

The Teaching of *Maharah Qira'ah* in Arabic for Economic Management Department

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ABSTRACT

The purpose of this study is to develop an Arabic reading textbook specifically applicable to students of the Economic Management department, and to measure its effectiveness in increasing *maharah qira'ah*. This study used a Borg and Gall model R&D design with the sample study consisting of 40 students in the 2nd semester of the Management Economics Department at the State Islamic University of Sultan Syarif Kasim Riau. The sample consists of 20 students each in the experimental and control groups. Data were collected through interviews, questionnaires, observation, and tests. The qualitative data utilized in this study were analyzed in four stages, namely collection, classification, presentation, and conclusion, while quantitative data were analyzed using the help of the SPSS application. The result showed that 95% of students need the development of this product, the design and development of teaching materials are needed to improve students' reading skills, and the developed textbooks are effective to improve students' reading skills with an average value of 72, 2 which increases to 84.4. Furthermore, the calculation results of the t-test formula show that $t_{count} = 4.1$ and $t_{table} = 2.09$, with $t_{count} > t_{table}$, therefore the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) accepted.

Keywords

Development; Textbooks; Reading Skills; Arabic; Economics

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Introduction

One of the main objectives of learning Arabic is to have a better understanding of Islam, which is reflected in the Qur'an [1]. However, it is also used for political, diplomatic, and economic interests because one of the opportunities to develop effective teaching and learning is the demand for Arabic language skills in the workplace [2]. Therefore, to be more focused, there is a need to develop methods, strategies, medians, and teaching materials according to students' requirements [3].

The development of teaching materials for specific purposes is not something new in the world of education. According to Tomlinson [4], many educational practitioners have developed teaching materials in the last four decades. Several preliminary studies have suggested that Arabic needs to be presented in a lively and realistic manner. This is due to the fact that many people all over the world have distorted opinions on Arabic culture and Language because of the media. Jamous and Chik [5] stated that one of the ways of curbing this factor is through the use of the ASP model, specifically designed for international travelers. It aims to provide useful insights and guidelines for Arabic linguists and translators of tourist texts [6]. In addition, similar

research was carried out on the theme Arabic for Tourism. It was also deemed necessary to include certain reviews in the fields of politics, zoological philosophy, botany, health, education, and other sciences [7]. This study is based on a specific purpose, without analyzes the process associated with learning Arabic reading skills for economic management.

Learning Arabic For Economic Management Purposes aims to make economic management players and students closer to the dynamics of Saudi Arabia's economy. This research is an effort to develop reading and teaching materials expected to serve as an alternative for lecturers and students majoring in economics and learning Arabic. It is also associated with the development of English teaching materials, which has positive implications for ESP teachers' pedagogic competence as a foreign language [8].

Several studies have reported a lack of innovative teaching materials at the research locus (Observation, 2019). Therefore, this research was carried out using a needs analysis to determine information regarding the students wants and desires [9]. The research was further adjusted to suit students' needs, learning plans, and teaching materials [10]. According to Ghani et al. [11], needs analysis is one of the stages used to determine the most appropriate content, word

patterns, and Language in teaching materials. The proposed Arabic language module tends to provide more effective and specific topics when applied to learning [12]. The dimensions of learning Arabic for economics majors are shown in Figure 1.

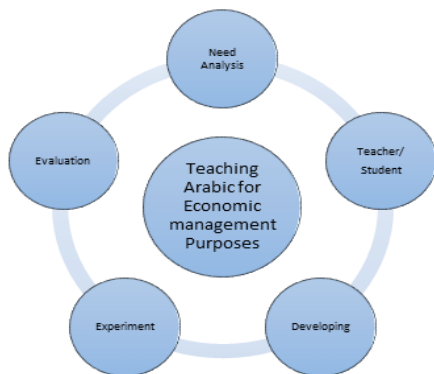


Figure 1: Dimensions in Teaching Arabic for Economic Management Purposes

Therefore, this study to develop reading and teaching materials for economics majors at the State Islamic University of Sultan Syarif Kasim Riau.

