

## Textbook Analysis of “Al-Munīr Al-Lughah Al-ʿArabiyyah Al-Ittisōliyyah” Tac101 Universiti Teknologi Mara Malaysia

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**Abstract:** This study aims to determine the quality of textbooks in Arabic "al-Munīr al-Lughah al-ʿArabiyyah al-Ittisōliyyah TAC101 as materials used in the teaching of the Arabic language in UiTM. Meanwhile the author analyses the data using content analysis. The study found that the book is worthy as a teaching at the university, especially in UiTM. This is due to the substance and the composition of this book has met the general characteristics and specific features of textbooks. In addition, the book also meets the characteristics of a good textbook that can benefit the university, faculty and students in UiTM. The advantage of this textbook is the language used is fluent Arabic, arranged systematically, and furnished with many coloured illustrations. While the drawbacks are there some fielding error in the word and no reference list.

**Key words:** *Analysis, Textbook, Arabic and UiTM*

### INTRODUCTION

Textbooks and teaching materials is one of the most important and frequently used by teachers. Textbook guide or syllabus for each subject should be taught. For students, the reading of the text as a basis for a particular subject as well as other reference books. For developed countries such as Malaysia, cannot be denied that the textbook is one of the main ingredients to interpret the philosophy, goals, objectives and principles of the educational curriculum. Textbook quality can not only determine the development of science, but also help build character and spiritual development of students. This is in line with the objectives of the National Education Policy, which is to establish itself in the intellectual and spiritual aspects [1].

According to Wan Mohammad [2], a textbook good must meet four criteria, namely (i) the content of syllabus and curriculum specifications, (ii) the correct and simple language, (iii) the appropriate graphic's and attract students to use textbooks, and (iv) activities and training in accordance with the level of students. As you may recall, is the textbook and teaching and learning resources that are vital in the classroom. Given the importance of the role played by the text, so that it was the responsibility of the parties involved in

producing a textbook ensure that textbooks produced high quality and have no errors.

Robert M. Gagne [3] states that there are five human abilities developed through learning, namely: intellectual skills, verbal information, cognitive strategies, psychomotor skills, and attitudes. Thus, trainers are required to provide the learning situation so that students can achieve certain abilities he learned. Therefore the design of a message or a message of learning also has a very important role, because the design of the message refers to the process of learning to manipulate, or design a sign or symbol (words, pictures) that can be used to provide a learning situation [4]. Because of that, this paper is to analyse the design of an Arabic learning in the textbook Arabic *al-Munir al-Lughah al-ʿArabiyyah al-Ittisōliyyah* TAC101. This textbook written to meet the needs of students who took the Arabic language course Diploma at University Technology Mara (UiTM). This paper will also analyse the mistakes synthesis contained in this book. It is expected to explain the advantages and disadvantages from the point oversee the production and writing.

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## RESEARCH OBJECTIVES

This study has the following objectives:

1. Analysing the design and content of the book.
2. Analyse the advantages and disadvantages of this book.

## BACKGROUND CONTENTS TEXTBOOK

The book entitled " *al-Munir al-Lughah al-‘Arabiyyah al-Ittisōliyyah TAC101*" (Enlightenment Arabic Communication TAC 101). The book is written by several authors, Dr Naimah binti Abdullah, Zuraini bin Mohd Ramli and Mohd Zulkhairi bin Abd Hamid. All three are lecturers of University Technology Mara (UiTM) Shah Alam. The purpose of this textbook is to meet the needs of students Arabic UiTM diploma first stage which includes two stages. Besides, this book can also be used by students and lovers of Arabic particularly at the basic level.

The author also seems to be trying to highlight for the students to have the ability to speak (*Kafāah lughawiyyah*) and also the ability to communicate (*Kafāah ittishōliyyah*). *Kafāah lughawiyyah* includes two things: 1) Language skills, namely: *al-istima‘* (listen), *al-Kalam* (speech), *al-qirāah* (read), and *al-kitābah* (write); and 2) the three elements of language, *al-ashwāt* (sound), *al-mufrodāt* (vocabulary), and *at-tarākib an-naḥwiyyah* (grammatical structures).

While *Kafāah ittishōliyyah* intended as the ability of students to communicate spontaneously, either orally or in writing in the context of their social interaction. The book also uses the transliteration system as a guide to students who cannot afford to dominate the Arab and non-Muslim students who take this subject.

The book has six titles in 82 pages. The titles are:

1. *Al-Taāruf* (Get acquainted)
2. *Usratī* (My Family)
3. *Al-Bayt* (The House)
4. *Ad-Dirāsah* (Learning)
5. *At-Tha‘am* (Food)
6. *Al-Anshithah* (Activities)

As a textbook, the content of this book clearly shows that it was prepared carefully. This can be seen in the selection of the content title of the book as the overarching popular or familiar, and very close relationship with the students' needs. The means of overarching is anyone who learned it from wherever he certainly would know about the title. The cause of popular, is because the debate is very familiar title and become their daily conversation among students' needs and the content of the lesson touched

directly by the context (himself) of their social life. Then, they can practice. For example, the first title is *al-taārof*, therein mentioned congratulations and introductions so students can use it in the context of intercommunication with the new friends or old friends. The same applies to other titles, so these approach will make it easier for students to learn Arabic. As in understand the principles of similarity in Gestalt psychology, where Kretch and Crutchfield [5] have shown evidence of the principle that an object or event in space and time near or resembling each the other, tend to be regarded as part of the same structure.

