

ISSUES IN TEACHING AND LEARNING ARABIC RHETORIC : A LITERATURE REVIEW

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ABSTRACT

Arabic Rhetoric is one of crucial subject to teach in Arabic Language Education Program as well as semantic and morphology. By mastering and understanding Arabic rhetoric, students and learners can produces correct appropriate sentence and beautifully word. However, there are some obstacles in teaching. The qualitative approach has been adopted in conducting this literature review. This study concludes that problems encounters in teaching Arabic rhetoric the selection of objectives, contents, examples, teaching method and assessment. This study also provides suggestion to ensure the implementation of teaching Arabic rhetoric. Accordingly, in order to provide coordination for this subject among students Institute of Higher Learning, a Arabic Rhetoric module needs to be developed and presented. This is a result of the fact that a large number of higher education institutions lack a dedicated Arabic Rhetoric. This immediately leaves a gap in Arabic Rhetoric 's own teachings. In addition, a successful teaching strategy needs to be designed and rearranged in order to meet the teaching and learning aim.

Keywords: Arabic Rhetoric, Teaching ,Learning

A. INTRODUCTION

One of the key elements of Arabic literature is Arabic Rhetoric, which must be studied by all Arabic language students in educational institutions. Additionally, acquiring Arabic Rhetoric is an essential part of becoming an Arabic language expert. However, the lack of a specially designed Arabic Rhetoric curriculum has made it problematic for students to fail this subject. Discussion on the issue of Arabic Rhetoric mastery among school students has been a pertinent since the 90s. Past literature has reported that students generally face difficulties in mastering the subject(Zakaria et al., 2020) (Zaki et al., 2019; Ibrahim et al., 2019; Hasan, 2014; Samah, 2006) particularly on topics such as haqiqah and majaz, majaz mursal, and isti'arah (Ibrahim et al.,2019). In addition, students in public universities have also recorded medium to low mastery level towards Arabic Rhetoric (Hanim et al., 2014)(Ramadhania, 2023). The study's conclusions demonstrate that students' mastery of Arabic Rhetoric information is low, and this is because the strategy, methodology, and mode of instruction are ineffective and unsuitable for students at public higher education institutions.

Current studies on teaching Arabic rhetoric shed light on a number of difficulties and strategies, especially for non-native speakers. Research highlights how integrating contemporary technology and interactive techniques might improve

education (E. Salem et al., 2020; Abdul ghaffar Samae & Rusdee Taher, 2024). According to Abdul ghaffar Samae and Rusdee Taher (2024) and Muhammad Saleh et al. (2022)(Shabriyah & Nuruddien, 2022) there has been an improvement in student comprehension and engagement through the usage of PowerPoint presentations and language games. Scholars also emphasise the necessity of an all-encompassing curriculum that takes into account the special requirements of non-native speakers (Abdul Hakim Abdullah, 2014). Dr. Ahmed Hassan Mohamed Ali (2023) examines the relationship between Arabic rhetoric and several facets of contemporary life, as well as the rhetoric's cultural and historical background (Halima Benmama, 2021).

The issue's biggest shortcomings, according to Ariffin (1999), (Fadila et al., 2022) are found to be in the instructional methods and exercises used to address it. Memorising definitions should not be the only emphasis of teaching and understanding Arabic rhetoric (Hakim & Mustafa, 2016). Moreover, the learning methodologies placed less emphasis on the application component and instead concentrated only on memorising concepts and instances (Rosni Samah, 2006). According to Abdul Hakim Abdullah (2008), the majority of Arabic rhetoric students merely paid attention to the techniques rather than how they might be employed in speaking and writing. As a result, it limited their comprehension of the lessons the teacher was teaching (Sopian et al., 2013; Muhammad et al., 2006). This implies that the application component of Arabic rhetoric instruction and learning should take precedence over.

Thus, this argument supports the potential of computer-based teaching materials to improve students' performance in learning Arabic rhetoric. Given the points raised, students are less motivated and interested in learning Arabic rhetoric, but this paper thinks that these issues can be resolved by incorporating technology into the teaching and learning process. This is consistent with the findings of Hamid (2012), who created the prototype of " Arabic Rhetoric Arab" (Arabic rhetoric) and found that learning Arabic Rhetoric through technology was both effective and satisfying. As a result, research must be done to design and develop an application with improved quality and efficacy to facilitate students' learning so that they can comprehend and later apply Arabic Rhetoric. Research Objectives. The objectives of the study is To identify issues in the learning approach of Arabic Rhetoric subject among form students.

