Elaboration of Integrated Arabic Lesson for Increasing Expertness of Arabic Mastery of Islamic University Students

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Abstract

This study was based on scarcity of Arabic text books which is used in Islamic university. The aim of this study was to produce integrated Arabic textbooks including *muthalaah*, *muhadatsah*, *kitabah* and *qiraah* in one discourse. This study was using Research and Development method (R&D) started by conception of Integrated Arabic Lesson textbook, followed by limited testing and revision, finished by producing the textbooks pass through revisions and discussions with UPI and UIN Arabic experts and lecturers. This study involved 14 students of STIT and 2 Arabic lecturers of UIN and UPI who were lecturing at that place. It was concluded that competence mean of freshman before using the textbooks were 31, whereas after using it, they got average value 55. The difference was 23.

Keywords: *Elaboration, Lesson, Arabic*

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Introduction

Language is an important device and a very beneficial means for human being to communicate with other people. By using language, people can talk and understand each other (Riswanto and Putra, 2012: 61). And then talk about the language also discusses about language learning especially about foreign languages. This article specifically discusses learning Arabic as a foreign language in Indonesia.

Discusses learning Arabic pattern contains an explanation of the use of the materials, methods, and textbooks Most of Arabic textbooks found in Indonesia are rivet on grammatical approach (*madkhal nahwy*), so the studies are focusing on *qawaid* teaching (morphological and syntactical studies). The arranging is also based on *Nahwu* course of study. Those are can be seen on *al-Arabiyah bi al-Namadzij* text book published by UIN Jakarta and *al-Arabiyah bi al-Ma'mal al-Lughawi* published by LBIQ (*Lembaga Bahasa dan Ilmu Quran*) DKI Jakarta (1994) (Hidayat, 1972). Whereas the skill that want to be developed by the Arabic learning process are not stint by reading skill.

About a grammar, making a similar in Sharaf (2011: 16) who argues for grammar instruction on the grounds that it is worth teaching at least because it makes students more aware of language. Grammar instruction helps learners to monitor or become more aware of the forms they use.

Mean while, academicians' demand of innovation needs and Integrated Arabic textbook development are increasing, along with science and technology development. Some Arabic experts as Prof. Dr. HD. Hidayat, M.A. believes important of new approach of *Nahwu* textbook development. The new approach is based on linguistic characteristic both of Arabic and Indonesia language (B1 dan B2) that has different system.

The importance of wealth verbal and their role in the success of linguistic communication and complex nature of her; make it necessary to work on arming language learner strategies for effective development proceeds of language, to be able to solve the communication problems caused by new words or Algaamadhalta often exposed in language learning and use, and help at the same time (Al-Hasyimi and Ali, 2011: 106).

Effort to develop and report contextual Arabic textbooks are still underway. The establishment of LIPIA (*Lembaga Ilmu Pengetahuan Islam dan Arab*) in Jakarta since 1980 is believed gives contribution and has an important role to play of producing Arabic teachers that is developing *al-sam'iyyah al-syafawiyyah* method (audio-oral approach). By means of LIPIA, textbook as *al-Arabiyah li al-Nasya'in* is introduced and used as legal textbook until now. The book somewhat give contribution on modernity approach from the grammatical to *sam'i syafawi* approach, so four language skills (listening, speaking, reading and writing) get portion quite enough.

Over periods of time (since 1980s until now), critics from many people are popping out. Some of them say that the text book makes the students as parrot (to imitate). The textbook is not really makes students a crack hand at reading and understanding text. It is because of rivet on drill that not gives wide knowledge.

As corection or perfecting the textbook, appear some textbooks (*Ta'lim al-Lughah al-Arabiyyah*) for *Ibtidaiyah*, *Tsanawiyyah* and *Aliyah* level compiled by communicative approach (*ittishali*), like Prof. Dr. HD. Hidayat, MA, et-al writing (Hidayat, 1972) : "As educational dynamic that is moving to thesis-anthesis and syntheses, the textbook is believed not reach a variety of people and not offer attractive power of its special characteristic. Several years ago (1999) Arabic Holy Quran is established: *al-Arabiyyah al-fashihah li al-Nathiqin bighairiha wa biha*, published by Universitas Islam Internasional Malayasia. The book has discussed at Sari Pan Pasifik Hotel Jakarta (May 2001), but has not published on Indonesia students. The book is accommodating the lack of the textbook. The book is quite expensive enough (6 vols. are USD $ 450) and may not reached by Indonesia people".

