The Content Analysis Of The Self-Learning Module On Arabic Reading Comprehension Strategies

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Abstract: The use of reading skills strategies among students learning the second language is one of the factors contributing to the excellence of students in their field of study. Reading comprehension skills strategies is the main thing to be emphasized by both students and teachers. This is because reading is a basis in the acquisition of knowledge. However, recent studies have shown that knowledge, usage, teaching and learning of reading skills strategies among Arabic language students and instructors are at a disappointing level. This leads to the lack of Arabic language proficiency among students, especially in their reading skills, although they have long been learning the language. The purpose of this study is therefore to analyze the content of the self-learning Arabic reading comprehension strategies before designing and developing this specific module. This study will analyze the Arabic text reading comphrehension strategies used by excellant students in Islamic studies and identify module contents through the selection of reading comprehension strategy models that are appropriate to the module's objectives. This module will be designed to help the reader to improve the pace and accuracy of Arabic reading comprehension especially for students, instructors or readers who have basic Arabic language such as grammar (nahw), morphology (sarf) and semantics (balaghah). The data collection techniques are qualitatively, which is obtained from three interviewees who excel in the field of Islamic studies. Data collection methods involve semi-structured interviews. The interviews is analyzed by way of reducing, displaying, drawing conclusions and verifying data. The findings show excellent Islamic studies graduates using metacognitive strategies while reading. Although they do not specify the reading strategies model, the steps they use during reading activities are in line with the SQ3R (Survey, Question, Read, Recite, Review) This finding also confirms that learning foreign language strategically is able to improve reading comprehension. Hence, the self-learning module on Arabic learning strategies will design upon the adaptation of SQ3R reading strategies.

Index Terms: Teaching Arabic, Language Learning Strategies, Reading Strategies, self-learning module

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1 INTRODUCTION

Arabic is the mainstream language of Islamic society around the world. It is used to study, acquire and develop various fields of science, especially the field of Islamic studies. This language is the language of the Quran and al-Hadith which is the main source of Islamic studies since the time of the Prophet (S.A.W). Therefore, the teaching and learning of Arabic especially reading skills is very important in the teaching and learning process of Islamic studies especially to foreign speakers who follow the field. The first revelation revealed to the prophet Muhammad (S.A.W) in surah al-Alaq (verses 1-5) shows the importance of reading skills for the acquisition of knowledge. Reading skills in the context of this study are interpreted by Syed Qutb (1992) in Fi Zilal al-Quran as a learning and teaching demand to acquire and spread knowledge for the glory and self-development of a human being. The use of the word iqra '(read! by you) in this sura instead of isma' (listen to you), shows that the acquisition of knowledge needs to be through an active activity -such as reading- which requires understanding, observation, research and interpretation. It is different from listening activity which is characterized as passive activity (Kazmi, 2005). Furthermore, the study of the five verses in surah Al-Alaq also indicates that reading is divided into two types, namely, first, reading without texts (as happened to the Prophet (SAW)) and secondly, reading according to the written text as when reading the tafsir al-Quran (Shihab, 1996)

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While reading materials cover all the useful and accessible ways of various media symbolized as al-Qalam (the pen) which is the most effective and dominant tool or material towards the acquisition of knowledge (Qutb, 1992). This suggests that the elements associated with reading are types, materials and reading media are also indirectly highlighted in surah al-Alaq. The views of modern scholars in the field of Language instruction for foreign speakers are also almost in line with the concept of reading as cited in surah al-Alaq. They think that reading activity is a complex process of skill. It involves cognitive aspects that emphasize recognition, interpretation and perception of printed or written material (Giesen, 2001). According to Goodman (1971), reading is a psycholinguistic process that begins from the reader observing the words found in the texts until the meaning is formed based on observations. Reading involves metacognitive aspects that lead to thought, understanding, research, and assessment. It is a process made by the reader to obtain any information that the writer wishes to convey through the media of the word or the writing language (Tarigan, 2008). Hence, it is a dynamic yet complex process that includes the ability to read quickly, understand, and remember every fact presented and make a wise and critical interpretation (Nik Farhan et al., 2010). The interpretation of the surah al-Alaq by subsequent commentators, has led to the discovery of a more complete reading concept, which is the way to carry out the reading more effectively. The repetition of the word Iqra' in the sura according to al-Maraghi (1945), refers to a more effective reading activity in the heart and soul of a person through repetition of reading. Mastery of reading skills and acquiring knowledge through reading activities will not be achieved unless through the process of repetition of reading materials to make readers capable and talented (malakah). This interpretation of al-Marāghī is in line with Ibnū Khaldūn's view of the essential principle of mastering the art of skill - the repetition of a skill's activity over and over again- to acquire

