

OPEN AND DISTANCE LEARNING IN ARABIC CREATIVE WRITING USING THE WSQA METHOD (WORD, SENTENCE, QUESTION, ANSWER): CASE STUDY IN MAN KARANGANYAR

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Abstract

This research will investigate the open and distance learning in Arabic language. Distance learning was very important to gain the competences of a foreign language, especially in Arabic language. The students were not entering the class, they can study Arabic language outside the class using the WSQA method. This method will investigate the Arabic writing skill of the students by elaborating word, sentence, question, and answer in Arabic language. The data in this research had been collected from the text of WSQA written by Islamic Senior High Student at MAN Karanganyar. There are two outcomes from this research: (1) describing the common mistakes in WSQA method and its impact to decrease the memorizing method when learning the new vocabularies. (2) Describing the strategies of WSQA method to minimize the common mistakes in Arabic creative writing. The data was collected by using the several questionnaires at MAN Karanganyar. This research had been used the observation of the 39 students in class XI MAN Karanganyar. They had composed the WSQA text in Arabic language. The common mistakes in Arabic WSQA text had been divided into two basic common mistakes, such as (1) Arabic Morphology and (2) Arabic Syntax. The results of this research concluded that the WSQA method using distance learning had the significant impact on the process of creative writing translation from Arabic language (L1) into Bahasa Indonesia (L2) and it can be the model of innovation for child-friendly education.

Key words: WSQA method, common mistakes in Arabic Morphology and Arabic Syntax, open and distance learning, Arabic creative writing translation.

INTRODUCTION

The method of WSQA is a simple way to understand about vocabularies in Arabic language. It was delivered to the students to make them more sensitive with the word, sentence, question, and answer in Arabic language. One word is given to the student to be developed into a good sentence, in this case “nominal sentence” (*jumlah ismiyyah*). Nominal sentence in Arabic language has many variants, such as: *mubtada* + *khabar*, for example: *al-kitābu jadīdun* ‘the book is new’.

This method was examined to the students just to decreasing the method of memorizing the new vocabularies in Arabic language. This method was beginning from getting the word (W) in Arabic language, then arranging the simple or basic sentence (S) in Arabic language. After that, the students try to practice collaboratively and cooperatively using that new words by arranging the question (Q) and answer (A). This method was regarding as the appropriate method to do the cooperative learning between the students. They can understand one and each others in this method.

The data in this research had been collected from the text of WSQA written by 39 students of high school in the class XI religion MAN

(*Madrasah Aliyah Negeri*) Karanganyar. The WSQA texts had been composed by Arabic language and Bahasa Indonesia. They began the composition by determining one word in Arabic language, *al-kitābu* ‘the book’. After that, they started to write the sentences using the pattern S+P+O in Arabic language. This pattern has the similar form with the construction of sentence in Bahasa Indonesia, for example: *anā aqra’u al-kitāba* ‘I am reading the book’.

Sentence (الجملة) in Arabic Language is a combination of two or more words rendering a useful meaning; the pillar of this sentence is constituted by the information and the subject while any word added to them is called the supplement (El-Dahdah, 1992:2). There are two kinds of sentences in Arabic Language: (1) The nominal sentence (الجملة الاسمية) starts basically with a noun; its pillar is constituted by a primate (مبتدأ) and a predicate (2) (خبر). The verbal sentence (الجملة الفعلية) starts basically with a verb; its pillar is constituted by a verb (فعل) and an agent (فاعل) or a pro-agent (نائب الفاعل).

The kernel or basic sentence in Arabic is either (subject+ predicate or verb+ agent), such as */asy-syamsu chāriqatun/* (الشمس حارقة) ‘the sun is burning’. Furthermore, the verbal sentence in Arabic language

consist of verb, always in first position, for example /yaktubūna/ (يكتبون) or 'they write'.

