

BOOK REVIEW

Penataran Pendidikan Bahasa Arab di IPT (*Upgrading the Arabic Education at Higher Learning Institution*). Editors: Mohd Shahrizal Nasir, Muhammad Sabri Sahrir, Zulazhan Ab. Halim, Mohd Firdaus Yahaya, Nurazan Mohamad Rouyan. Terengganu: UNISZA Press, 2017. 190 pages. ISBN 978-967-0899-60-2.

The field of Arabic education is one of the most important fields of study in Malaysia from various levels of Diploma, Bachelor, Master until Doctor of Philosophy. Its importance is a crystal-clear evidence as Arabic is being taught at various levels of education from kindergarten, primary, secondary, and university to public or private HEIs. Thus, the chapters in this book were compiled, edited and published by UNISZA Press. It aims at sharing current issues related to Arabic language educators and lecturers in Malaysia. This book contains nine systematic chapters beginning with discussions about teaching materials, teaching and learning methods and assessment of learning outcomes. This should be the focus of all parties in efforts to improve the quality of Arabic Language Education in Malaysia. Chapter 1 entitled Arabic Language Teaching and Learning at Malaysian Higher Education Institutions: Selection of Ethics and Evaluation. The discussion in this chapter focuses on the selection and evaluation of teaching and learning materials in Arabic for educators. This discussion ensures that the materials selected for the use in teaching and learning (TnL) sessions are part and parcel with the teaching objectives to be achieved at the end of the TnL session in general, and at the higher learning institution in particular. The selection also must be systematically and structured to create interest in the students. In addition, this chapter also emphasizes the use of a procedural model ASSURE to assist educators in making and selecting TnL materials.

Chapter 2 discusses the importance of development a higher learning institution in TnL Strategy model for Arabic Rhetoric in Malaysia by highlighting effective *Balaghah* TnL strategy model to be applied. This chapter begins with the definition and importance of studying Arabic Rhetoric known as *Balaghah*, especially for students majoring in Arabic Language and Islamic Studies. Subsequently, the major issues and concerns within the *Balaghah* TnL were uncovered by highlighting several previous studies related to the *Balaghah* TnL in Malaysia. Drawing on the issues that arise, this chapter proposes that the *Balaghah* TnL in Malaysia is be given a fresh breath by developing a model of *Balaghah* teaching and learning strategy. One of the main purposes of the construction of this model was to ensure the true objective of the *Balaghah* TnL, which was to achieve the fulfillment of the Arab literary aspirations successfully. Some effective *Balaghah* teaching suggestions are also highlighted based on suggestions made by *Balaghah* educators and scholars in Malaysia. Chapter 3 was written by exploring field studies related to the study of students' interest in MARA University of Technology (UiTM), Alor Gajah Branch Campus, Melaka on Arabic language learning. This study studied student attitudes towards Arabic language learning at UiTM Alor Gajah, Malacca. Hence, this chapter looks at UiTM students' interest in learning Arabic as they come from various backgrounds in learning this language. Based on the findings of the survey distributed to 175 students of UiTM Alor Gajah Campus, Melaka, there are several key factors that can be linked to students' interest in learning Arabic, including psychological factors that include interest and encouragement from parents, teachers and friends. Environmental factors also play an important role in shaping students' interest because the appropriate and conducive environment for learning the Arabic language is certainly capable of generating enthusiasm, interest and motivation among students. Therefore, there is a dire need to apply effective teaching methods and strategies in Arabic language learning.

