



RESEARCH ARTICLE

METHODS OF TEACHING THE ARABIC LINGUISTICS BY APPLYING THE METHOD AL-TAWLIDIAH "ATaWMandMgg" TO NON-ARABIC SPEAKING STUDENTS IN THE UNIVERSITIES OF MALAYSIA

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ABSTRACT

This study was to examine the teaching of Arabic linguistic skills to apply the method of "Al-Tawlidiah" "ATaWMandMgg" to students who are not speaking Arabic as a first linguistics at four universities in Malaysia. This method is the main pedagogical principles to ensure that teaching and learning of Arabic linguistics place effectively. Researchers to build 319 items for the questionnaire uses five sub-scales based on the method of "ATaWMandMgg" to build using positive statements. Respondent to respond according to the five Likert scale. Sub-scale questionnaire comprises lectures, methods of studying the Arabic linguistic (ALM), speaking in Arabic (ASS), Arabic listening skills (ALS), reading in Arabic (ARS), and Arabic writing skills (AWS).

INTRODUCTION

Al- Tawlidiah Method "ATaWMandMgg" is a method used to teach the Arabic linguistics skills to students who are non-Arabic speaking background. The method is based applying through holy Qura'n and Sunnah, covers all the Arabic linguistics skills such as speaking, listening, reading and writing. The researchers will discuss the research background, problem statements objective, research question, significant, operational definition and hypotheses. Appeared in a variety of our many problems; a result of the rapid developments and the flow of humanitarian and scientific knowledge, so that the individual is unable to adapt to this huge number of ways and methods and means of modern education technology. The impact of foreign media and audio-visual and print; and check our computer network without criticism and scrutiny in the bright light output resulting in strange behavior on our society, and the problems in the ways students learn the Arabic linguistics is increasing. The reform of this lies in the rules and methods to give education more attention to the quality and quantity; review of the rules and principles in teaching methods, the application of optimal and complementary way to jerk our curricula and audit and evaluation in content and

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teaching methods and the various methods and means, identify and make it up to the age of globalization, and the inculcation of the principle of learning Self-educated and at the same critical thinking to the behavior of daily life, and attention to scientific research at various levels and fields of knowledge, and adherence to cultural heritage based on the Qur'an and Sunnah. In an optimistic vision for the future of the quality of the learner to be prepared to cope with globalization and interact successfully with the rapid changes and global trends on the evolution of educational patterns of thinking, and behavior science, and the use of knowledge and soft skills, however, and the introduction of teacher training and would lift for the advancement of the educational process, the best way of educational integration is the means effective to change the structure of the learning process in the community and its identity and cultural characteristics. The proposed experimental research investigates the problem among students of Arabic as a second language in Malaysian universities in applying Arabic linguistics *Al- Tawlidiah methods* skills. The effects of learning method versus "Teacher-Centered Instructions" will be compared. The Solomon Randomized Four Group Design will be used to examine a null hypothesis $\mu_1 - \mu_2 = 0$. A random procedure of cluster sampling will be applied in order to determine the four representative clusters from the accessible population. The interval scale of measurement will be used for interpretation of students' scores in question. Discussions will consider both previous research results and current practical

trends of Arabic as a second linguistics for the population in question. Where upon, technical and professional recommendations will be provided for further Arabic Methods Teaching skills' developments.

MAIN RESULTS

The data was analyzed by using the Statistical Package for Social Science (SPSS) version 17. The statistical procedure used in this study was the tabulation for descriptive data for Arabic Al-Tawlidiah (learning method "ATaWMandMgg"), Arabic Listening Skills, Arabic Speaking Skills, Arabic Reading Skills, Arabic Writing Skills and summary of mean score. This questionnaire was developed based on theoretical Foundation of Cooperative Learning or Al-Tawlidiah method "ATaWMandMgg" in Arabic. The Arabic Learning Scales for Malaysian National Universities was used for the first time in this study. In order to evaluate and examine the reliability of Learning Scales for Malaysian National Universities, researcher used the Alpha Cronbach method. The result shows that Learning Scales for Malaysian National Universities has good value of reliability which the value of Cronbach's Alpha is high, .99. Meanwhile the reliability value for the five subscales of Learning Scales for Malaysian National Universities are as showed in the table below:

Subscale of Scales for Malaysian National U	reliability with value of Learning National U universities	Number of Item	Cronbach's Alpha
section a :	scales for arabic learning methods (alm)	86	.97
section b:	scales for arabic listening skills(als)	31	.97
section c:	scales for arabic speaking skills (ass)	20	.96
section d:	scales for arabic reading skills (ars)	85	.99
section e :	scales for arabic writing skills (aws)	97	.99

Demography

The respondents of this research were from four universities between University Malaya (UM), University Putra Malaysia (UPM), University Kebangsaan Malaysia (UKM) and University Islam Antarabangsa Malaysia (UIAM). The result in table 4.1 demonstrates the distribution of the respondents.