So far, the development of integrated Arabic textbook related to writers desire for Islamic university students. The researchers find two textbooks: first, Prof. Dr. Chatibul Umam et-al textbook, UIN Jakarta (Umam, 2001), second, Prof. Dr. Salim Umar, MA, et-al, UIN Bandung (Umar, 2004). Both of them have similarities in systematic: 1) text; 2) vocabulary; 3) content; 4) grammatical analysis 5) exercise. Some advantages of the first book are added with vocabulary and translation. Based on the case, it needs concept and experiment, so the expedience and effectiveness can be proven. However, experiences of some Arabic lecturers in UIN Jakarta and UPI Bandung who are interested to development of integrated Arabic textbook seems really potential to increase quality and extension of students understanding about Arabic literature.

Bilingual dictionaries can be regarded as means of communication an comprehension between two groups with different language, world experiences and cultural background (Dabaghi and Gharaei, 2012: 32). And then Arabs have had an uneasy relationship with Arabic grammar for centuries (Uhlmann, 2012: 102).

The aim of the research not only to explain theory about signification of integrated textbook in Arabic teaching and learning process, but also development-oriented, experiment, verification and

consolidation of integrated Arabic textbook concept. The systematic of the textbook is: 1) *Qiraah*; 2) *Isti'ab*; 3) *Insya Kitabah*; 4) Working through *kaidah Nahwu/Sharaf/Balaghah*; 5) Exercise; 6) Conclusion.

After passing *Research and Development* and producing Integrated Arabic textbook based on theoretic and empiric studies, it has done seminar with Arabic lecturers of UPI, UNPAD, UIN by inviting Arabic expert. The textbook will be taught in some university that have Arabic Education/Arts Department.

Theoretical Foundation

Integrated learning is learning-teaching process that combines chapters' arrangement or emphasizing more than one subject's relations. So, students get wholeness and cohesiveness, expertness and attitude. By means of learning process, it makes students be able to learn actively by unearth multiple concept and knowledge principle contemporaneously. It is holistic, has authentic and meaning, both individually and group.

Integrated learning is also called as learning-teaching approach that involve some subjects to give meaningful experience to students, so they can understand the concepts they are learning through direct experience and can relate it to other concepts they already understand (Depdikbud, 1996:5). Considering the number of integrated learning model, the researchers limit this study with an integrated learning of Webbed model.

Integrated Learning of Webbed Model

Integrated Learning of Webbed model is thematic learning. The model can be developed through a broader theme that connects the networks of various disciplines. In consequence, a teacher who developed the model should design an integrated set of lesson plans before work to students, so they gain learning experience, both at school and in society.

The development of integrated learning of Webbed model through the language discourse learning formulation can be developed through the formulation of a discourse that serve as central of Arabic linguistic teaching and proficiency in Arabic combination. The central theme of this formulation include Arabic linguistic that is taught, such as *muthala'ah, muhadastah, insya', nahwu* and *sharaf*. It is described in Figure 1.

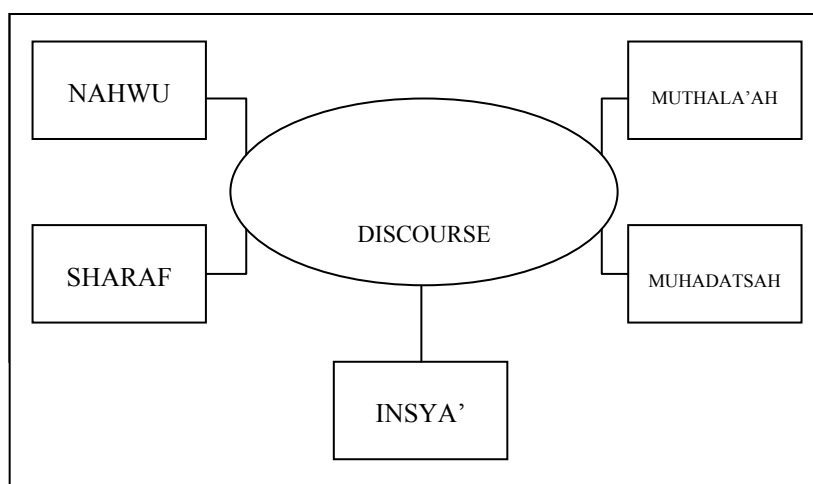
Figure 1. The concept of Arabic Integrated Learning
(Source: Adapted from Fogarty, 1991:58).