Literature Review

Development of Reading Teaching Materials with the ASP Approach

Maharah means skill, while *Qira'ah* implies reading, therefore *Maharah Qir'ah* is one of the skills that every language learner needs to master. The ability to read aids learners to understand the information passed [13] and knowledge needed to master other language skills such as writing and speaking.

In the scope of language learning based on Specific Purposes, it is necessary to carry out a need analysis to determine certain information such as students' wants and desires [9]. Need analysis needs to be carried out as one of the stages used to determine the content, word patterns, and languages most suitable for the teaching materials before development [11]. The aim is based on the fact that there is a relationship between students' needs, learning plans, and teaching materials [10]. Furthermore, the proposed Arabic language module provides more effective and specific topics when applied to learning [12]. In addition, needs analysis is also

useful for gathering information regarding students' and teachers' attitudes, beliefs, and opinions towards the desired learning process. Psychologically, its development in the field of 2nd language learning tends to meet students' and teachers' needs.

Based on the emergence of foreign language learning, especially English at that time, which started with the rule of the United States after World War II and the tragedy of the 1970s oil crisis [14], it was concluded that a specific purpose approach in accordance with the goals and needs of the learner needs to be adopted. This led to the process of learning to accelerate the process needed to master the Language. Hutchinson [14] proposed a simple logic about learning foreign languages for specific purposes.

When Language varies from one situation of use to another, it is possible to determine specific situations' features and make them the base of the learner's course.

In contrast to Tu'aimah's opinion, learning Arabic for specific purposes is the second initiative that learners consider after they have passed the first program, namely, Arabic learning for general purposes. The two opinions serve as optional materials for practicing this Language, therefore, educators need to decide on the tendency of using one of the two. This is because the principles of the two experts are similar and need to be integrated. According to Hutchinson & Waters [14], this approach, which involves the elements, objectives, content, and learning methods, is based on certain motives and learners' needs, and that these needs comprise of professional and educational fields.

The principles that emerge from learning Arabic with this approach are prepared to meet the special needs of students, the suitability of learning contents such as topics or titles, as well as language selection in the form of adjustments to grammar, vocabulary, speech style, meaning and connotation in accordance with certain fields, professions, and activities. This is a derivative of the Arabic language learning program for general purposes.

However, since its inception, many foreign language teaching practitioners, both English and Arabic, have adopted this approach. For instance, Versteegh [7] stated that the process includes several discussions in the fields of politics, zoological philosophy, botany, health, education,

and other sciences. This is consistent with the research carried out by Jamous & Chik [5] on Teaching Arabic for Cultural Purposes. They stated that Arabic needs to be presented in a lively and realistic manner because many people have distorted opinions about this culture and Language due to the media. Conversely, the ASP model is an effective way of prohibiting this issue. Mansor and Salman [6] also carried out similar research with the theme Arabic for Tourism. They explain that it significantly provides useful insights and guidelines for Arabic linguists and translators of tourist texts.

Methods

This study is based on the research & development method designed by Borg and Gall [15]. The steps carried out are as follows

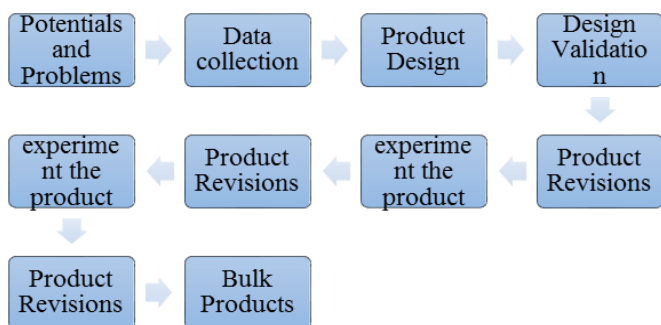


Figure 2: Borg & Gall's version of Research and Development Steps

The qualitative and quantitative data are interpretive and positivistic, respectively [16]. Subsequently, there were 40 informants consisting of 20 students each in the experimental and control groups, with 1 linguist and teaching material design validators each.