## BACKGROUND DESIGN BOOK

An examination of the design of the book and its message, 82 pages thick book was conceived and designed with great design. The font used *hijaiyyah* is *naskh* using Arabic *fasihah*. Variety of Arabic calligraphy is recognized by students as a simple shape and easy to read. The author uses a lot of fonts written in Arabic script, including the Mushaf Al-Qur'an with the font is also fairly representative. Almost all words have lined up to makes sure the students will be easy to read.

In addition, a messages conveyed in this book also comes with a variety of images and colourful table. So the effect of this book like a picture book. Thus, its make one of the advantages of this book that allows students to easily understand its contents as follows:

1. Each title has Mufradat or new words to be included once its use whether *muzakkar* (male) or *muannath* (female).
2. Pictures provided alongside each dialog (*hiwar*) in each page.
3. Each title will be included once the dictionary meaning of the display for easy digestion by the students.
4. The emphasis in this book is more of a dialogue (*hiwar*) for communication purposes. Among the messages to be used for that purpose is "speak" (*takallam*) and everyday expression (*at-ta'birat al-yaumiyyah*).
5. Emphasis title of 1-3 are more to use of the words name (*asma*) and some part as a words show (*isim isyarah*) and pronouns (*dhamair*).
6. Title 4-6 are superior to the use of said act (*al-Afal*) and its' varieties.

But this book is also not free from shortages. Among the shortages can be detected in this book is an engaging synthesis as follows:

1. Many words are detected are not placed on the right line. Words found fault line is as follows:

Offense	Correction	Page
المِحاضِر	المُحاضِر	6
المِدِينَة	المَدِينَة	12
المِدرِسة	المَدْرِسة	12
المِحاسِبَة	المُحاسِبَة	45
المِطعم	المَطعم	53
المِقلي	المَقلي	53
المِطاعم	المَطاعم	55
المِاء	المَء	58
المِغرب	المَغرب	66
المِساء	المَساء	69
المِلابِس	المَلابِس	69
المِنزل	المَنْزل	69
تَعِعل	تَقِعل	71
اتَصَحَّح	أَتَصَحَّح	71
المِسجد	المَسجد	72
المِكتِبة	المَكْتِبة	72
المِحلة	المَحلة	72
المِعمل	المَعمل	72
المِصلى	المُصلى	72

This matters can lead the students will make mistakes when speaking the words of Arabic.

2. There are also words which are not laid row. This brought hardship to many of the students that has no basic in Arabic to read it. Speech is as follows:

No word row	The word has a line	Page
كمال	كَمال	3
قمرية	قَمَرِيَة	3
اسمُه	إِسمُه	12
هذا	هَذَا	14
هذه	هَذِهِ	14
مَا اسم	مَا اسمُ	15
اسم	إِسمُ	15
أخ كبير	أخُ كَبِير	16
ابن	إِبنُ	16
ابنة	إِبنَة	16
هو	هُوَ	17
هي	هِيَ	17
أسرتي	أَسْرَتِي	20
زر	زَرُّ	22
درب	دَرْبُ	22
المطبخ	المَطْبِخ	65

## FACTORS OF ERRORS IN TEXTBOOK

Factors or causes of the occurrence of errors in textbooks is caused by the authors themselves. However, Ghazali Yusri [6], said the weakness in mastering the Arabic script can be seen in two dimensions, the first is a technical factor of writing itself and the second factor is the motivation and attitude of the author.

When looking at the errors that are present in textbook Arabic *Al-Munir al-Lughah al-Arabiyyah al-Ittisoliyyah* "TAC 101, the main factor that can be attributed is the author's own negligence. This can be seen from the technical mistakes made by authors such as negligence in the field of words that have nothing to do with gender (feminine or masculine) *i'rab*, use *jar* and *majrur* and so on.

Despite these faults are easily found and it will result when these words are used it does not give any meaning or will be otherwise of the desired speaker. Next delivery of information or meaning to be named by one of the speakers will be understood and not up to the listener.

## SUGGESTIONS

Some proposals may be suggested in this study. Among them are:

1. The University Technology Mara (UiTM) must make revisions in textbooks that have been printed, so that no error in the Arabic text book again. Teaching and learning must be properly and systematic because the text book is the one of the most important ingredients in teaching aids.
2. Before the issue of new textbooks, a full review should be done, so that the same mistakes are not repeated.
3. It is very important for the lecturer who teaches Arabic at UiTM receive training courses of teaching Arabic as a foreign language. This is to sensitize them about the goals, methods and techniques based on the latest set of teaching and so they can

understand how to use the materials provided. They also need to attend seminars, workshops or conferences teaching continuously.

## CONCLUSION

This study was not designed to find errors that are present in textbooks and to put it simply, even to give a boost to the lecturers of Arabic and lovers of the language of heaven is so concerned and be more careful in compiling and publishing textbooks so that errors and mistakes not recur. Not only that, hopefully the results of this study, the faults that have been registered help lecturers in delivering teaching and learning Arabic to students.

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