Planning of Integrated Learning Model

To be successful instructor, it is a good idea for one to be armed with now, techniques and strategies of teaching, to be able to understand the students needs and potentialities to identify the problems that the students might confront during the process of learning, to make an effort to offer practical suggestions based on his/her knowledge and experience and finally try to implement the new

techniques when needed in order to make teaching and learning more effective (Nemati,*et al,* 2014: 103).

The knowledge has been gradually increasing on the frequency of the strategies used by learners in the language learning process. Rubin (1975) and Storn (1975) in Kameli, *et al* (2012: 24). This is to say that only ones who can fundamentally do the learning as Nykos and Oxford (1993) in Kameli, *et al* (2012: 24) stated "Learning begins with the learners".

Hamalik (1989:71) says that integrated learning component includes: planning, implementation and assessment. Furthermore, Depdikbud (1996:16) argues that the integrated learning process of Webbed model includes phases: planning, implementation and culmination.

Table 1. Steps of arranging lesson plan

Planning	Implementation	Culmination
- Scoping the theme - Determining the theme - Developing the sub-themes - Determining the activities / learning contract	- Collecting the information - Processing the information - Compiling the report	- Serving the information - Evaluation

(Source: Integrated Learning Model, Ministry of Education and Culture, 1996:16)

Further steps by using the Webbed range of integrated learning in Arabic language courses can be done through the following phases:

Planning Phase

Arabic lecturer and the researchers develop the concept, the ability that students have to master in every subject of Arabic language courses which include: *nahwu, sharaf, mutha'ah, muhadatsah,* and *insya',* according to the syllabus. Arabic lecturer and researchers determine and develop appropriate discourse of each course materials that will be taught. Arabic lecturer and researchers develop integrated learning design, which includes: purpose, content, learning process and evaluation.

Culmination Phase

This phase displays results and integrated learning process at each meeting. At this phase, the Arabic lecturers and researchers identify and discuss various problems that arise at each meeting then seek alternative solutions, which will be used as input to improve the design of integrated learning and its implementation at the next meeting. The evaluation is also conducted by the test to determine the ability or the absorbing power of students.

Generally, identifying the plan of Webbed integrated learning has same principles as other integrated learning. But, Webbed model needs to establish a central theme.

The steps that need to be implemented are: (1) determine or choose a central theme / discourse, (2) identify the concepts that will be discussed, (3) select appropriate learning activities, and (4) develop a systematic schedule.

According to Collins and Dixon cited by Azhar (2004), establishing the central theme / discourse is based on the needs and interests of students and lecturer, the actual events that are important at that time, referring to the curriculum, even referring to the needs of the people. The central theme developed is more oriented to the environment or the problems faced by people in which the students live.

Similarly, in determining the central themes / discourses can be discussed with the lecturer or experts, even with students, and should also be discussed with the head master / dean who has compatibility with the courses reviewed. Therefore, selection and determination of the central themes / discourses need to involve various stakeholders, especially the competent authorities that can provide a variety of inputs, so that the central theme is relevant to the material being taught in an integrated manner.

In planning Webbed integrated learning, there are some steps that has to consider: identify the topic, develop the interpretation that relating to the topic, identify the course, plan the learning activities that will be implemented.

Raka Joni (1983) says the planning of integrated thematic learning follow the steps: (1) hold a central theme of exploration / discourse is carried out through brainstorming, (2) determination of the theme based on the results of the analysis and syntax, and (3) the development of sub-themes based on

the results of the analysis and synthesis. Furthermore, integrated learning steps, include: (1) gathering information, (2) information processing.

One of approaches used in the integrated learning is inquiry approach. Integrated Learning said that integrated learning approach based on inquiry, which the students involved in the planning, exploring and sharing of learning ideas. Students are always encouraged to work in co-operative group and responsive to their learning. They become the rulers and continue to realize their own interests in accordance with the topic of learning in the classroom.

The main goals of developing topic are: (1) to prepare students with the tools to create an independent inquiry, (2) to help students learn how to plan and engage themselves to use a variety of sources, and (3) to encourage students to share ideas and knowledge.