Data were collected through interviews, questionnaires, observations, and tests. The qualitative data were analyzed in four stages, namely data collection, classification, presentation, and conclusion. The quantitative data was analyzed with the help of the SPSS application.

Results and Discussions

Needs Analysis

After conducting the needs analysis, 2 out of the 40 students or informants stated that they "disagree or do need" this development, 11 of them stated that they "agree or need" it while the remaining 27 stated that they "really agree or really need" this product.

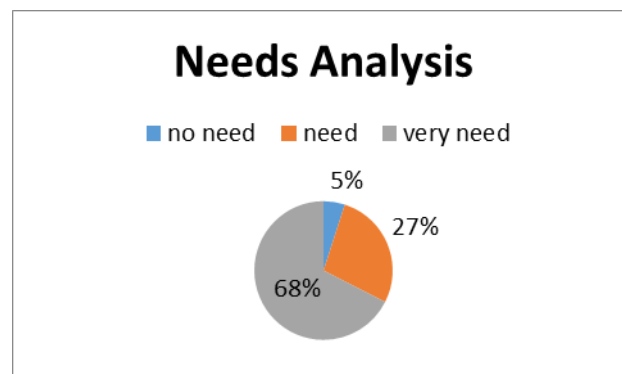


Figure 3: Needs Analysis

Based on the data in Figure 3, it is obvious that students in the economic management class are realistic in developing their mindset when learning Arabic. This is evidenced by the fact that more than 90% of them need this product.

To validate the questionnaire, the randomly selected informants were interviewed to strengthen the data. From the interview results, it was discovered that the students of economic management presume that learning Arabic is strange (Interview, 2019). They think that the process and learning outcomes are bound to have an insignificant impact on their career development (Interview, 2019). However, learning this Language aims to maintain the continuity and integration of knowledge between economic management and Islam. Uroosa [1] stated that it aids students to understand Islam more intensely. The student's opinion is directly proportional to the research carried out by Uroosa [1], which reported that there is a dichotomy of knowledge that tends to juxtapose Arabic with Islam. Meanwhile, Albantani & Madkur [2] strongly denied this, they stated that learning Arabic in Indonesia needs to be oriented towards improving human resources following the development of science and technology. In addition, the opportunity to effectively develop Arabic language teaching and learning is based on the governments' support, demand for its skills in the world of work, and the availability of interactive multimedia.

Students highly appreciated the development of this teaching material for Economic Management Purposes because its existence motivated them to learn Arabic at the language development center of Sultan Syarif Kasim, Riau State Islamic University, hoping that it positively impacts their knowledge. The study of economic management sciences with Arabic literacy aid served as a reference in completing their final assignments. Some of them believe that when they are employed, they are going to directly interact with colleagues, and Arabic native speaker clients or those that use it as their international communication language.

Based on the results of interviews with lecturers, it was revealed that "there was once an idea to develop Arabic teaching materials in accordance with the Economic Management Purposes approach." Furthermore, the assumption that the available teaching materials are ideal is a major obstacle that causes stagnation in this learning process's development. This contradicts the research carried out by Tomlinson [4], which stated that a lot of literature reports the effects of using a particular teaching material and does not encourage the lecturers and students to adopt new approaches or practices.

Development Design of the Textbook "Arabic for Economic management Purposes"

Before a textbook is published, it needs to be designed as a reference to ensure the product is loaded with the principles of Arabic for Economic management Purposes. There are four prioritized aspects, namely, the design of the book, the Language used, its content, and presentation. These are manifested in nine characters, stated as follows

1. The book developed is entitled "العربية للإدارة." The cover contains the title, author, and background, which explained that the book was specifically made for economic management students studying Arabic. It is intended that the textbook contradicts the values of "Arabic for Economic management."
2. The material consists of seven themes, Bank "بنك", Financial Management "الإدارة المالية", Marketing Management "الإدارة التسويقية", SDM "الموارد البشرية", Macro and Micro

Economics "الاقتصاد الكلي والجزئي", Investation "الاستثمار", and Tax "الضريبة".