This research will investigate two basic problems in Arabic creative writing using the WSQA method in MAN Karanganyar. First problem correlated with the difficulties of the students in WSQA process, and their common mistakes in the process of Arabic creative writing using WSQA method. Al-'Adnānī (2009) had been elaborated comprehensively and widely about the common mistakes in Arabic language. The research gap which had made different between the analysis of common mistakes belongs to Al-'Adnānī and this research is the focusing of object material in common mistakes. Al-'Adnānī had selected the modern written Arabic, but this research just made focusing linguistically to the language of the students in MAN Karanganyar, Central Java, Indonesia. They didn't speak Arabic language every day, because their mother language is Bahasa Indonesia and Javanese language. Thus, this research will investigate how their common mistakes in Arabic composition based on WSQA method. The second problem had been related with the strategies of WSQA method to minimize the mistakes of Arabic creative writing process. The second problem had been introduced by the steps or procedures for making up the WSQA. MAN Karanganyar (Islamic Senior High School) had been selected in this case because it can be the representation of the senior high school student in Karanganyar, Central Java. Actually, the result of the research can be implemented in the other senior high school students, because the result of the research hopefully can be implemented as a model for the other data to gain the process of the students of senior high school during their learning, especially in the process of maintaining the new Arabic vocabularies. The recent research correlated with the learning of Arabic vocabularies had been done by some researchers before, such as: Fajriah (2015) had been elaborated about mastering new vocabularies for the children using the pictorial word. Hasnah (2015) had investigated about mastering the new vocabularies for the certain purposes. Anis (2015) also had been investigated about the Arabic creative writing process in MAN Karanganyar. In this research, Anis had been implemented the thematic progression patterns in the text of *Al-Qira'ah Rasyidah*. In this research, Anis also had been concluded that the students of MAN Karanganyar preferred the Arabic prose than Arabic poetry, it caused by the language of Arabic poetry is more complicated than the construction of language in Arabic prose. Related with the morphological method in mastering the new Arabic vocabularies, Fitriliza (2017) had been

investigated the action research in *Fakultas Agama Islam* (the faculty of Islamic Religion). In the Arabic translation equivalence at word level, Anis (2017) had been elaborated about the word level in the Arabic short stories using the WSQA method. This research had been concluded that there are four main types of meaning problems in word level based on the translation from *Bahasa Indonesia* into Arabic language, such as: (1) the propositional meaning, (2) expressive meaning, (3) the presupposed meaning, and (4) the evoked meaning. Related with the research of common mistakes in Arabic writing, Al-Yaari (2013) had been investigate about written Grammatical Errors of Arabic as Second language (ASL) learners: an evaluative study. In this research, Al-Yaari had not made a sharp differences between the Arabic morphological cases (*sharaf*) and Arabic syntax conditions (*nahwu*) as the main part of Arabic Grammatical. Lina Gomaa (2018) in her article at "teaching community, where teachers meet and learn" had been discribed 5 writing trouble spots for ESL (English as a Second Language) Students of Arabic. She had made a limit that there are 5 writing trouble in Arabic language, such as (1) run on sentences, (2) redundancy, (3) Arabish, (4) punctuation, and (5) writing organization. In this case, she hasnot made a different bewteen the grammatical aspect of Arabic Morphology and Arabic Syntax, thus this research had a potential condition to elaborate about the common mistakes of the students at MAN Karanganyar based on the Arabic Morphological and Arabic Syntax.

RESEARCH METHOD

This research will investigate two basic problems, they are: (1) the common mistakes in WSQA method, and (2) the strategies of WSQA methode to minimize the common mistakes in Arabic creative writing. This research had been used the observation in the 39 students in class XI MAN Karanganyar. They had composed the WSQA text in Arabic and Bahasa Indonesia. After composing the WSQA text, they collected the texts, and the texts had been reviewed to draw the common mistakes in the new beginner students of Arabic language. There are four steps to be reviewed from the texts of WSQA, such as: (1) Word in Arabic language, (2) Sentences in Arabic language, (3) how to compose the Question in Arabic language, and (4) how to answer (A) the questions in Arabic language.