Methodology of the Study

The study uses R&D approach (research development) which refers to the Borg & Gall (1989:624) who says 10 steps in the process of research and development, named: 1) study the collecting the information, 2) Planning, 3) Create design of the initial model, 4) preliminary test; 5) Revisions to the design of the initial model; 6) major product experiment; 7) Revisions to the main product; 8) operational experiment; 9) Revision of operational products, and 10) *dissemination* and distribution.

In this research, the steps above will be simplified into a three-step development, namely: (1) a preliminary study, (2) planning and preparation of the model, and (3) model experiment.

The research is initiated by the concept of Integrated Arabic teaching materials, then the process of testing and revision, followed by experiment in a larger and longer scale, while collecting data of effective teaching Arabic model by distributing questionnaires, interviews, and direct observation to students. The experiment results and field data collected are analyzed by simple statistical tests and qualitative analysis to prove the hypothesis: that the Arabic integrated textbooks improve student proficiency effectively in Islamic university.

Result and Discussion
Pre Survey

Pre Survey is carried out to obtain preliminary data that can be used as an ingredient to design and develop the model. Activity in the preliminary study includes theoretical studies and field observations. Material is obtained from theoretical studies of an integrated theory of teaching that can be used as a reference in formulating the developed model design. The results of this theoretical study can also be used as material in the implementation of the model development.

Pre-survey field activity is conducted to obtain field collecting as empirical data that is used in the field draft model and its implementation of development model experiment. An activity undertaken in this field pre-survey is to collect and analyze the condition of the field used as an ingredient in the design and implementation of pilot model development model. Condition that is examined and analyzed in this activity include: (1) design and implementation of ongoing learning, (2) the ability of lecturers, and (3) facilities and infrastructure are available.

Arranging Early Form

There are several steps of arranging integrated learning model include: planning, implementing and culminating (Depdikbud, 1996: 16). While the integrated learning model development activities are carried out through the planning, implementing and assessment (Hamalik, 1989: 71).

The early arranging integrated learning model is developed by modify the syllabus as a reference in learning Arabic. It is because the syllabus is divided as the linguistic that is taught.

After reviewing the theoretical and field observations, the researchers arrange an early form of integrated learning model that includes: content / discourse, objectives, instructional media, learning strategies and evaluation.

Before early model is tested in classroom teaching and learning activities, it is held several times a discussion with experts and lecturers, and the early model is prepared and submitted to the curriculum experts and lecturers to get assessments. Eventually, it is found and considered an early model eligible to be tested in the classroom.

Based on the results of theoretical studies and field observations, it is arranged an early form of integrated learning model, which includes the discourse / material, integrated linguistic and proficiency,

objectives, teaching strategies, teaching media and evaluation. An early form of integrated learning model can be described in the following chart:

SCENARIO OF INTEGRATED ARABIC LEARNING DESIGN MODEL

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1. SUBJECT   : JUMLAH ISMIYAH
2. TIME   : 100 MINUTES
3. DISCOURSE /MATERIAL   : Based on curriculum and included the
                                                        linguistic material
4. INTEGRATED LINGUISTIC AND ARABIC FLUENCY:
    Muthala'ah, Muhadatsah, Insya, Kitabah,Nahwu and*Sharaf*
5. GOALS:
    a. Students can read, speak and write Arabic in *jumlahismiyah* pattern
    b. Students can distinctive *nakirah* and *ma'rifat.*
    c. Students can practice on word ما and من in Arabic speaking.
6. LEARNING STRATEGY: Introduction of study, learning process, and closing the study.
7. LEARNING MEDIA : Reading text and students work book/ questionnaire
8. EVALUATION: Oral test, written test and observation.
9. TIME: 100 minutes, divided into some parts:
    a. 10 minutes, medium of instruction by researchers
    b. 15 minutes, pre test;
    c. 50 minutes, Learning-Teaching Process in class
    d. 15 minutes, pos test
    e. 10 minutes, fulfill the questionnaire

After arranging the early form of integrated learning model, it is given to assessors include one curriculum and learning expert, and two lecturers to get the evaluation and suggestion. Components that assessed are: discourse/material, the goal, learning strategy, learning media, and evaluation. The assessments are based on clarity, appropriateness, language, and completeness.

