, with a Bachelor's degree in Arabic language and is very proficient in Arabic language skills, with 14 years of teaching experience in the field. TP6 is a male lecturer at UM, aged 44, with a Bachelor's degree in Arabic language teaching. He is highly proficient in Arabic language teaching and has been teaching in the field for eight years.

TP7 is a male lecturer at UM, aged 43, with a PhD in Arabic language and is also an expert in Arabic language. He has been teaching Arabic language for seven years. TP8 is a male lecturer at UKM, aged 41, with a Bachelor's degree in Arabic language and is also a lecturer in Arabic as a second language, with 15 years of teaching experience in the field. TP9 is a male lecturer at USIM, aged 38, with a PhD qualification in Arabic language and is an expert in Arabic language curriculum development. He has been teaching Arabic language skills for 13 years.

TP10 is a 39-year-old female lecturer at UM who holds a Bachelor's degree and specializes in Arabic linguistics, with 9 years of experience in teaching Arabic language skills. TP11 is a 39-year-old female lecturer at UNISZA who holds a Ph.D. and specializes in Arabic language and literature, with 12 years of experience in teaching Arabic language skills at the university level. TP12 is a 45-year-old male lecturer at UNISZA who holds a Bachelor's degree and specializes in Arabic language and literature, with 15 years of experience in teaching Arabic language skills.

The study involved interviewing 12 participants, each representing three lecturers from four public universities in Malaysia: UKM, UM, UNISZA, and USIM. All participants were between 32 and 45 years old, with an equal number of male and female participants. From an academic qualification perspective, five participants had Ph.D. degrees, five had Bachelor's degrees, and two had Bachelor's degrees with honors. All participants had different levels of teaching experience at the university level.

The minimum teaching experience of the lecturers was 7 years, while the maximum was 17 years. The study found that there were five different areas of Arabic language specialization among the interviewed participants: Arabic language skills, Arabic language curriculum, Arabic linguistics, Arabic as a second language, and Arabic literature. All participants had taught Arabic writing skills, especially essay writing.

Part II: Teaching the Arabic Writing Skills Module

The study found that all lecturers generally agreed that the teaching of the Arabic writing skills module should be taught using various methods instead of relying on a single method, including communicative, direct, interactive, eclectic, and translation methods.

The communicative and direct methods were the two methods most commonly recommended by the majority of the lecturers, while the translation method was less favored for teaching Arabic essay writing skills to university-level students.

“Pelbagaikan kaedah mengajar...kalau boleh biar pelajar yang mengorganize kelas”. (TP8; 02:08; 130817)

“Hasilkan modul yang bersifat kaedah atau teknik berpusatkan pelajar”. (TP12; 03:12; 010717)

“Syarahan lisan tak berkesan dah...May be tulis kembali apa yang dibaca”. (TP2; 02:27; 130817)

From the perspective of teaching approaches for the module of Arabic writing skills, almost all of the educators agree that the Outcomes-Based Education (OBE) approach is suitable to be used, which targets the outcomes and objectives to be achieved in the module. Each student is exposed to teaching and learning activities that can achieve the predetermined outcomes and objectives. The educators only act as mentors or facilitators, using various techniques to guide and monitor each teaching and learning activity.

There are also some educators who suggest using other approaches, such as teacher-centered and student-centered approaches that emphasize two-way interaction between the lecturer and students. Additionally, according to some study participants, inductive, deductive, and Web 2.0 teaching application approaches can sometimes also be applied in teaching Arabic writing skills.

Findings of The Study

The findings of the interview analysis indicated that all study participants agreed that the teaching of Arabic essay writing skills should be based on the following aspects:

(a) Writing skills should be taught using various methods, rather than relying on only one method, including communicative, direct, interactive, eclectic, and translation methods.

(b) Communicative and direct methods are the two methods suggested by the majority of study participants compared to other teaching methods. While the translation method was less agreed

upon by the study participants for teaching Arabic essay writing skills to university level students.

(c) The suitable approach for teaching Arabic essay writing skills is the Outcomes-Based Education (OBE) approach, which targets the results and objectives to be achieved in the module.

(d) Some study participants suggested other approaches, such as teacher-centered and student-centered approaches that emphasize two-way interaction between lecturers and students.

(e) In addition, other approaches such as inductive, deductive, and web 2.0 teaching application can sometimes be used in teaching Arabic essay writing skills.

These findings indirectly suggest several effective teaching methods and approaches in Arabic essay writing pedagogy. The suggested methods and approaches have been proven effective and appropriate based on the experiences of Arabic essay writing subject lecturers in Public Universities in Malaysia.

Summary & Recommendation

Based on the findings of the study, several suggestions for improving the K-KMKBA teaching method and approach need to be prioritized. To ensure that the K-KMKBA module is taught using suitable methods, the researcher has selected and combined several teaching methods that were suggested through the results of the analysis of module needs among UAM instructors. These methods have been integrated to form an appropriate, stable, and effective teaching method called eclectic method.

According to Maimun Aqsa Lubis et al. (2016), the systematic eclectic method is more effective than other methods of teaching Arabic language skills. This is because the eclectic systematic method is able to stimulate students to improve their language skills. The combination of three methods, namely inductive, deductive, and *ajuk hafaz*, is applied in teaching the M-KMKBA module. These three methods are combined to be compatible with the characteristics of the M-KMKBA module content, which consists of models and frameworks for constructing sentences and paragraphs. The following are justifications for the selection of the eclectic method as the teaching method for the M-KMKBA module:

(a) The content of the M-KMKBA module is generally based on various sentence pattern models and also frameworks for constructing paragraphs. The inductive method is suitable for teaching this content because teachers will begin teaching by demonstrating how to build sentences based on model examples so that students can build their own sentences based on what they have learned. Eventually, students will be able to draw conclusions about what the teacher is trying to convey.

(b) The *ajuk hafaz* method should be practiced in teaching the M-KMKBA module because students need to memorize and remember several main components in the example models that form the structure of the essay paragraphs. This is a guide that will make it easier for them to start writing paragraphs without thinking too much.

(c) The inductive and deductive methods are combined to make it easier for teachers to start teaching from the most basic unit, which is showing simple sentence constructions based on the model examples, to the most difficult, which is generating essay paragraphs using model frameworks. In addition, this proposed method can train students to write sentences until they are able to build essay paragraphs based on models through the exercises provided as a guide.

(d) The eclectic method has unique features because it combines the advantages of several teaching methods (Maimun Aqsa Lubis et al. 2016). The teaching activities in this method are more student-centered, while the teacher acts only as a facilitator who guides the students' writing and corrects grammar errors and vocabulary usage spontaneously in their essays.

(e) The medium of instruction is bilingual because the M-KMKBA module is developed using Arabic and Malay languages. This is because the vocabulary contained in the M-KMKBA module is appropriate for the university-level students' environment. Therefore, both single and phrase Arabic vocabulary, such as complex terminology from various fields, must be explained in Malay to enable students to use them correctly in sentences according to the appropriate context.

Conclusion

In conclusion, this study has successfully achieved the objectives that were outlined, which were to obtain the views of educators on the analysis of the need for developing the M-KMKBA module from the perspective of module teaching methods and models. The study's findings clearly indicate that the eclectic method is suitable and effective in teaching the M-KMKBA module. This is because the content of the M-KMKBA module has various forms of genres that require diverse methods and approaches to ensure that the module's targeted objectives are achieved effectively.

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