malakah (ability or talent) (Ibn Khaldun, 2017). Hence, the concept of reading has been complemented with an important element in reading skills, which is the reading strategy symbolized by the repetition of iqra'. Now, the reading strategy is known as one of the branches of Language Learning Strategies (LLS). LLS becomes one of the current topics that are being talked about among researchers and foreign language educators. This is because, LLS is considered to be effective in addressing the problem of teaching and learning language weakness for non-speakers such as Arabic learned by Muslim communities in Malaysia. LLS is an action taken by students to help them understand, remember and produce activities to manage language learning covering all types of language skills (Chamot 1998). Effective and appropriate use of LLS will make the learning easier, fast, fun, independent, effective and can be modified accordingly (Oxford, 1990). In addition, the strategy of reading skills is also defined as mental processes selected by readers for use in achieving reading tasks in the form of an action, or a series of actions used by readers to build meaning during the reading process (Cohen 1990; Garner 1987). It is a series of tasks that the reader thinks to build the meaning of the reading material. The task is a combination of some form of action that the reader needs to do and can be diversified and adapted to the content, readability and reading quality of the material, to optimize the understanding (Macaro & Erler, 2008). LLS began to be debated in more detail by educators and researchers who questioned and sought answers to the question of why a student was able to master the learned knowledge well while some were incapable of doing so. Furthermore, what was taught to them using the same instructors, materials and teaching techniques (Oxford, 1990). The questionnaire started with the discovery that LLS applications during the teaching and learning process, both inside and outside the classroom, were among the major factors contributing to the excellence of students in their studies (Rubin, 1975; 1987). Furthermore, studies on LLS from various aspects have been carried out in more detail. Among the incredible findings is, LLS can be taught and learned. This finding is a starting point for solutions related to the phenomenon of weakness in the mastery of students learning second language or foreign language as a medium of acquiring knowledge. (Macaro, 2001; O'Malley & Chamot, 1990; Oxford, 1990; Kamarul Shukri, Mohamed Amin, Zamri & Nik Mohd Rahimi, 2009). The LLS instruction for foreign speakers was CONDUCTED through LLS training programs adapted from LLS used by excellent language learners. The LLS usage training program has a positive impact on students' performance in the second language teaching and learning process (eg. Grenfell & Harris, 1999; O'Malley & Chamot, 1990; Oxford, 1990; Cohen, 2003; Mohamed Amin , 2000; and Macaro, 2001). Looking at the effectiveness of LLS on the improvement of language proficiency, some researchers have proposed and implemented the LLS study approach in the form of model development or language learning strategies, especially for teaching the second language or foreign language. (Chamot, Barnhardt, El-Dinary & Robbins, 1999; Chamot & O'Malley, 1994; 1996; Oxford, 1990; 2011; Rubin & Thompson, 1994; Wenden & Rubin, 1987). In fact, the Malaysian Ministry of Education has also produced a special teaching reading modules for teachers (KPM, 2001). Thus, the LLS study of reading skills is expected to have a greater impact to solve problems related to the mastery of Arabic reading skills among non-speakers of the language.

2 RESEARCH PROBLEMS

In the context of developing teaching and learning modules, the focus of the study shows that the teaching and learning modules need to be systematically developed as an effective teaching and learning tool (Richey, Klein, & Nielson, 2004; Seels & Richey, 1994, Sidek & Jamaludin, 2005). However, systematically constructed teaching and learning modules based on module development models are still lacking. Teachers need resources and guidance to further develop their knowledge and skills in language teaching in a student-centered environment. However, not many instructional program developers are able to provide clear guidelines for language teaching. Program developers often fail to provide clear guidelines for effective teaching activities, especially for language teaching that requires teachers to practice more effective teaching (Gunn, Vadasy, & Smolkowski, 2011). Therefore, many developers of foreign language modules cannot produce quality and effective modules. In the context of the teaching of Arabic reading skills for foreign speakers, Arabic language teaching modules are widely used at all levels of study, primary, secondary and tertiary studies. Because of that, "teachers are required to provide effective instructional processes and facilitate the students to have learning experiences through instructional model designed in accordance with the development and the aspect of multiple intelligences. It is in line with the philosophy of the foundation of instructional technology" (Koderi & Syahrial, 2018). In fact, in designing a teaching module by following a theory or design model, it facilitates the development of the module because the theory and model of the development of the teaching module guides developers in accelerating the material development process, facilitating communication among members of the design team at all phases of design and development of teaching modules. Analyzing the appropriate contents of the self-learning module is the first phase of the development of module (Seels & Richey, 1994). Therefore, it is hoped that the content analysis of the self-instructional module can design effective and motivational reading comprehension strategies, that can help students who have basic Arabic language from various programs of study at Higher Education Institutions to improve their reading ability and understanding the academic texts in Arabic. This is because the learning modules provide the students with the desired knowledge by providing them with the experiences, information and the facts that can enrich their ability in reading and understanding of the text. In other words, this study is a solution to the problem of the decline in reading comprehension of Arabic texts among Muslim students especially in Malaysia and for foreign speakers in general, through the teaching and learning of language-based learning strategies.