The results will be used as input for improvement of the model, and further trials will be held. In summary the results of the design model can be seen in the following table:

Table 2. The assessment result of Design Model

No	Assessment Component	Answer Choice				Proposed Improvements
		4	3	2	1	
1.	Discourse / Materials					Discourse/material should be easily
		2	1	-	-	understood by the students.
	✓ Clarity	2	1	-	-	
	✓ Compliance	2	1	-	-	
	✓ Language					
2.	The goal					Objectives should be appropriate with
	✓ Clarity	2	1	-	-	the subject
	✓ Compliance	2	1	-	-	
	✓ Language	2	1	-	-	
3.	Learning Strategy					Entering the elements of learning methods
	✓ Clarity	2	1	-	-	
	✓ Compliance	3	-	-	-	
	✓ Completeness	2	1	-	-	
4.	Learning Media					Media should be added according to
	✓ Compliance	2	1	-	-	the material.
	✓ Completeness	1	1	1	-	
5.	Evaluation					Explained how the evaluation should be
	✓ Compliance	1	1	1	-	developed.
	✓ Language	2	1	-	-	

Description:
4 =   Very appropriate / clear / complete
3 = Quite appropriate / clear / complete
2 = Lack   of appropriate / clear / complete
1 = Inadequate / unclear / incomplete

The result of media learning components are: two of three respondents say "very clear". One of three respondents says "very complete, quite appropriate, quite complete and less complete". For evaluation component, one of three respondents says "very appropriate, quite appropriate and lack of appropriate". For the language using, two of three respondents say "very appropriate and clear". One of three respondents says "quite appropriate and clear".

Model Experiments of Model

The experiment of Integrated Learning model is held in STIT At-Taqwa on September 2011. While the experiment is held, the researchers make observation and direct discussion with Arabic lecturer and consultation with Arabic expert about the implementation of Arabic integrated learning at the class.

Restrictive Experiments

The restrictive experiments held to the lecturers who get well educated of Post Graduate and have many teaching experiences. 14 students of STIT At-Taqwa attend the lecture. They have *Madrasah* (Islamic school) and ordinary school educational background. They also have variation in study achievement (good, medium, low) which is showed in testing result of university. The restrictive experiment is described below:

Design of Model

1. Discourse

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تَقْدِيُمُ الْأُسْرَة

أَنَا عَفِيْفُ الدِّيْنَ. اُنْظُرْ يَا صَدِيْقِيْ! هَذِهِ أُسْرَتِيْ, أُسْرَتِيْ أُسْرَةٌ سَعِيْدَةٌ
هَذَا أَبِيْ, اِسْمُهُ عَبْدُاللهِ هُوَ مُدَرِّسٌ بِالْمَدْرَسَةِ الثَّانَوِيَّةِ بِبَانْدُوْنْجَ. وَ هَذِهِ أُمِّيْ, اِسْمُهَا فَاطِمَةُ, هِيَ رَبَّةُ الْبَيْتِ. أَبِي مِنْ بَانْدُوْنْجَ, جَاوَا
الْغَرْبِيَّةِ. وَ أُمِّيْ مِنْ سُوْرَابَايَا, جَاوَا الشَّرْقِيَّةِ.
وَ هَذَا أَخِيْ, اِسْمُهُ نَالِى, هُوَ تِلْمِيْذٌ بِالْمَدْرَسَةِ اْلإِبْتِدَائِيَّةِ. وَ هَذِهِ أُخْتِيْ اِسْمُهَا نِيْرَى. هِيَ تِلْمِيْذَةٌ بِالْمَدْرَسَةِ الْمُتَوَسِّطَةِ. ذَلِكَ عَمِّيْ, اِسْمُهُ أَسَيْفْ,
هُوَ مُوَظَّفٌ. هُوَ مِنْ أُوْجُوْنْجَ فَانْدَانْجَ سُوْلاَوَيْسِيْ الْجَنُوْبِيَّةِ. وَ تِلْكَ عَمَّتِيْ, اِسْمُهَا سِيْتِيْ, هِيَ طَبِيْبَةٌ, هِيَ مِنْ سَمَارَانْجَ, جَاوَا الْوُسْطَى.

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2. Linguistics and Arabic expertness which is integrated with *muhaddatsah, muthala'ah, insya, nahwu/sharaf* and *kitabah*.

Muhadatsah or speaking, the infant learn speaking before he begins learn writing, which he starts when entering the school. All human being are equally speaking their mother tongue with fluency while many do not know the orthography of their languages. There is no gain saying that speaking skill is one of the most importans goals of Arabic language learning (Yaqub, 2012: 141).

