

UNIVERSITI TEKNOLOGI MARA

**ARABIC MORPHOLOGY
APPLICATION DESIGN
USING INTERACTIVE ANIMATION**

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Thesis submitted in fulfillment
of the requirements for the degree of
Masters in Applied Language Studies


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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I hereby acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

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ABSTRACT

Teaching of Arabic as a foreign/second language has been getting attention in Malaysia, particularly in the state of Selangor under the Islamic Education sector. Several researches have been conducted by researchers upon which they concluded that the level of Arabic proficiency among students in Selangor has yet to reach a satisfactory level. There are many factors that make the most out of technological advances. This study is intended to build a prototype application using interactive animation in the Arabic morphology subject for students in Form Four under the Al-Azhar curriculum. This Al-Azhar curriculum is currently being used at Sekolah Agama Menengah Jabatan Agama Islam Selangor (SAM JAIS) and Maahad Tahfiz Integrasi Teknologi dan Sains (MITS) in the state of Selangor. This application, among others, will feature interactive animation through text and graphic animation presentation as well as audio with some 2D animation techniques and effect. The interactive element of the application will make it easy to use and interesting. The process of developing this application is based on William Horton's instructional design. There are four levels of model development according to William Horton: analysis, design, build and assessment. The research findings will present the production of a prototype application in Arabic morphology based on interactive animation in compact disc form, and the findings will also prove that learning Arabic morphology through interactive animation is more effective. Towards the end of the research, some suggestions are also being put forward to the relevant authorities pertaining to the improvement of the quality in the teaching and learning of Arabic.

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CHAPTER ONE

PRELIMINARY

1.1 INTRODUCTION

The use of multimedia technology in education has transformed the concept of education and the learning environment in schools into an interactive way. Nowadays, the technology in Arabic Language education has been developed very well. Learning using interactive animations in Arabic language education is an effective alternative to the teaching and learning process (PdP). The use of interactive animations multimedia technology in the learning process can increase motivation, enhance productivity, indirectly support teaching, diversify teaching abilities which are unique, and improve information literacy (Roblyer, 2003). Active involvement in the learning process will provide a deeper understanding and generate higher-order thinking on learning materials to the students in the classroom.

Arabic morphology (الصرف) is a fundamental element of the PdP of Arabic language apart from the Arabic Syntax (النحو), Arabic Rhetoric (البلاغة), Art Studies of Arabic Poetry (العروض و القافية) and Arabic Literary Text (أدب ونصوص). These subjects are among the Arabic subjects being taught in religious government and private schools. Most of the schools in this PdP subject are still using the traditional learning method or are more focused on the use of textbooks and teaching aids that are not in multimedia form. Therefore, this research is a merit to the active learning strategies using interactive animation to attract students to learn Arabic language.

As a result of the development of this interactive animation application, besides learning from teachers and friends, students can use it for the purpose of self-learning through their ability to respond spontaneously.