3   OBJECTIVES OF THE STUDY

The purpose of the module content needs analysis is:
- to identify the common reading comprehension strategies used by excellence Islamic graduates, to be selected, customized and loaded in the self-learning module on Arabic reading comprehension strategies called MPK SPMBA (Modul Pembelajaran Kendiri Strategi Pemahaman Membaca Bahasa Arab). This step is to

ensure that the content of MPK SPMBA is based on the use of LLS required by non-Arabic speaking students to understand Arabic reading texts.
- to analyze the Arabic text reading comphrehension strategies used by outstanding students in Islamic studies.
- to Identify module contents through the selection of reading comprehension strategy models that are appropriate to the module's objectives.

4   METHODS
In this study, semi-structured interviews were used to obtain data from three excellence graduates of Islamic studies. In order to ensure that this partial structure of the interviews was conducted in advance, a set of open-ended questions was provided by the researcher in advance of the goals to be obtained for each interview. Interviews with three excellence graduates who have been awarded the best student of Islamic Studies Program at the Higher Learning Institution, are intended to obtain information on the LLS that they use to successfully master Islamic studies. The questions are as follows:
- What factors led to their success in mastering Islamic studies excellently?
- How is their learning style in general?
- What strategies are used when studying Arabic notes or reading materials?

The use and frequency of outstanding LLS graduates is selected as the basis for choosing a model that is similar to the LLS used. The reading model will form the basis for the discussion of topics in the MPK SPMBA that cover most of the content of the module.

5   RESULTS
As a result of these interviews, there are four main strategies identified by the graduates. In each of the main strategies there are several strategies or support strategies to realize the success of the main strategy. The four main strategies are used in a series of steps: (1) a brief overview of the book or text reading to understand the main topic of discussion of the reading material; (2) developing questions related to the topic of text discussion identified in step one; (3) read paragraph by paragraph, paragraph by paragraph to identify the key content of each paragraph; and (4) recall important information or content. Explanation of each of the key strategies and substrategies used is as follows:-

5.1   Make a brief overview of the reading text
At the beginning of the reading, all three respondents briefly reviewed the contents of the book or text, such as reviewing the title, first and last paragraph of a short text reading or a brief overview of the abstracts for reading journal articles. As an example of the statements by all three excellent student respondents (RPC1, RPC2, RPC3) when answering questions, what strategies were used when reading?

RPC1: Lamhatu naẓar (reading at a glance) ... there is no reading activity just to survey what content is in the book.

RPC2: ... see fihris (content list), titles and subtitles. I read at a glance the comprehension questions ... then I look for answers while reading the text....

RPC3: ... first read the title, muḥtawayāt (content list) and synopsis…

They also do a quick survey to identify the main topic of the discussion of the material or the reading text before reading the details, such as the following statement:

RPC1: Take a quick look at this short text to find out what the text wants to say in the first place.

RPC2: ... we should first know what is the general topic of the text before reading in details.

5.2   Develop questions related to the main topic
The second step is to ask what is contained in the text that has been surveyed. This step is based on a common topic of text discussion such as the following statement:-

RPC1: I'll ask about the contents or subtopics of what I want to know in the text or books.

RPC3: When I look at the title, I make the assumption that there must be some related things that I want to know about the topic. For example in the title of how to buy and sell in Islam, I ask (question), is there a condition for the sale in this topic? I keep thinking of those (topics) in this book… and keep looking for what I want to know from the book.

5.3   Read in detail
The third step is to read in more detail. The detailed reading techniques used were reading text paragraph by paragraph to understand and identify the key content of each paragraph. In each sentence read, the respondents focused on words they already knew for comprehension purposes. They continued reading even though the words were unknown to the end of the paragraph. Respondents used techniques of guessing and minimizing the use of dictionaries as follows:-

RPC1: Read what is understood from a complete sentence, rather than read word by word….so when we understand, it's easy for us to guess the meaning of difficult words..there's no need to always look at the dictionary ... save time.

RPC2: Try to understand the text in one paragraph after rounding out the words you don't understand ... and then guess what they mean by looking at the dictionary again.

RPC3: Read one paragraph first and guess the meaning ... read sentence after sentence ... leave unknown meaning words ... keep reading ... sometimes when I finish reading a page, I just can really understand what it means in the text.

Respondent 2 also outlines the benefits of using the technique. For this female respondent, the technique used made her more motivated to keep reading.

RPC2: Yes, I feel more motivated. When we use a lot of time to refer to the meaning in the dictionary, we feel lazy and lead us not motivated to read Arabic text ... feeling

much better looking text Malay language the same topic with the Arabic text.