3. The textbooks are presented along with instructions for usage, which are in the form of teaching methods and strategies as well as several recommended media. This is aimed at making it easier for the lecturers while teaching. The methods and strategies recommended are optional, lecturers are allowed to adopt theirs as long as the learning objectives are achieved.
4. At the beginning of each chapter, news and realities of the latest issues concerning the themes discussed in that chapter are reported. They are stated in Arabic, which is aimed at stimulating the students to become interested.
5. At the beginning of each chapter, there are standards and basic competencies that students need to achieve. The aim is that the teachers are able to differentiate between prioritized and non-prioritized learning activities.
6. New vocabularies "المفردات الجديدة" always appears in every text and chapter. This aims to improve students' analytical skills to determine the meaning without searching for it in the dictionary.
7. The material is dominated by Arabic texts on the themes of economic management. The text is adapted from several Arabic books that discuss economic management, such as, "Approaches in Financial and Customer Sciences (المدخل للعلوم المالية والمصرفية)" [17], "Banking Management (إدارة البنوك)" [18], "Principles in Management (أساسيات في الإدارة)" {Formatting Citation}, "Human Resources Growth (تنمية الموارد البشرية)" [19], and "Investment Principles (مبادئ الاستثمار)" [20].
8. Exercises in textbooks aim to improve the students' reading skills. The purpose is to meet their needs, which were identified after performing the needs analysis.
9. Availability of a glossary at the back of the book. This aims to make it easier for students to determine new vocabulary meanings.

All these characters are contained in the developed textbook, with several others not listed.

This is because they are considered as factors that naturally exist in teaching materials.

Validation of the reading teaching textbooks developed

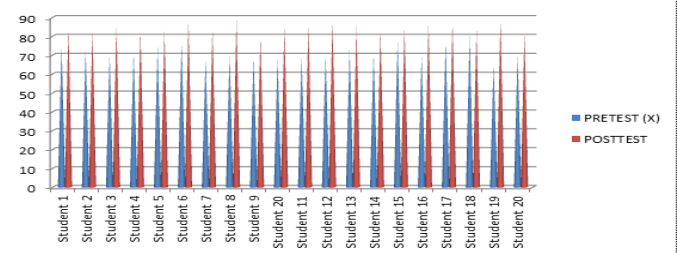
The textbooks were validated by the linguist and the teaching material design expert validators. Furthermore, the language design was validated by Dr. Syuhadak, currently the Head of the Arabic language education study program at Maulana Malik Ibrahim State Islamic University, Malang. Dr. Syuhadak's expertise in Arabic standard is regarded as perfect because Syuhadak's undergraduate studies were in Egypt, while two or three other courses were completed in Sudan. The suitability of the Language used in the book in accordance with the rules of nahw-sharf was assessed based on the students' ability, the ease of reading and understanding the texts. The Language in tiered form started from easy to medium down to difficult with the availability of a glossary at the back of the book to make it easier for students to understand new vocabularies. Based on the results of linguist validation, it is evident that the developed teaching materials adopted the ideal language characteristics as much as 92% with the predicate "very good or approximately 85 to 100". The input from the validator was in the form of improving grammar in several parts of the text. In addition, the level of language difficulty starting from easy to medium to difficult needs to be contrasted, although not by moving from "easy" to "difficult" without going through the "medium" phase. Meanwhile, the validation of the teaching materials design was carried out by Dr. R. Taufiqurrochman, an expert in developing Arabic teaching materials. Taufiqurrochman's expertise in the fields of E-Learning and lexicology is evident in the designs of several dictionaries such as "Medical Dictionary 'Nuria': Indonesian-Arabic or Arabic-Indonesian" [21], and "As-Sayuti's Indonesian-Arabic Dictionary, Popular Scientific Terms" [22]. The aspects assessed include cover, font sizes, spacing, paper, print, color, writing, images, book identity, bibliography, content, material composition, and exposure. The validation results show that the developed teaching materials' design is based on the ideal characteristics, which is 89% with the predicate "very good or approximately 85 to 100". The

validator's input was in the form of improvements in the use of famous references when adapting nuanced economic management texts and publishing them in textbooks.

