

Chapter in Book

The Innovation of Arabic Language Learning Through 'Kaifa Haluka' Comic

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Abstract: *The development of the world's information and communication technology makes learning Arabic easier and more flexible and. Therefore, it would be a great loss if this flexibility is not utilized at its best. This is where the comic 'Kaifa Haluka' comes into the picture of classroom learning settings. The bilingual application in the comic, which are Arabic (in transliteration) and English language, has given a fresh and impactful insight in teaching and learning process (PnP). Based on the results of the survey, this 'kaifa haluka' comic has managed to student's language learning and give positive results in Arabic language learning especially terminology and basic phrases learning. The interactive element with the use of Qr-Code as a way to access video also makes it as an advantage and carries a novelty element. This comic has gone through the presentation phase in the Invention, Innovation & Design (SIID) Staff at UiTM Kelantan and won the best invention and commercial product award. It was also presented at the Invention, Innovation & Design Exposition (iiDEX) in Shah Alam. The contribution can be seen when it received a positive response by UiTM Kelantan students as a learning aid and has gone through the commercial stage for foreign users such as Arabic language teachers and the public.*

Keywords: Arabic language learning; innovations, interactive learning; 'kaifa haluka' comic



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1. INTRODUCTION

Smith (2006), said that comics are a combination of text and illustrations that have the power to assist excellent students in learning as well as developing strong imagination. Illustrations act as a clue to what is presented in the text (Nor Sakinah, 2015). In line with that, comics are a tool that has the potential to be used for language teaching and learning at all levels. The findings of a study by Abdul Halim & Norshidah (2017) entitled 'Use of Comics in Teaching towards Communication Skills' shows that there is an increase in students' communication during the teaching and learning process in the classroom with their teachers and peers. According to them, the use of comics as a teaching aid seems to help improve the level of communication skills. In addition to raising interest and focus on the lesson, the use of comics also manages to change some of the perceptions about learning by using a theme and fun method in the classroom.

Mc Cloud (1993) explains in the book entitled *Understanding Comics* that by using comics as a medium we could be attracting the interest of readers because it is easier to comprehend. Its usage at this moment are more than being a leisure reading material, it also acts as an effective learning aid to facilitate a better learning experience. According to Gene (2003), the use of comics has its benefit on education by enhancing the learning motivation, provides visual stimulation, improves the medium of instruction, very popular, and develops thinking skills of the students. He explained that this motivational feature is related to the human natural attraction to pictures that serves to record and maintain students' interest. It is in line with studies done by Abdul Murad (2013) which states that the aspects of motivation can be improved by providing material for learning in the form of comics that matches the students' learning style based on their cognitive ability.

McVicker (2007) through his study entitled *Comic Strip as a Text Structure for Learning to Read* offers a method by making comic strips as a tool for reading skills. According to him, the importance of visual literacy must be acknowledged by making an effort towards improving them. Hence, comics could be used as a tool to develop the skills of visual literacy because it can act as another alternative source to reading materials. Besides that, a study entitled *Connecting Through Comics: Expanding Opportunities for Teaching and Learning* by Bolton Gary (2012) states that the challenge now is for the teachers to create meaningful lesson for the students who are facing abstract learning content. In line with that, he describes on how comics can facilitate learning through alternative learning strategy that includes cognitive aspects, motivation, and information processing.

Havva Yaman (2010) in her article, *Cartoons as a Teaching Tool: A Research on Turkish Language Grammar Teaching*, also discusses the needs for 21st century students to possess communication and critical thinking skills. According to her, ideas from students must be presented not only through writings but also communication technology. She also adds that cartoons and comic books can be good medium for 21st century classroom teaching. Conclusively, comic books have the potential to enhance the teaching and learning process and improve language skills of students. Nor Sakinah (2015) found that the use of Arabic language comic books had improved students' achievement and received positive perceptions from them. This proves that using comic books in Arabic language learning creates interest among the students to learn the language.

3. PROBLEM STATEMENT

One of the major challenges faced by many students learning second language (L2) in academic environment is the lack of usage of the language. (Abdul-Hakeem Kasem, 2016: 41). Learning second language requires commitment, practice, appropriate methodology to understand the foundation of the language and other relevant factors (Muhamadul Bakir, 2007:61). In accord with the statement, *Kaifa Haluka* is used to generate interest among the students to learn Arabic language. According to Muhamadul Bakir (2007: 62), teaching Arabic is not an easy task because the language teachers need to put major effort in improving and simplifying the teaching and learning activities.

4. METHOD

Data for this study was collected using questionnaire which was distributed to 127 respondents who were students of UiTM Kelantan who took Arabic language courses (TAC101 & TAC151) as their elective subjects. TAC101 (Arabic language Level 1) and TAC151 (Arabic language Level 3) are elective courses offered to diploma students. The questionnaire was developed using

Google Form app to ease the data analysis process. The findings of this study are discussed in the next section.