B. METHODOLOGY

The methodology for this research is primarily based on a comprehensive literature review, which involves the systematic identification, selection, and analysis of existing studies related to the subject of interest. The aim of this methodology is to critically evaluate and synthesize the body of knowledge surrounding the teaching methods, challenges, and developments in the field of Arabic Rhetoric education. The literature review is structured according to the following key steps:

The literature reviewed was gathered from a variety of academic sources, including peer-reviewed journals, conference papers, books, and credible online

academic databases such as Google Scholar, JSTOR, and others. The selected studies focus on: Methods and strategies of teaching Arabic Rhetoric, Challenges in Arabic Rhetoric education, particularly in higher education institutions and Pedagogical innovations and approaches in language and rhetoric teaching.

The time frame of the selected literature ranges from older foundational studies to recent research within the last 10-15 years, ensuring both historical context and modern advancements are considered.

The collected data from the literature were analyzed through thematic analysis, where the main themes, findings, and conclusions were extracted and categorized. The following key themes were identified: The traditional methods of teaching Arabic Rhetoric (e.g., lecture-based, rote learning). The challenges students and educators face in understanding and applying Arabic Rhetoric concepts. Innovative pedagogical approaches (e.g., contextual learning, collaborative learning, technology integration).

After identifying the key themes and trends in the literature, the findings were synthesized to provide a comprehensive overview of the current state of Arabic Rhetoric education. The synthesis includes: A comparative analysis of traditional versus innovative teaching methods. An assessment of the gaps in current pedagogical practices and the need for modernized approaches. Recommendations for future research and improvements in teaching Arabic Rhetoric based on the findings from the literature.

Through this literature review, the research aims to contribute to a deeper understanding of the pedagogical challenges and potential advancements in teaching Arabic Rhetoric, providing a foundation for future research and practical application in this field.

C. FINDING AND DISCUSSION

Rhetoric is a crucial art form in the various stages of learning Arabic, particularly for non-native speakers, as it naturally blends two essential elements: science and art. These elements are crucial for the learner's personal growth, as rhetoric incorporates educational elements like cognitive, emotional, and Additionally, some computer skills are acquired, enabling learners to access some of the functions of the Arabic language. Learners are also exposed to the language's intricacies and secrets, and their critical and taste judgements, as well as their capacity for differentiation, are developed, enabling them to persuade and influence others. Rhetoric is meant to increase information Children of learners rely on logical perceptions for their studies rather than study materials.

According to Mohamad Syukri et al. (2018), to enhance students' interest in mastering Balaghah (Arabic rhetoric), teaching methods and techniques need to be modernized and diversified. The ineffective and unsuitable approaches, strategies, and methods used in teaching Balaghah at higher education institutions are among the factors contributing to students' weak grasp of the subject (Syukron, 2023)(Mohamad Syukri et al. 2021). Hakim (2008) (Hakim et al., 2020)observed that Balaghah teachers often rely on traditional lectures to deliver lessons, reflecting a conventional and

passive approach to teaching. Religious teachers, including those who teach Balaghah, continue to use teacher-centered methods influenced by traditional pedagogy, where the teacher provides information primarily through lectures, and students absorb it through passive listening (Raja Hazirah and Najihah 2021).

Shuhaidah et al. (2014(Mufid, 2020)) also highlighted that one of the obstacles to achieving the goals of teaching and learning Balaghah is the reliance on memorizing definitions, without fostering the appreciation or application of the beauty and subtleties found in the expressions studied. Therefore, context-based methods that emphasize communication and collaborative activities among students are believed to help develop their creative and critical thinking skills while learning Balaghah. Teachers can apply these approaches to make the learning process more engaging and effective (Raja Hazirah and Najihah, 2021).

