

THE NEED OF CULTURE-BASED ARABIC READING MATERIALS BY USING MULTIMEDIA IN HIGHER EDUCATION

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Abstract:

This study aimed to describe the need of culture-based Arabic reading materials by using multimedia. It used research and development approach proposed by Borg and Gall. This study was started by collecting some information through literature review, observation, documentation, and interview of 10 students of Arabic Language department students of UNJ. The result of this study showed that there are some aspects of Arabic reading materials for students in higher education that should be developed. First, the learning theme. Some of the learning themes that should be discussed are: 1) campus life, 2) academic activities, 3) students achievement, etc. Second, the aspect of multimedia. In this case, the learning material is needed to be designed by using multimedia completed with list of vocabulary, lesson summary, and some explanation in the form of audio and video. Third, the aspect of culture. The perspective of Indonesian culture is really necessary to be included in the Arabic reading materials for students.

Keywords: learning material, Arabic language skills, culture, multimedia

Abstrak:

Penelitian ini bertujuan mendeskripsikan kebutuhan materi ajar keterampilan membaca bahasa Arab di Perguruan tinggi berbasis budaya menggunakan multimedia. Penelitian ini menggunakan pendekatan pengembangan model *Borg* dan *Gall*. Langkah-langkah penelitian ini terbatas pada langkah awal, yaitu *research and information collecting*. Pada langkah ini peneliti melakukan pengumpulan informasi melalui *review* literatur, observasi lapangan, studi dokumentasi, wawancara kepada mahasiswa bahasa Arab UNJ berjumlah 10 orang. Penggalan data dari mahasiswa tersebut dilakukan dengan cara memberikan angket wawancara yang telah dipersiapkan. Sedangkan studi dokumentasi dilakukan untuk mempelajari kurikulum dan silabus keterampilan membaca bahasa Arab. Penelitian ini menyimpulkan bahwa materi ajar keterampilan membaca bahasa Arab bagi mahasiswa di perguruan tinggi sangat perlu dikembangkan. Bentuk-bentuk pengembangan materi ajar ini berwujud pada beberapa hal, yaitu *pertama*, tema pembelajaran. Tema-tema pembelajaran yang dibutuhkan antara lain: 1) Tema kehidupan kampus (*al-Hayat Fi al-Jami'ah*), 2) Tema Kegiatan Akademik (*al-Ansyithah al-Akadimiyyah*), 3) Tema Mahasiswa Berprestasi (*al-Tholab al-Mutafawwiqun*), dan lain-lain. *Kedua*, aspek multimedia. Materi ajar didesain dengan multimedia yang dilengkapi dengan daftar kosakata, ringkasan setiap materi, dan penjelasan dalam bentuk audio dan video. *Ketiga*, aspek budaya. Perspektif budaya Indonesia perlu dimasukkan dalam kerangka materi ajar keterampilan membaca bahasa Arab untuk mahasiswa. Dengan memahami budaya Indonesia cukup membantu mahasiswa Indonesia meningkatkan keterampilan membaca bahasa Arab mereka.

Kata Kunci: materi ajar, keterampilan bahasa Arab, budaya, multimedia

Introduction

Most of Arabic reading materials used in higher education in Indonesia including the Arabic Education Program of UNJ have not been based on Indonesian culture. Moreover, most of the lecturers have not maximised the use of multimedia in the learning process. They prefer to focus on the use of some books published from Middle East countries and discuss about their culture.

Based on the condition above, it is necessary to conduct a research that will produce a multimedia-based learning model. This product is designed to be used by users, so that the learning process is supposed to be more effective and interesting.