Table 1. Distribution of respondents according to Universities

Universiti	Total
University Malaya (UM)	50
University Putra Malaysia (UPM)	50
University Kebangsaan Malaysia (UKM)	50
University Islam Antarabangsa Malaysia (UIAM)	50

Table 2. Is the distribution of subjects according to Gender

Gender	Total
Male	86
Female	114

Descriptive Analyses

Mean score of sub-scale of "ATaWMandMgg" Method

Sub-Scale	No. of Item	N	Mean	Std. Deviation
ALM	86	200	229.79	47.68
ASS	31	200	49.70	13.29
ALS	20	200	79.63	19.34
ARS	85	200	221.17	49.26
AWS	96	200	248.44	60.04

Inferential Analysis

The relationship between the teaching and the process of learning of "ATaWMandMgg"

There are four hypotheses developed to see the relationship between the teaching and the process of learning of "ATaWMandMgg". The hypotheses are as follows:

- There is no significant relationship between ALM and the ALS of "ATaWMandMgg"
- There is no significant relationship between ALM and the ASS of "ATaWMandMgg"
- There is no significant relationship between ALM and the ARS of "ATaWMandMgg"
- There is no significant relationship between ALM and the AWS of "ATaWMandMgg"

Table 3. Pearson Correlation between ALM and ASS, ALS, ARS and AWS

Variable	r
ALM	.60**
ASS	.64**
ALM	.63**
ALS	.57**
ALM	
ARS	
ALM	
AWS	

For hypothesis 1, the result of Pearson Correlation in table 4.4 showed that there is positive significant relationship between ALM and ASS (r =.60, p<0.01). This means that, if ALM is high the ASS also high or vice versa. Therefore hypothesis 1 which says that there is no significant relationship between ALM and the ALS of "ATaWMandMgg" is rejected. For hypothesis 2, the result of Pearson Correlation in table 4.4 showed that there is positive significant relationship between ALM and ALS(r =.64, p<0.01). This means that, if ALM is high the ALS also high or vice versa. Therefore hypothesis 2 which says that there is no significant relationship between ALM and the ALS of "ATaWMandMgg" is rejected. For hypothesis 3, the result of Pearson Correlation in table 4.4 showed that there is positive significant relationship between ALM and ARS (r =.63, p<0.01). This means that, if ALM is high the ARS also high or the vice versa. Therefore hypothesis 1 which says that there is no significant relationship between ALM and the ARS of "ATaWMandMgg" is rejected. For hypothesis 4, the result of Pearson Correlation in table 4.4 showed that there is positive significant relationship between ALM and AWS (r =.57, p<0.01). This means that, if ALM is high the AWS also high or the vice versa. Therefore hypothesis 4 which says that there is no significant relationship between ALM and the AWS of "ATaWMandMgg" is rejected. The difference between the teaching and the process of learning of "ATaWMandMgg" between the universities in Malaysia. There are five hypothesis's developed to see the difference between the teaching and the process of learning of "ATaWM and Mgg" between the universities. The hypotheses are as follows:

- There is no significant difference in the ALM between all the universities
- There is no significant difference in the ALS between all the universities
- There is no significant difference in the ASS between all the universities
- There is no significant difference in the ARS between all the universities
- There is no significant difference in the AWS between all the universities

Conclusion

As a conclusion, this research has discussed all about the research Al-Tawlidiah" "ATaWMandMgg" method based on the research objectives. All the hypotheses, theories for applying of this method, term or words that are used in this research are identified and defined by the researcher. The Researcher covers the literature review of Al-Tawlidiah Method "ATaWMandMgg" in English and Arabic studies. This model has IP and was pattern by Associate Prof Dr. Asma Abdul Rahman which was being practiced in five National universities IPT and five International universities such as Al-Azhar, Cairo, Mohammed IV, Al- Qarawiyin, Beirut Universites and others universities locally and Internationally .

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