The first step had been clasified as the morphological aspects, and the second, the third, and the fourth problem had been clasified as the Arabic syntax problems. El Dahdah (1992:2), Ryding (2005:44) had made the extrim different between

Arabic Morphology (*Sharaf*) and Arabic Syntax (*Nahwu*). Morphology (الصرف), which studies the forms of the word and their transformation into different figures according to the intended meaning. Syntax (النحو), which studies the situations of word endings being declined or structured, as well as the position of these words in the sentence. This research had been used the qualitative method. The data will be analyzed by the descriptive method (describing the structure of language). The methods in this research was divided into three basic parts: (1) collecting the data, (2) analysis the data, and (3) reporting the data. Collecting the data had been used the observation method to gain the informations about WSQA method. This paper is a descriptive qualitative research paper. It describes the condition, process, and the connection of important aspects that found in the phenomena of creative writing process using WSQA method among the students of MAN Karanganyar.

RESULT AND DISCUSSION

The result and discussion related with two problems in this reserch, they are: (1) the common mistakes in WSQA method which had been found in MAN Karanganyar, Central Java, the students of religious class XI (Kelas XI agama). (2) the strategies of WSQA method to minimize the common mistakes in Arabic creative writing as the representation of fun learning.

The Common Mistakes in WSQA Method

The common mistakes in WSQA belong to the students of MAN Karanganyar had been divided into two basic group, first common mistake was related with the Arabic Morphological conditions, and the second common mistake was correlated with the Arabic Syntax. The common mistake in this case can be categorized as the representation of the new beginner mistake in the learning of Arabic language.

Common mistakes in Arabic Morphological in this case had been related with the students of MAN Karanganyar when composing the word in WSQA, for example the word /al-kitābu/ "the book", there was a definit marker /al/ without *nunation*, the vocal /un/ such as /nūn/. Some students wrote the word /al-kitābun/. If there is /al/ definit marker in Arabic language, in the last of the word without the *nunation/tanwin*. At the ends of the noun and adjectives, when indefinite, the vowel signs are written double, thus: /un/ (ُ), /an/ (َ), and /in/ (ِ). This means that they are to be pronounced with a final "n", un, an, in, this is called /tanwīn/ (تنوين) or *nunation* (Haywood, 1962:9). Thus, the beginner students of learning Arabic language should be more carefull with the

nunation in the Arabic nouns and adjectives, such as to express "a book" can be implemented the *nunation* /kitābun/, /kitāban/, and /kitābin/, without the definite article. Haywood (1962:22) had been explained that the definit article is (ال) /al/, the, which is prefixed to, and attached to its noun in Arabic language, for example the word /al-baitu/ (البيت) the house, (الباب) al-bābu, the door. The students had to remember that the noun, being definite, loses its *nunation* /tanwīn. Some students had been made a common mistake in WSQA method by using the double marker for noun (*nunation* + definite article), so they wrote /al-kitābun/, this word had been the great mistake in Arabic language. In the table 1, this mistake clasified in the cluster double usage of *nunation*/ tanwīn and definite article /al/.

In the other hand, except the *nunation* and the definite article, the students also had got the common mistakes related with the long vowel in Arabic language. There are 6 vowels, 3 short, 3 long, and two diphthongs in Arabic: namely, u, a, i; ū, ā, ī; au (aw) and ai (ay) (Ryding, 2005: 25, Haywood 1962:7-9). The common mistake for this case (long vowels in Arabic language), when they write /al-kitābu/ 'the book', they had been forgotten the long vowel /ā/ in the word /al-kitābu/, so they wrote /al-kitabu/, /kitabun/, /kutuba/, /al-kitabu/, /kitabu/, and /al-kitaba/, in the table 1, this common mistakes had been clasified as the common mistakes about the long vowels in Arabic language.