A research conducted by Nuruddin, Emzir, and RA. Barnabas (2009) and discussed about the development of Arabic literature learning materials in higher education by using interactive multimedia, showed that the collaboration between learning materials and multimedia can strengthen the objective, role, attitude, and strategies used by the lecturer that finally make the learning process goes more effective and efficient.¹

Moreover, in a research conducted by Hazmida Kahar, Nuruddin, and RA. Barnabas (2008) which relates to the development of

CALL (Computer Assisted Language Learning) in Arabic Language Learning in SMA 5 Jakarta, there is a fact that the use of CALL is very useful and able to improve students' ability in Arabic language. However, it was not integrated with the Indonesian culture.²

According to some behaviorists including B.F. Skinner (in Mahmudah, 2010), language acquisition is greatly influenced by surrounding environment. It means that culture is one of the big factors in developing someone's language acquisition.³

In the case of culture-based learning, Nuruddin, Emzir, and Tajuddin (2015) conducted a research about the development of culture-based Arabic learning materials by using interactive multimedia for Indonesian labour candidates in the Middle East. The result showed that learning material that was designed based on culture gave positive influence in increasing students' understanding. In this research, the culture that was taught was about Arabic culture because the material was given to the Indonesian labour candidates that would go to the Middle East. Moreover, it was designed

¹ Nuruddin, Emzir, and RA. Barnabas, "Pengembangan Materi Ajar Sastra Arab di Perguruan Tinggi Menggunakan Multimedia Interaktif (Penelitian Pengembangan di JBSA UNJ)", Penelitian, 2009.

² Hazmida Kahar, Nuruddin, and RA. Barnabas. "Pengembangan CALL (Computer Assisted Language Learning) dalam Pembelajaran Bahasa Arab kelas 1 di SMUN 5 Jakarta", Penelitian, 2008.

³ Mahmudah, *Psikolinguistik; Kajian Teoretik* (Makasar: Universitas Negeri Makasar, 2010), 19

(6) Testing the learning material, and (7) Evaluating the learning material⁷.

In line with Tomlinson, Dick and Carey also proposed some steps that should be considered in developing learning material, they are: (1) Observing students' motivation, (2) Adjusting learning material with curriculum, (3) Following the steps, (4) Fulfilling information needed by students, (5) Conducting exercise and practice, (6) Giving feedback, (7) Adjusting the evaluation and learning material taught to students, (8) Giving some directions to have a follow-up, review, or an improvement of learning process, (9) Giving some directions to the students related to steps that should be done in the learning process, (10) Being understandable and transferable⁸.

In addition, Richards (2002) exposed five steps related to how to develop the learning material, they are: (1) Developing the objectives, (2) Developing the syllabus, (3) Organizing the learning material into units of learning, (4) Developing the structures of each unit, and (5) Observing the unit⁹.

2. Multimedia

a. Definition of Multimedia

Walter G.Oleksy said that multimedia refers to technological term used for hardware

and software which contains various kinds of text, illustrations, pictures, sound, animations, and video in a computer¹⁰.

The statement above is in line with Sabatini's in Hardhono (2004) who argued that multimedia covers all components of media in the form of text, pictures, sound, and video presented in a multimedia computer.

Multimedia in teaching and learning refers to the spread of information designed to join some aspects such as sound, moving pictures, animation, data, and text together interactively in a computer. In other words, it can be concluded that multimedia is a technique which combines data, text, pictures, graphics, animation, sound, and video in an interactive computer.

b. Computer-Based Learning

Nowadays, there are a lot of universities which use electronic media such as television and computer. In education, computer is not only used for learning about computer itself, but it is also used as instructional media.

According to Alessi and Trollip (1991), there are some terms used in a computer-based learning, they are: Computer Assisted Instruction (CAI), Computer Based Education (CBE), Instructional Assisted Learning (IAL), Instructional Application Computer (IAC), and Computer Based Instruction (CBI).

¹⁰Walter G.Oleksy, *Education ang Learning* (Facts on File, 1995), 46

⁷*Ibid*, 98

⁸Dick W and Carey L, *The Systematic Design of Instruction*, 4th ed (New York: Harper Collins College Publishers, 1996), 228

⁹Richards, JC, *Curriculum Development in Language Teaching*(Cambridge: Cambridge University Press, 2002), 262

c. Steps of Computer-Based Learning

In the case of steps in designing a strategy for computer-based learning, there are four phases that should be done, they are: (1) Delivering information, (2) Guiding the students, (3) Being practiced by students, and (4) Giving evaluation.