Product Experiments

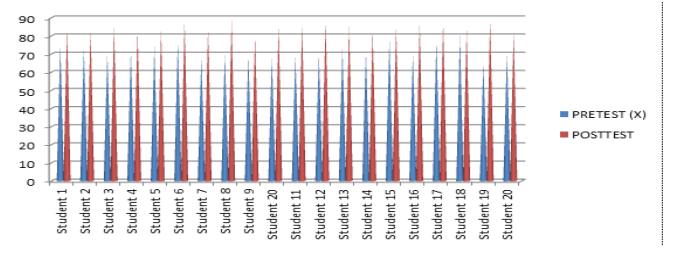
The data presentation is shown on the following graph to further clarify the pre-test and post-test scores or values obtained from this study.

Graph 1: Pre-Test and Post-test scores of the Experiment class



The mean value of the pre-test was 72.2, with a standard deviation of 7.2. Conversely, the mean value on the post-test was 84.4, with a standard deviation of 3.7. This shows that there is a significant difference between them, which is in terms of the acquisition of learning outcomes after students are taught with the developed book.

Graph 2: Pre-Test and Post-test scores of Control class



The mean score on the pre-test was 72.7, with a standard deviation of 4.7. On the contrary, the mean value on the post-test was 76.1, with a standard deviation of 5.9. This shows an insignificant difference between them in terms of the acquisition of learning outcomes after the students were taught with the developed textbooks.

Table 1: Mean and standard deviation (SD) of the pre-test and post-test experimental class

Dependent Variable	Pre-test	N	Mean	SD
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Book X	Pre-test	20	72,6	4,7
	Post-test		76,1	5,9
Textbook developed	Pre-test	20	72,2	7,2
	Post-test		84,4	3,7

The result of $t_{\text{count}} = 13.94$ while the result of t_{table} is 2.09 in $df = N_x + N_y - 1 = -1 + 20 - 1 = 19$. These results indicate that $t_{\text{count}} > t_{\text{table}}$. Therefore the null hypothesis is rejected, and the alternative hypothesis is accepted. This means that the Arabic language books developed effectively improve reading skills for students majoring in economic management.

Table 2: The result from the t-test of the post-test scores

Dependent Variable	D F	t. count	t-table	Result	Hypothesis	Remark
Reading skills of Arabic	19	4,1	2,09	Significant difference in means	Ho	Reject

Conclusion

This study led to the discovery that students majoring in economic management needed the development of reading and teaching materials based on Arabic for Economic Purposes with a percentage level of 27% and a response of 68%, thereby leading to a total of 95% of those that responded positively. This research also led to the design of teaching materials for reading skills, which was experimented on students majoring in economic management. Subsequently, there was an increase in reading skills after majoring in economic management at Sultan Syarif Kasim Riau Islamic University. In the experimental class, the mean score of the increase was from 72.2 to 84.4. However, by studying the results from the calculation of the t-test formula, it was discovered that the $t_{\text{count}} = 4.1$ and $t_{\text{table}} = 2.09$ where $t_{\text{count}} > t_{\text{table}}$ therefore, the null hypothesis (H_0) is rejected. On the contrary, the alternative hypothesis (H_a) is accepted, which means this application has a significant effect on the Arabic textbook for Economic Purposes, which was developed to improve the students' reading ability. It was therefore concluded that the results of this study have a significant effect on the students.

Limitations and Future Studies

This research is limited to the teaching materials developed to improve the students' reading skills. Therefore, the need to carry out other studies, such as the development of teaching materials for other language skills, strategies in accordance with the ASP approach, methods, and media that are packaged in a learning model, are recommended.

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