And then Versteegh (2004) in Palmer (2007: 112) wrote "*it remains difficult in the Arab world to arouse interest in the dialect as a seriuous object of study. Many speakers of Arabic still feel that the dialect is a variety of language without grammar*"

Insya or writing, The term translation itself has several meanings: it can refer to generak subject field, the product (the text has been translated) or the process (the act of producing the translation, other we known as tranlating). The process of translation between two different written language involves the translator changing an original written text (the source text or ST) in the original verbal language (the source language or SL) into a written text (The target text or TT) in the different verbal language (the target language or TL) (Munday, 2001) in He (2012: 75).

3. The goal :
   a. Students can read, speak and write Arabic by using noun (*isim*) and preposition (*huruf*).
   b. Students can differentiate *isim nakirah* and *isim ma'rifat* in Arabic mastery Arab.
4. Learning Strategy: include medium of instruction, and closing.
5. Learning media: discourse text and worksheet.
6. Evaluation: oral test, written test and observation.

Learning Procedure

1. Medium of instruction: Lecturer explains the goal and procedure of learning activity.

2. Learning Activity:
    a. Students read and translate the discourse. They should understand vocabulary, *nahwu* and *sharaf*.
    b. Students speak and write in Arabic that contain *isim nakirah* and *ma'rifat*. For speaking and writing, students should understand vocabulary, *nahwu* and *sharaf*.
    c. Students investigate grammar in discourse about isim *nakirah* and *ma'rifat*.
    d. Lecturer explains words and sentence structure which is not understood by students, clamp down the discussion, and makes evaluation.
3. Closing: Lecturer takes the conclusion, gives the post test and home work.

Implementing the Model

Implementing the integrated learning model of chapter 1 held on third weeks after arranging and assessment the design by Arabic textbooks expert and lecturer. Learning activity is held by lecturer based on steps in design of model.

Learning activity is started when the lecturer asks one of students to read the discourse that is gave. The lecturer explains or discusses words which are not understood by students. After that, lecturer asks another to translate the discourse. In case of necessity, they make discussion to get the best translating.

Next, the lecturer explains or discusses grammar *(nahwu* and *sharaf)* that appears in discourse. *Nahwu* investigation in chapter 1 are using *isim nakirah*and *ma'rifat*. Working through grammar is held with lecturer asks students to find *isim nakirah*and*ma'rifat* that is found in discourse and make discussion to investigate and understand the grammar specifically.

Then, lecturer asks students make conversation *(muhaddatsah)* in pairs turn taking by using sentence that contains *isim istifham*. After that, students write *(insya')* some sentences which are also contains *khat tsulutsi,*with checking by discussion for correcting the errors in writing those sentences.

Next, the lecturer gives test of chapter 1 learning result that already prepared. The test is checked in lecturer's house after learning activity has done. The result is published in next meeting. The result can be seen below.

Table 3. Post Test Result of Learning Teaching Process of *Jumlah Ismiyah*:
Isim nakirah and *isim ma'rifat*

Number	Score (x)	F	Fx	%
1	20	1	20	7
2	30	2	60	14
3	40	4	160	28
4	50	1	50	7
5	60	1	60	7
6	70	1	70	7
7	80	3	240	21
	90	1	90	7
Total		14	750	100
Mean = 53,40				

The table shows post test result of learning teaching process of *jumlah ismiyah* a bout *isim nakirah* and *ma'rifat* in STIT At-Taqwa has mean 53,40. Most of the students get score 60 (57%). The others get mean 50 (43%).

Before the learning teaching process is end, lecture and students are asked to give comment about implementation of the integrated learning model. The comments are told by fulfill the questionnaire. The comments result can be seen below:

Table 4. STIT At-Taqwa Lecturer and Students' Perception on
Learning and Teaching Process of *Jumlah Ismiyah: isim nakirah* and *ma'rifat*

Number	QUESTIONS AND OPTIONS	LECTURER	STUDENTS F	STUDENTS %
1	Discourse/Material:			
	a. Very interesting	-	5	17
	b. Interesting	1	20	66
	c. Quite interesting	-	5	17
	d. Less interesting	-	-	-
	e. Not interesting	-	-	-
2	Learning Strategy			
	a. Very easy to follow	-	11	37
	b. Easy to follow	1	18	60
	c. Quite easy to follow	-	1	3
	d. Less easy to follow	-	-	-
	e. Can not follow	-	-	-
3	Implementation of Learning Model:			
	a. Very easy to follow	-	3	10
	b. Easy to follow	1	9	30
	c. Quite easy to follow	-	14	46
	d. Less easy to follow	-	4	14
	e. Can not follow	-	-	-
4	Evaluation and finishing:			
	a. Very easy to fulfill	-	8	27
	b. Easy to fulfill	1	20	67
	c. Quite easy to fulfill	-	2	6
	d. Less easy to fulfill	-	-	-
	e. Cannot fulfill	-	-	-
	Total	1	30	100