5. ANALYSIS AND DISCUSSION

There were 127 UiTM Kelantan students who participated in this study. The analysis is carried out based on 2 major aspects Usefulness and ease of use of KKH.

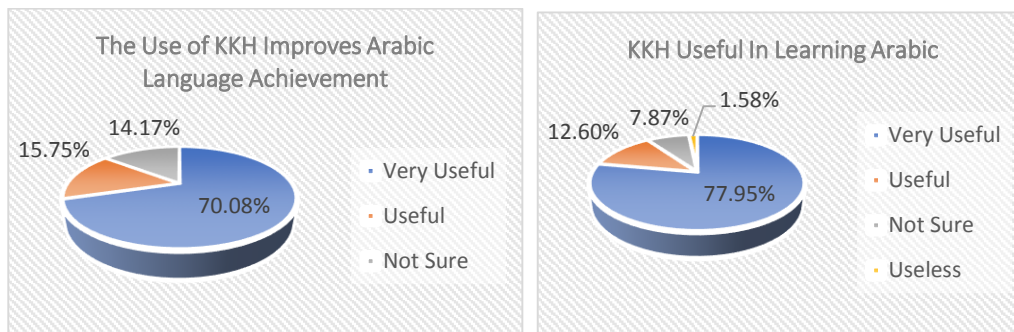


Figure 1. Analysis of Usefulness of KKH

5.1 Analysis on the Usefulness of KKH

Figure 1 shows the results of a survey on the usefulness of KKH. A total of 89 respondents (70.08%) believed that the use of comics improved their Arabic language learning achievement. While 20 (15.75%) and 18 (14.17%) respondents respectively viewed this comic has a positive effect and can be used as an effective medium. In addition, 99 respondents (77.95%) thought this comic was useful in learning Arabic followed by 16 respondents (12.60%) and 10 respondents (7.87%) who were positive with this medium of learning the Arabic language. Nonetheless, only 2 respondents (1.58%) are still sceptical about the usefulness of the comic. Overall, none of the respondents thought that the use of comics did not have a good effect on their Arabic language learning.

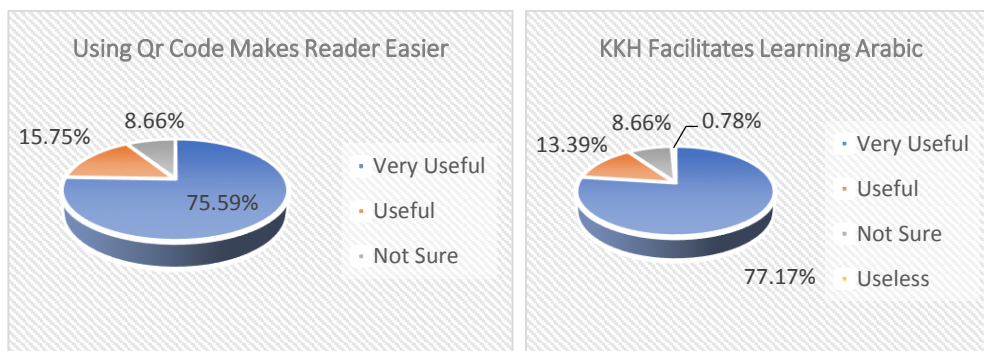


Figure 2. Analysis of Ease of Use of KKH

5.2 Analysis on the Ease of Use of KKH

Figure 2 shows the data on the ease of use of KKH. 75.59% or 96 respondents strongly agreed that the use of QR Code facilitates the reading process. It is followed by a total of 20 respondents (15.75%) whom perceived that it was an easy application to use. While 11 respondents (8.66%) responded not sure about the ease of use of KKH. Based on observation, the ease of use was assessed based on the interactive aspects applied in the comic. This shows that the use of the comic is at a

satisfactory level. One of the reasons is because the reading of KKH not only bound to reading per se but the application interactive concept that comes along with the comic. A majority of 98 respondents (77.17%) strongly agreed that KKH to facilitate their Arabic language learning. This is followed by 17 (13.39%) and 11 (8.66%) respondents respectively agreed that KKH is a positive tool in learning Arabic. There was one respondent (0.78%) who stated that the comic is useless. Nonetheless, it can be concluded that KKH can facilitate the readers to learn the Arabic language.

6. CONCLUSION

The results of the survey show that the use of KKH can improve the learning of Arabic language among the students, especially the students at UiTM Kelantan. Most of the students viewed KKH as having a positive effect and can be used as an effective medium in their learning of the language. In terms of ease of use, students strongly agreed that the use of QR Code facilitates the reading process because it is easier for them to use. The ease of use is assessed based on the interactive aspects applied in the comic. In conclusion, most students strongly agreed that KKH is an instrument that can be employed in learning the Arabic language.

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