Moreover, Dick and Carey (1996) also stated that there are some steps in the learning activity, namely: (1) Delivering apperception, (2) Delivering information, (3) Encouraging students' participation, (4) Giving test and practice, (5) Giving feedback¹¹.

In this study, the steps of learning activity is designed by using three phases, they are: (1) Delivering information, (2) Guiding students, (3) Being practiced by the students.

3. Culture

a. Definition of culture

Etymologically, culture is derived from Sanskrit Language "*buddhayah*" which means everything related to human character and mind. In Latin, culture is written as "*colere*" which means tilling the ground.

According to Poewadarminta (1983), culture is defined as result of human activity and human spiritual creation such as: belief, arts, etc. Moreover, Selo Soemardjan dan Soelaiman Soemardin said that culture is the result of humans creation. It includes the idea

or concept of human mind, so it becomes something abstract in their daily life.¹²

Based on the definitions above, it can be concluded that culture is humans' creation made in attempt to improve the standard of living and adapt to their environment. In this case, the limitation is emphasized on a fact that humans are the only creatures who can create a culture because they are the only creatures who have character and mind.

b. Aspects of culture

According to Koencaraningrat, culture has some universal aspects, they are: (a) system of religion and religious ceremony (b) system of social organization (c) system of knowledge (d) language system (e) system of arts (f) system of professions, and (g) system of technology.

In addition, Yoeti (1996) stated that there are twelve aspects of culture that can attract the tourists to visit our country, they are: (a) *language*, (b) *traditions*, (c) *handicraft*, (d) *foods and eating habits*, (e) *art and music*, (f) *history of the region*, (g) *work and technology*, (h) *religion*, (i) *architectural characteristic in the area*, (j) *dress and clothes*, (k) *educational system*, (l) *leisure activities*¹³.

¹¹*Ibid.*

¹²Poewadarminta, W.J.S, *Kamus Umum Bahasa Indonesia* (Jakarta: PN Balai pustaka, 1983), 157

¹³Yoeti O.A, *Anatomi Pariwisata Indonesia* (Bandung: Angkasa, 1996), 25

Research Method

Based on the explanation above, because the focus of this research is to analyze the need of culture-based Arabic reading materials in higher education by using multimedia, the objective of this research is to produce a need analysis of Arabic reading materials for Indonesian worker candidates in the Middle East. To reach that goal, the research is designed using research and development approach proposed by Borg and Gall.

According to Borg and Gall, research and development approach is a process used to develop and validate education products such as syllabus, learning materials, text books, and learning methods which is done in a cycle of research and development.

This research was started by collecting information. In this step, the researcher collected some information through literature review, observation, documentation, and interview that was done by asking some

questions to ten students of Arabic Education Program of UNJ.

Research Result and Discussion

The result of this study showed that there are some aspects of Arabic reading materials for students in higher education that should be developed, they are the aspect of learning theme, aspect of multimedia, and aspect of culture.

1. Learning Theme

Based on the questionnaires delivered to the respondents, it was found that the most learning themes of Arabic reading materials chosen by the students are: 1) campus life, 2) academic activities, 3) students achievement, 4) campus environment, 5) scientific research, 6) campus facilities, 7) academic orientation session, and 8) extracurricular activities

The data above were gained from the result of questionnaires analysis filled out by the respondents. The detail result of questionnaires analysis can be seen in the table 01 below.