Based on the table, perception that are given to lecturer and students in learning and teaching process of *jumlah ismiyah* about*isim nakirah*and*ma'rifat* for discourse/material component has interesting (66%), very interesting (17%), quite interesting (17%). For learning strategy component, it has status as Easy to follow (60%), very easy to follow (37%), quite easy to follow (3%). For implementation component of learning model has status as easy to follow (46%), easy to follow (30%), less easy to follow (14%), very easy to follow (10%). And for evaluation component and finishing has position as easy to fulfill (67%), very easy to fulfill (27%), quite easy to fulfill (7%).

Evaluation of Implementing Model

Evaluation of implementing model is gained by observation to learning activity. Observation result which implemented on chapter 1 experiment are:
1. Lecturer does not explains overview about contain of discourse, goal and learning activity which is held.
2. Lecturer cannot implement learning activity appropriate with model design of integrated learning yet.
3. Most of students cannot follow learning activity yet as necessary, especially in material mastery.

Revision

In doing revision, researchers make discussion with lecturer who implement it to know the obstacles in the experiment, and become suggestion to correcting the mistakes for next chapter. Discussion result can be seen below:
1. Researchers should hold discussion with lecturer about the steps of implementing the integrated learning model.
2. Lecturer should explain overview, goal, and learning activity.
3. Lecturer should make students more active in the learning-teaching activity.

Table 5. Recapitulation View of Student Mastery Level

Number	NAME	PRE-TEST	POST-TEST	DIFFERENT
01	AF	60	80	20
02	HG	61	80	19
03	NA	52	80	28
04	NF	56	90	34
05	AS	21	50	29
06	DR	18	40	22
07	HA	10	20	10
08	IT	36	70	34
09	LA	12	40	28
10	RN	20	40	20
11	SN	30	60	30
12	SU	21	40	19
13	TP	22	30	8
14	YA	09	30	21
Total		428	750	322
Mean		31	55	23

Based on the table, it can be concluded that mean of student ability before use the textbook is 31, whereas after use it, they get mean score 55, and the difference is 23.

Conclusions

Textbook is book that is used in learning-teaching process. Text book is also known as *Buku ajar*, *buku materi, buku paket*, or manual book. To be a textbook writer, it can be started by these stages: 1) Read and beat out the *Standar Kompetensi* and *Kompetensi Dasar (SKKD)*. *SKKD* is standard of book content that refers to curriculum which is used.

1. Arrange concept map. Concept map is systematic of distributing material refers to *SKKD*, a certain kind table of content.
2. Collect materials which relevant with *SKKD* to explain related to concept map/mind map. The material should related to educational step, actuality, conspicuousness, utility, and exclusives.
3. Read text books which pass *BSNP* to get inspiration and make modification.
4. Understand assessing instrument of text book that is chose by *BSNP*. It is because every textbook should be assessed by BSNP to get the similar content standard.
5. Foster the material as the concept map. It is better to start from language level which is already mastered.
6. Apply the material coherent on one chapter/unit for finding the mistakes.
7. Ask the others for giving the stricture or input.
8. The book is ready to publish.

Based on perception results of *Nahwu* textbook which are given by lecturer and students on learning-teaching process experiment of *jumlah ismiyah* about*isim nakirah*and *ma'rifat*, discourse/material component has status as interesting (66%), very interesting (17%), quite interesting (17%). For learning strategy component has position as easy to follow (60%), very easy to follow (37%), quite easy to follow (3%). For implementing the learning model component has quite easy to follow (46%), easy to follow (30%), less easy to follow (14%), very easy to follow (10%). For evaluation and finishing component has position as easy to fulfill (67%), very easy to fulfill (27%), quite easy to fulfill (7%).

Based on the pre-test result, it can be concluded that means of students' ability before use the textbook is 31, whereas after use the textbook, they get mean score 55, distinguishing power is 23.

Acknowledgement

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