Non-Arabic speakers face difficulties in learning rhetoric, prompting the development of technological solutions such as computerized software for self-learning. The use of textbooks filled with lengthy textual discussions solely complicates students' understanding of the subject of Arabic Rhetoric. The subject of Arabic Rhetoric is somewhat difficult to learn compared to other Arabic language subjects. However, with careful planning, a variety of strategies, techniques, and approaches used by Arabic Rhetoric teachers indirectly greatly influence students' interest in and mastery of this subject. Therefore, teachers teaching this subject must wisely plan, research, and understand the best and effective teaching practices that can be used to foster students' interest in Arabic Rhetoric teaching and learning. (Nikula et al., 2016)

The knowledge of Arabic Rhetoric is assumed as the knowledge to assess and measure students' level of speech quality as well as to identify aesthetic angle in each of the speakers' words (Zakaria et al., 2020) (Nikula & Marsh, 1998). Students should not only utter eloquent and aesthetical words but should also be able to appreciate and uncover hidden meaning, especially those included in the Al-Quran. This talent and skill are retrieved from effective learning on the knowledge of Arabic Rhetoric which covers the methods and appreciation of Quranic verses, beautiful expressions from the hadith, or prose, as well as wholesome effort to understand and appreciate them to the best possible (Elaish et al., 2019).

Although the Arabic Rhetoric subject is seen as the spearhead in developing students' character, its implementation in schools has been considered less successful because the teaching provided is more centred on the cognitive component, not the emotional and psychomotor components (Nuha & Musyafa'ah, 2023). As a result, the students seemed to be able to get religious knowledge, not practice it. Meanwhile, traditional teacher teaching methods, focusing on teachers rather than students, make learning uninteresting for students. Arabic Rhetoric teachers must determine ways or strategies that allow students to be fully involved in this learning activity. Giving assignments, holding discussions, asking questions, encouraging students to dare to express their thoughts, and conducting evaluations or assessments are examples of the conditions in question. Providing a learning environment that allows students to exercise creativity indicates high-quality learning.

In response to the obstacles and issues faced in the field, students are actively participating by providing input to reduce these problems to the Arabic Rhetoric teachers as a solution to improve teaching techniques. This is to ensure that students can easily understand the Arabic Rhetoric material effectively. Some of the suggested solutions include: the teacher reading the book and then explaining the material from the chapter that has been read, followed by the teacher giving instructions to the students to practice reading the Arabic Rhetoric book and practicing writing Arabic sentences on the whiteboard (Zakaria et al., 2020)

Mohamad Syukron et al. (2023), which found that, to attract students' interest in mastering the science of Arabic Rhetoric, the teaching methods and techniques used need to be renewed and diversified. Approaches, strategies, and teaching methods of Arabic Rhetoric that are less effective and suitable among students in higher education institutions are one of the causes of students' weak mastery of Arabic Rhetoric (Syukron, 2023). According to Hakim (2020), Arabic Rhetoric teachers always practice the lecture method in delivering Arabic Rhetoric lessons. This indicates that religious teachers, including those teaching Arabic Rhetoric subjects, still use conventional and passive approaches influenced by traditional teaching and learning methods that focus solely on the teacher. Teachers are seen only to deliver information through lectures while students receive the information through listening (Hakim et al., 2020). Furthermore, Shabriyah et al. (2022) stated that one of the factors hindering the achievement of Arabic Rhetoric teaching and learning goals is the use of memorization concepts in teaching and neglecting the cultivation and application of the beauty and secrets found in the expressions learned in this field. Therefore, a contextual-based approach emphasizing communicative and collaborative activities among students is believed to develop students' critical and creative thinking skills when studying this subject and can be applied by teachers.

D. CONCLUSION

This paper reviewed recent studies about difficulties in teaching and learning Arabic Rhetoric. The studies show that there are some obstacles face by non-native speaker. The teaching methods and techniques used need to be renewed and diversified. Approaches, strategies, and teaching methods of Arabic Rhetoric that are less effective and suitable among students in higher education institutions are one of the causes of students' weak mastery of Arabic Rhetoric. teaching Arabic Rhetoric subjects, still use conventional and passive approaches influenced by traditional teaching and learning methods that focus solely on the teacher. to reduce these problems to the Arabic Rhetoric teachers as a solution to improve teaching techniques. This is to ensure that students can easily understand the Arabic Rhetoric material effectively. Some of the suggested solutions include: the teacher reading the book and then explaining the material from the chapter that has been read, followed by the teacher giving instructions to the students to practice reading the Arabic Rhetoric book and practicing writing Arabic sentences

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