Table 01. Learning Themes of Arabic Reading Materials

No	Themes of Arabic Reading Materials	1	2	3	4	5	6	7	8	9	10	%
1	Campus Life	4	3	3	4	4	3	3	3	4	4	87.5
2	Hobbies	2	2	3	0	3	4	3	4	3	4	70
3	Academic Activities	3	3	3	4	4	3	3	3	4	3	82.5
4	Students Achievement	3	3	4	4	4	0	3	3	4	3	77.5
5	Campus Environment	4	4	4	4	4	4	2	3	4	4	92.5
6	Scientific Research	3	4	3	0	4	4	4	2	4	4	80

7	Campus Anniversary	2	3	2	0	3	3	3	3	2	2	57.5
8	Student Demonstration	3	1	3	0	3	2	2	3	2	1	50
9	Campus Election	2	2	3	0	4	2	2	2	2	2	52.5
10	Campus Facilities	3	3	4	4	3	3	2	2	4	4	80
11	Alumni Reunion	2	3	3	0	3	3	3	2	1	3	57.5
12	Alumni Association	2	2	3	0	3	2	3	2	1	3	52.5
13	Academic Orientation Session	3	3	3	4	4	2	4	3	4	4	85
14	Rector's Cup	2	1	2	0	3	2	4	2	1	4	52.5
15	Extracurricular Activities	3	3	3	4	3	4	4	2	4	4	85
16	Self-support Learning	3	2	3	4	3	2	4	3	3	2	72.5

Because the course credit of Arabic reading is four, the learning theme of Arabic Reading Materials was limited on eight themes only. In this case, the chosen answers of the respondents were those whose percentage were more than 75 % .

2. Learning Competencies

Based on several literature studies mentioned, the reading competence skills of Arabic I in college is: Reading smoothly, carefully, and correctly, Determining the meaning of vocabulary in the context of a particular sentence, Finding facts expressed in text, Finding the implicit meaning in the text, Finding the main idea in the paragraph, Finding the supporting idea in the paragraph, Connecting the ideas contained in reading, Summing up the main idea of reading, and Commenting on and criticizing the content of the reading.

When these types of competence read Arabic I is confirmed to the respondent, all

responded answers, the types of competencies are required respondents' choice above 70 % .

The type of reading competence the researcher divides into three levels of competence. **First**: the basic competence consists of: 1) reading smoothly, carefully, and correctly, 2) determining the meaning of vocabulary in the context of a particular sentence, and 3) finding facts express in text. **Second**, advanced competency consists of: 1) finding the implicit meaning in the text, 2) Finding the main idea in the paragraph, and 3) Finding the supporting idea in the paragraph. **Third**, end-level competencies, namely: 1) Connecting the ideas contained in reading, 2) Summing up the main idea of reading, and 3) Commenting on and criticize the content of the reading.

To improve students' understanding of reading language learning materials of Arabic I, the teaching materials should include a vocabulary list, a summary of each material, and an explanation in the form of audio and

video. This is reflected in the results presented in table 02 below.
of questionnaire analysis of respondents as

Table 02. the required aspects for students in the reading materials Arabic

No	Aspects needed	1	2	3	4	5	6	7	8	9	10	%
1	Vocabulary List	4	3	4	4	4	4	4	3	4	4	95
2	Illustrations / Photos	3	2	3	3	4	3	3	3	2	4	75
3	List of Diagrams / Tables	2	3	2	3	3	2	2	2	3	4	65
4	Summary	2	3	3	4	3	3	4	2	4	4	80
5	Explanation in Audio form	2	3	3	3	3	2	3	2	3	3	77,5
6	Explanation in the form of Video	3	4	3	3	4	3	3	2	3	3	67,5

The answer indicates that a list of vocabularies, summaries, audio-shaped explanations should be provided in Arabic I reading materials for students because it can facilitate students in understanding the teaching materials. If it is possible, the explanation is in a form of video. The use of the list of diagrams / tables in the teaching materials is not required by the students

3. Aspect of Multimedia

One of the Arabic Reading Materials developments for students is by using multimedia. Multimedia is used to complete

the learning materials to attract students' attention, avoid boredom during the class, and help them in understanding the lesson easily.

In this case, most of the respondents said that they do need the multimedia-based learning material. According to them, there are so many kinds of multimedia needed in the Arabic reading class such as the use of audio and video that can help them in understanding the context of the text.

The detail information can be seen in the following table 03.