All three respondents also used the technique of making important content notes while reading, such as the following statement:

RPC2: When reading sentence after sentence, make important content or make notes. I take all the key phrases ... put them in the form of a point.

RPC1: The technique when I read it ... pen and paper will be on the side ... note the important point.
RPC3: If you read the text ... there are three ways ... the first time we read the text is to have a vocabulary book ... write an interesting quotation that we can use.

According to one respondent, he also searched or scanned certain words or information while reading. They made the following statement

RPC2: We need to keep finding what we want to know from the text ... from the issues that arise when we already know the general topic of text.

RPC3: If there is a question at the end of the text, I read the question first and try to find the answer in the read text.

5.4 Recall important content or text content
Respondent 1 (RPC1) and Respondent 2 (RPC2) use the same strategy during recall, which is to record notes either in the form of brief notes or in mind maps such as the following :

RPC1: During the recall we need to rewrite what we remember. If what is written is incorrect, we need to re-read it to remember it ... stick to the brain ... and I will rewrite it in a short notebook ... in the form of a mind map ... in one paper has one topic ... the main topic sits in the middle, followed by the subtopics

RPC2: First, write down what we remember and then rewrite it. Lastly, check the words in the text again so that no important ideas are left.

Respondent 3 (RPC3) uses the recite technique (tasmi') to recall what is understood as the following statement:
RPC3: The way to remember is to teach others. Read aloud (tasmi ') for others to hear.

6 DISCUSSIONS
From the LLS analysis of reading comprehension of Arabic texts from excellent graduate respondents, the researchers found that all respondents used four main categories of reading strategies. While the support strategies for each step during the reading activity are quite different. All of them use metacognitive strategies when reading to understand texts such as strategies for guessing and reading at a glance. This shows that they know how to control their cognitive processes and are able to manage and organize them well so that they can optimize their understanding quickly. Based on the literature analysis, students are more likely to use SPB more often, aware of the SPB used and the ability to choose the

appropriate strategy based on the given language assignment. This has been acknowledged by Oxford, Cho, Leung & Kim (2004) that identifiable strategies used by outstanding students can be taught to weaker students and can serve as a reference to other students. In the context of education at tertiary institutions, reading skills are used to understand, acquire and further master the knowledge. Therefore, the skills required by them are the strategies for reading comprehension that are appropriate for the purpose of their reading. Hence, this study concludes that the reading skills of Arabic language reading are very important for students in Islamic studies to master their field of study. From the data analysis of MPK SPMBA content requirements, researchers have found excellent Islamic studies graduates using metacognitive strategies while reading. Although they do not specify the SPB model used, the steps they use during reading activities are in line with the SQ3R (Survey, Question, Read, Recite, Review) model, as shown in the following table:

Excellent graduates	SQ3R
• skimming • Questioning the text content • read in detail and note important content • recalling the important content	• survey • question • read • recite • review

7. CONCLUSION
The use of reading skills strategies among students learning the second language is one of the factors contributing to the excellence of students in their field of study. Reading comprehension skills strategies is the main thing to be emphasized by both students and teachers. This is because reading is a basis in the acquisition of knowledge. However, recent studies have shown that knowledge, usage, teaching and learning of reading skills strategies among Arabic language students and instructors are at a disappointing level. This leads to the lack of Arabic language proficiency among students, especially in their reading skills, although they have long been learning the language. This study has analysed the content of the self-learning Arabic reading comprehension strategies used by excellent students in Islamic studies and identified module contents through the selection of reading comprehension strategy models that are appropriate to the module's objectives. This module will help the reader to improve the pace and accuracy of Arabic reading comprehension especially for students, instructors or readers who have basic Arabic language such as grammar (nahw), morphology (sarf) and semantics (balaghah). SQ3R is the earliest documented reading model. Recognized methods and theories after SQ3R are the expansion of the SQ3R model. Studies on the effectiveness of using SQ3R for understanding texts are still ongoing. This shows that SQ3R is a popular reading model at all times. It is a comprehensive reading model and summarizes the application of metacognitive strategies that are warmly spoken at present. Hence, the content of MPK SPMBA is adapted from five major strategies or five reading stages from the SQ3R reading model. While

the sub-strategies for each level will also be adapted from the strategies used in the SQ3R model and excellent graduates. There are several LLS reading skills identified in this model based on cognitive theories such as skimming and scanning techniques, chunking techniques and schematic activation techniques (previous knowledge of readers) or also known as schematic mapping techniques (linking text with prior knowledge). The use of the strategy is adapted to Arabic reading skills. Hence, the process of building the essence of the module is guided by cognitive theory. Metacognitive theory is also a guide because of its close association with cognitive theory. Cognitive theory is related to what is happening in thinking, while metacognition is linked to the ability to set strategies and to regulate cognitive activities in accordance with the situation.

8 ACKNOWLEDGMENT

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