The second case related with the common mistakes (الأخطاء الشائعة - العمومية) in Arabic Syntax. The students always gets the mistake situations of word endings being declined or structured, as well as the position of these words in the sentence. Haywood (1962:33), Ryding (2005:56) had been concluded about three cases in Arabic language, such as: (1) rafa' (رفع) (nominative, vowelled with dhamma), for example: /baitun/ (بيت), a house; /al-baitu/ (البيت), the house. (2) nashab (نصب) (accusative, vowelled with fatha), for example: /baitan/ (بيتاً), /al-baita/ (3) jarr (جر) (genitive, vowelled with kasra), for example: /fi baitin/ (في بيت), in a house; /fil-baiti/ (في البيت), in the house. Nasb is really the accusative indefinite, a state or condition. Jarr, the genitive, is used for possession or after prepositions. While rafa', the nominative, is used as the subject of a sentence, and it is also used for the predicate of a nominal sentence. Most of the students in MAN Karanganyar had been composed the nominal sentence (S + V + O) in Arabic language while they got the instruction to compose the Arabic sentence in WSQA. It seems easier to do because the structure of nominal sentence in Arabic language had the similarity construction in Bahasa Indonesia.

For example the sentence “I read the book” /ana aqra’u al-kitāba/. Some students get this mistake and they wrote /ana aqra’u kutuba/. The nunation condition in the morphological mistake also had been found in this case, especially in the case of the position of “object” in Arabic language (S+V+O), some of the students had been written /ana aqra’u al-kutubun/. They still didn’t understand about the accusative or vowelled with fatha or nashab in the object of Arabic sentence. Thus, they got the common mistakes; some of them had been written /ana aqra’u al-kitābu – al kitābi/. This common mistakes in the table 1 had been clasified as the common mistakes in the object of Arabic sentence (*nashab* or accusative marker /a/). The word /al-kutubun/ related with the double mistake of using the /al/ definite marker and nunation in certain noun. This word /al-kutubun/ double usage of nunation and definite article had been found in the sentence level of WSQA. One more time, the students had to remember that the noun, being definite, loses its nunation /tanwīn.

The next common mistakes related with Arabic syntax was the mistake of agreement or concord (*muthābaqah*) (مطابقة) in the Arabic sentences. Ryding (2005:57) had been concluded that “agreement” or concord is where words in a phrase or clause show feature compatibility, that is, they match or conform to each other, one reflecting the other’s features. For example, a verb is masculine singular if it has a masculine singular subject. A feminine singular noun takes a feiminine singular adjective, and so forth. In order to undertake this matching or agreement of features, one needs to be aware of the rules for agreement. In this case, some students at MAN Karanganyar were not aware in the agreement rules when they write using WSQA method, for example: /anā yasytarī al-kitābu/, there is no agreement between subject and the verb, the correct sentence is /ana asytarī al-kitāba/. In the table 1, this common mistakes had been clasified in the group of “agreement” or “muthābaqa”. Veersteegh (2006:628) had been concluded that the common mistakes in Arabic linguistics related with the term “lahn” (لحن), especially in grammatical mistakes (Arabic Syntax common mistakes). In this case, there was a dictionaries dealing with the common mistakes in Arabic language (ma’ājim al-’akhthā’ asy-syā’i’ah). To gain the result percentage from both Arabic morphological and Arabic Syntax common mistakes in MAN Karanganyar class XI, we can look at comprehensively in the table 1. There were 39 students selected to doing the WSQA method and then the texts had been linguistically analyzed and evaluated by the researcher.

Table 1. Number of Common Mistakes in Arabic Creative Writing using WSQA Method

Variant Mistakes	Total (student)	Percentage
Long vowel unwritten	7	17 %
Double usage of <i>nunation</i> and definite article	3	7 %
Object in Arabic (<i>nashab/ acc</i>)	24	61 %
Agreement (<i>muthābaqah</i>)	9	23 %

Source: the text of WSQA method in MAN Karanganyar (religious class XI) which had been taken at October, 6th 2017.