Table 03. Aspect of multimedia in Arabic Reading Materials

No	Kinds of Learning Method	1	2	3	4	5	6	7	8	9	10	%
1	Attracting the students' attention	3	3	3	3	2	3	2	2	2	3	86.67
2	Facilitating the students	3	3	3	2	2	3	3	2	2	3	86.67
3	Completing the learning materials with audio	3	2	3	3	2	3	0	3	1	3	76.67
4	Completing the learning materials with video	3	3	3	3	3	3	3	2	1	3	90.00
5	Completing the learning materials with multimedia	3	3	3	2	3	3	3	3	3	3	96,67

4. Aspect of Culture

In this case, the researcher had observed the respondents by asking them about "Indonesian Culture". The result showed that 73.33% of the students know about Indonesian culture. According to them, the perspective of Indonesian culture is necessary to be included in the framework of Arabic reading material for students because reading that belongs to one of the language skills is a part of culture.

This study showed that by understanding Indonesian culture, students are able to improve their Arabic reading skill easily. The detail information can be seen in the following table 04.

Table 04. Aspect of culture in Arabic Reading Materials

No		1	2	3	4	5	6	7	8	9	10	%
1	Knowing Indonesian Culture	3	3	3	3	2	3	3	0	0	2	73.33
2	Language is part of culture	3	3	3	3	3	3	3	0	0	3	80.00
3	Mastering Indonesian culture can improve students' reading skill	3	3	1	2	3	3	2	0	0	1	60.00
4	Using Indonesian culture-based Arabic reading materials	3	3	2	3	3	3	2	0	0	1	66.67

Discussion

1. Learning Themes

Theme is one of important aspects in the learning process. Unsystematic learning theme will obstruct the accomplishment of learning objectives, and learning process will run effectively if it has interesting learning theme.

Based on the research result, it was obtained that the learning themes of Arabic Reading Materials chosen by the respondents were mostly related to their surroundings.

It is known that learning material will be easily understood by students if the

In addition, there are some reasons given by the respondents related to the importance of culture in the Arabic Reading materials, they are: (1) By learning culture, students are going to love their culture more and more, (2) Because the students live in Indonesian culture, they need appropriate text book which relates to Indonesian culture, (3) Understanding in reading a text is influenced by habit or culture, (4) By using Indonesian culture-based Arabic reading text, students are going to get closer and familiar with content of the text.

learning themes relate to the students' life. It is in line with Wekke (2016) who stated that one of supports that can be realized in a series of language learning process is the construction of environment, and by having a good learning environment, the learning atmosphere of foreign language learning will be realized. In conclusion, it can be said that the most effective learning theme that can be used in the learning process is related to environment¹⁴.

2. Learning Competencies

Language competence is the key factor for the success of learning. This study focuses on reading competence. Based on the results of the study, there are nine types of reading competence and competencies required by the respondents. All respondents answered, types of competitiveness are desirable with a score of above 70%. Based on the results of the study, there are nine types of reading competence. The researcher divides it into three levels of competence. **First:** basic competence consists of: 1) reading smoothly, carefully, and correctly, 2) determining the meaning of vocabulary in the context of a particular sentence, and 3) finding facts express in text. **Second,** advanced competency consists of: 1) finding the implicit meaning in the text, 2) Finding the main idea in the paragraph, and 3) Finding the

supporting idea in the paragraph. **Third,** end-level competencies, namely: 1) Connecting the ideas contained in reading, 2) Summing up the main idea of reading, and 3) Commenting on and criticize the content of the reading. The competencies must be mastered by the students.

Competence is adapted to the standard of learning competence of reading Arabic. In Arabic learning all these competencies are structured to support the success of learning Arabic reading. Students are expected to master all these competencies. Kumaravadivelu explained, there are four components of competence in terms of teaching and language learning, namely: *The components they have identified are: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.* The four competencies are perceived by learners in language learning. All types of competencies above refer to the competence of the four competencies mentioned by Kumaravadivelu. Basically, all these competencies must be owned by students¹⁵.