Chapter 4 which entitled Using Quizlet.Com in the Arabic language TnL process, addresses a topic related to the use of technology in TnL of languages, namely using a specific online application that is available called Quizlet.Com. This chapter discusses the basics related to Quizlet.Com as an effort to introduce this application and examples of its use in TnL of languages with accompanying illustrations and examples. Each function in the Quizlet.Com application is explicitly described in the procedure. At

the end of this chapter, based on the responses of students who used this app, it is found that the students not only feel more comfortable in language lessons, but they are more active and excited to learn. Naturally, technology applications can engage students in focusing on the subject they are learning. Chapter 5 discusses a topic related to using of e-portfolio applications in TnL of Arabic. This is because the level of technology utilization in the Arabic TnL process for Arabic teachers is still not encouraging. This is due to a number of factors such as teachers who teach Arabic more comfortable in choosing the traditional method than the latest method. This application utilizes the technology medium in the TnL process and the low level of computer literacy among Arabic teachers. As such, this chapter proposes the use of e-portfolios that store all documents or files in electronic form either on DVD, USB drive, online and Cloud storage, and the final output (assignment) of an electronic portfolio with the help of a computer. E-portfolios serve as a medium today to bring together student work in a way that is easier to manage than in the past. This electronic web-based platform also provides educators with a new alternative to assessing their students' performance and performance over time.

Chapter 6 outlines the aspects of translation assisted by technology in Arabic that uses the Google Translate application theoretically and practically along with possible improvements. This chapter discusses the Utilization of Google Translate for Arabic-Malay translation in order to accommodate multiple user guide of machine translators when translating the Arabic text into English. This study was derived from the translation of ten newspaper headlines in the Arab and World News sections of the online Arabic newspaper, al-Ahram, based in Cairo, Egypt. This chapter found that the use of Google Translate is capable of generating a well translation of Arabic-Malay. This is because translators and editors can manipulate the huge corpus of Google Translate translation corpus data to improve translation outcomes. Chapter 7 entitled 'Confusion *al-Thuna'iyyat al-Sughra* of Arabic word among Malay students' in the discussions of similar letters in the Arabic pronunciation as it is translated as pair minimal in English. This chapter also highlighted that at least nine couples of confused pronunciation occurred among Malay students who are also non-native Arabic speakers. This chapter also focuses on the importance of training students to pronounce the letters correctly. This is to avoid confusion with the listener because the errors in Arabic pronunciation can lead to a change in meaning, thus disrupting the communication process. Therefore, teachers and students need to play a role in correcting this error to improve Arabic language skills by using clear and precise pronunciation of their Arabic letters. In the end, the effort was able to produce students who are fluent in Arabic language skills.

Chapter 8 is related to the implementation of using animation in Arabic language TnL. This chapter discusses the use of animation as TnL aids in Arabic language. By implementing animation as an innovative medium of Arabic TnL, it creates an atmosphere that can influence student achievement. This chapter summarizes the findings of students' perceptions of the use of animation in Arabic language TnL by diploma students at Sultan Zainal Abidin University (UniSZA) and MARA University of Technology (UiTM) at Kuala Terengganu Campus, Terengganu, Malaysia. The findings discussed in this chapter show that students' perceptions are high as they respond positively to the use of animation in Arabic language learning. Chapter 9 discussed the learning of Arabic Syntax by using Smart Mapping. This chapter focuses on the importance of utilizing Smart Mapping in Arabic language learning classes. This study was conducted based on some negative perceptions among students of Arabic language learning, particularly among non-native Arabic speakers. The negative perception that often haunts students' thinking is that Arabic has a very complex and complicated language element. This situation can be overcome if the Arabic language TnL process is implemented via a more creative approach such as using Smart Mapping. A total of 22 undergraduate students in Arabic Studies at the Faculty of Languages and Communications, Sultan Zainal Abidin University (UniSZA) have used this Smart Mapping in the study of Ibn 'Aqil Syntax Text Study (BAS3063). The results showed that there has been a positive improvement in the level of student mastery of Arabic language after using Smart Mapping.

In a nutshell, all topics contained in this book are suitable for reading and scholarly reference for those

in the field of Arabic Language Education, regardless of who are they from students, educators or researchers. Therefore, it is hoped that this book will assist readers to understand all topics being discussed, as well as open a new area of exploration in Arabic research. Such efforts to improve the TnL of Arabic language through the production of this book will also enhance students, especially in higher learning institutions, to learn the Quranic language in a smartest way. However, one of the aspects that can be studied further at this time is the 21st century TnL in Arabic education at the Malaysian higher learning institutions which the authors of this book did not touch upon in particular.

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