The Strategies of WSQA Method to Minimize the Common Mistakes

The strategies to minimize both the Arabic morphological and Arabic syntax common mistakes, were implemented by the suggestion for doing the distance learning massively. The strategies in this case related with the optimalization for doing the open distance learning and practicing of translation between both languages; source language (L1) in this case Arabic language, and target language (L2) in this case Bahasa Indonesia. The final out come of doing WSQA method is the composition of Arabic creative writing which had been divided into two basic genres (Arabic prose and Arabic poetry). By arranging the WSQA from selecting the word, sentence, question and answer, the students will also practice about how to arrange the construction of text, they can develop the word becomes the sentences, and also they can make the question and answer from the new vocabularies.

The method of WSQA is delivered to the students in MAN Karanganyar, to make them more sensitive with the word, sentence, question, and answer in Arabic language. One word is given to the student to be developed into a good sentence, in this case “nominal sentence” (*jumlah ismiyyah*). This method was examined to the students just to decreasing the method of memorizing the new vocabularies in Arabic language. This method was begining from getting the word (W) in Arabic language, then arranging the simple or basic sentence (S) in Arabic language. After that, the students try to practice colaboratively and cooperatively using that new words by arranging the question (Q) and answer (A). This method was regarding as the appropriate method to do the cooperative learning between the students. They can understand one and each others in this method. To minimize the common mistakes in

Arabic language, this method should be implemented in the open distance learning. White (2003:11) had been emphasized about the definition of “distance learning” which actually had been related with the distance – in space and/or time – between teacher and learner. The term distance learning and/or distance education refers to the teaching-learning arrangement in which the learner and teacher are separated by geography and time (Willimas, Paprock and Covington 1999:2). Distance education is planned learning that normally occurs in a different place from teaching and as result requires special techniques (strategies) of course design, special instructional techniques, special method (WSQA) of communication by electronic and other technology, as well as special organizational and administrative arrangements (Moore and Kearsley 1996:2). In this case, there are three Arabic on line website which had been elaborated about the common mistakes in Arabic language, such as: (1) Madinah Arabic: Learn Arabic On-Line, (2) London Arabic Tuition, and (3) Arabic for Nerds.

CONCLUSION AND SUGGESTION

This research had concluded two basic results, they are: (1) the common mistakes in WSQA method which had been implemented in MAN Karanganyar, Central Java, the students of religious class XI (Kelas XI agama) and (2) the strategies of WSQA method to minimize the common mistakes in Arabic creative writing as the representation of fun learning in Arabic language. The first result had the description that the common mistakes in Arabic WSQA text had been divided into two basic common mistakes, such as: (1) Arabic Morphology and (2) Arabic Syntax. The common mistake in Arabic Morphology related with the *nunation* (tanwīn) and the definite marker of the Arabic word. The students had to remember that the noun, being definite, loses its *nunation* /tanwīn. The strategies to minimize the common mistakes had been implemented by the Arabic course on-line using the WSQA method and learning about the Arabic creative writing and Arabic translation based on WSQA method. In the other hand, the Arabic morphological common mistakes also related with the long vowel /ā/ in writing some nouns. It should be given more attention because, bahasa Indonesia has not the long vowel as in Arabic language. The second common mistakes had been related with the Arabic syntax, there are two basic problems here, such as (1) the accusative condition (nashb) of the object in the sentences, the student didn't aware about this conditions, actually they should write the accusative in the object, but they selected the nominative /u/ and genitive /i/ for

the object in Arabic sentences, it was not made a sence, thus the students should be aware about this condition. The last but not least, in Arabic syntax, related with the “agreement”, *muthābaqah*, between the subject and the verb. Thus, to minimize these common mistakes, Arabic language learning in Indonesia should have the open distance learning to learn and practice about the Arabic creative writing and Arabic translation program between L1 and L2 based on WSQA method.

The next research (as suggestion) can be followed up from the common mistakes in Arabic Semantics and Pragmatics conditions. Both of them related with the meaning and context, thus the practice in Arabic translation should be done massively. In the verbal language, the common mistakes in Arabic pronounciations in the students of senior high school also can be investigated deeply and comperehnsively. Thus, the common mistakes can be elaborated from the Arabic Phonological aspects.

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