Then, to improve students' understanding of learning materials reading Arabic I, the teaching materials should include a vocabulary list, a summary of each material, and an explanation in the form of

¹⁴Nuruddin, Emzir, and RA. Barnabas. "Pengembangan Materi Ajar Sastra Arab di Perguruan Tinggi Menggunakan Multimedia Interaktif (Penelitian Pengembangan di JBSA UNJ)". Penelitian, 2009.

¹⁵Kumaravadivelu, *Understanding Language Teaching* (London: Lawrence Erlbaum Associates, 2006), 17

audio and video. The research shows that the list of vocabulary, summary, audio-shaped explanation need to be provided in teaching materials to read Arabic I for students because it can help the students in understanding the teaching materials in simpler way. If it is possible, the explanation is in a form of video. This is in accordance with Efendi(2005), who stated that one of the ways to facilitate students in learning Arabic is creating an Arabic environment and listening(audio-visual) which in this case can be created by utilizing information technology. So the use of media in the form of audio will make it easier for students to understand the subject matter¹⁶.

3. Aspect of Multimedia

Multimedia has important role in Arabic learning process. It has many positive effects when it is used as a media in the teaching and learning processes. It can be seen from the result of the research. The result shows that most of the respondents argued that it is necessary to complete the Arabic reading material with the use of multimedia such as audio and video. According to them, they are more interested in following the lesson when the lecturer used multimedia. It is in line with Efendi (2005:170) who said that the use of technology including multimedia such as audio-visual can help students in learning Arabic language. In addition, he said that the

use of audio and video can attract students' attention in the learning process¹⁷.

4. Aspect of culture

Culture becomes one of the important aspects in education especially in the teaching and learning process. It is necessary to involve culture in the language learning material to make the students familiar with Indonesian culture.

The research result showed that most of the respondents know about Indonesian culture. It is in line with Wekke (2016) who stated that the interaction between culture and learning material will be much better if the socio-cultural condition is included in it. It means that consequently, the Arabic text books read by the students should be integrated with Indonesian culture¹⁸.

Moreover, as stated by Piaget (1970), *by engaging cultural activities, teachers and students open the door to creativity, curiosity, risk taking, discovery, and their dreams*. It can be said that by including culture into Arabic learning materials, it will encourage the students to be more creative, as well as the teacher, especially in designing an active learning, which can improve students' achievement¹⁹.

¹⁷Ibid.

¹⁸Ismail Suardi Wekke, *Model Pembelajaran Bahasa Arab* (Yogyakarta: Deepublish, 2014), 159

¹⁹Jean Piaget, *Science of Education and The Psychology of The Child*(New York: Viking, 1970), 47

¹⁶Ahmad Fuad Efendi, *Metodologi Pembelajaran Bahasa Arab*(Malang: Misykat, 2005), 170

Conclusion

In conclusion, it can be said that Arabic reading material is necessary to be developed. In this case, there are three aspects that should be developed. First, the aspect of learning theme. The learning themes needed by most of the respondents are: (1) campus life, (2) academic activities, (3) students achievement, etc. Second, the aspect of Language competencies. Based on the results of the study, there are nine types of reading competence. The researcher divides it into three levels of competence. *First*: basic competence consists of: 1) reading smoothly, carefully, and correctly, 2) determining the meaning of vocabulary in the context of a particular sentence, and 3) finding facts express in text. *Second*, advanced competency consists of: 1) finding the implicit meaning in the text, 2) finding the main idea in the paragraph, and 3) finding the supporting idea in the paragraph. *Third*, end-level competencies, namely: 1) Connecting the ideas contained in reading, 2) Summing up the main idea of reading, and 3) Commenting on and criticize the content of the reading. The competencies must be mastered by the students.

Fourth, the aspect of multimedia. In this case, the learning material is needed to be designed by using multimedia completed with list of vocabulary, lesson summary, and some explanation in the form of audio and video.

Fifth, the aspect of culture. The perspective of Indonesian culture is really necessary to be included in the Arabic reading materials for students.

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