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Cultural Forms on Arabic Language Textbook “al-Kitab fi ta’allum al-‘arabiyah”

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Abstract

This research aims to identify the cultural elements contained in al-kitab fi ta'allum al-'arabiyah textbooks. The method used in this research is the content analysis method by examining the cultural forms contained in the textbook. The depth analysis is used to examine the vocabulary, sentences and context in the al-kitab fi ta'allum al-'arabiyah textbook. This research proves that in the textbook al-kitab fi ta'allum al-'arabiyah has several forms of culture, such as customs, clothing, food and beverages, as well as family relations and Arabic proverbs. This research is important because the textbook contains elements of culture. It can support Arabic learning by paying attention to the development of understanding of culture to improve communication competence in Arabic language teaching and learning.

Keywords: Culture, Textbook, Arabic Language

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi unsur kebudayaan yang terdapat dalam buku teks al-kitab fi ta'allum al-'arabiyah. Metode yang digunakan dalam penelitian ini adalah analisis isi dengan mengkaji bentuk-bentuk kebudayaan yang terdapat dalam buku teks tersebut. Analisis dilakukan secara mendalam terhadap kosakata, kalimat dan konteks dalam buku teks al-kitab fi ta'allum al-'arabiyah. Penelitian ini membuktikan bahwa dalam buku teks al-kitab fi ta'allum al-'arabiyah memiliki beberapa bentuk kebudayaan, seperti adat istiadat, pakaian, makanan dan minuman, serta hubungan keluarga dan peribahasa Arab. Penelitian ini penting dilakukan karena buku teks mengandung unsur-unsur kebudayaan. Hal ini dapat mendukung pembelajaran bahasa Arab dengan memperhatikan perkembangan pemahaman terhadap budaya untuk meningkatkan kompetensi komunikasi.

Kata Kunci: Kebudayaan, Buku Teks, Bahasa Arab

INTRODUCTION

Arabic language teaching is often confined to classroom environments and also the lack of interaction with native speakers of the target language. As Reinmann

stated that problem can be solve by using texts and materials (textbooks) (Reinmann, 2014). Textbooks have an important role in foreign language teaching. Textbooks play a role in providing information about the culture of the target community. Stephen Billy Olajide states that culture is not monolithic, every author of a textbook has different styles and views in writing the culture in the textbook he made (Olajide, 2014).

Elizabeth Peterson and Bronwyn Coltrane defined culture as an integration of various forms of human behavior consisting of thinking, communication, language, deeds, beliefs, values, norms, rituals, and ways of interacting rules, and the relationships of a group passed on from generation to the next generation (Peterson and Coltrane, 2003). Furthermore Koentjaraningrat defines culture as the whole system of ideas, actions and the work of human beings in the framework of the life of society that made human self by learning (Koentjaraningrat, 1990, 80).

Koentjaraningrat distinguished three forms of culture: 1) culture as a complex of ideas, values, norms, and regulations. 2) Culture as a complex activity of patterned human behavior in society. 3) Culture as objects of human works. Furthermore, Koentjaraningrat states that each community group has a system that serves as a guide for the ideal concept in culture to provide motivation for the direction of life of community members. (Koentjaraningrat, 1990: 186).

The American anthropologists in 1952, Koeber and Kluckohn, critically reviewed concepts and definitions of culture, and compiled a list of 164 different definitions. Apte (1994: 2001), writing in the ten-volume Encyclopaedia of Language and Linguistics, summarized the problem as follows: ‘Despite a century of efforts to define culture adequately, there was in the early 1990s no agreement among anthropologists regarding its nature.

Linguists and anthropologists claim that the form and function of language reflect the cultural value of the community. Language learners need cultural competence to communicate effectively (Larsen and Freeman, 2000: 128). Ahmad Fuad Effendy stated that cultural competence (*kafa'ah thaqaafiyah*) is an understanding of the language culture in sharing aspects, both Arab and Islamic culture and other universal cultures (Effendy, 2009: 72-73).

R. Michael Paige et al mentioned that the goal of cultural learning is to divert the form of learning with the memorizing of cultural’s form to learning with higher results or the learning with the ability to interact (Lange and Paige, 2003: 175). The concept of cultural learning consists of two parts, namely specific cultural learning focused on target community culture and general culture learning which is focused on comprehensive culture (Paige and Jorstad, 2003: 176). Thus, the learning of the general culture will produce students who are tolerant and able to adapt to the cultural differences they encounter.

Cultural learning in language classes has several models. Byram and Taylor stated this model of learning culture, to be: 1) the language enjoyment model, the model that teaches culture by discussing it in the meaning of new vocabulary terms that will be taught. 2) The language skill model, a model that requires the use of language and culture can be separated, at least for learning purposes. 3) The survival model, the model that conveys more cultural information. This model assumes that language and cultural systems are inseparable. 4) The academic model is a test-oriented model of teaching. This is due to the motivation of fulfillment of language competence, then the learning is focused on the linguistic aspect only (Plastina, 2011).

Byram (1993, quoted in Cortazzi and Jin 1999, 197) highlight three general goals of Foreign Language instruction: 1) the development of communicative competence for use in situations the learners might expect to encounter; 2) the development of an awareness of the target language; 3) the development of insight into the foreign culture and positive attitudes toward foreign people.

‘Culture consists of the derivatives of experience, more or less organized, learned or created by the individuals of a population, including those images or encodements and their interpretations (meanings) transmitted from past generations, from contemporaries, or formed by individuals themselves.’ T.Schwartz 1992; cited by Avruch 1998: 17

Therefore it is important for the FL teacher to know what to look for in a particular language textbook in order to decide if it is suitable for attaining the aforementioned goals.

Patrick Moran (2001, 15-18) defined culture’s categories as following: a. Knowing about, relating to cultural information –facts about products, practices and perspectives of the target culture as well as students own; b. Knowing how, referring to cultural practices in the everyday life of the people of the target culture; c. Knowing why, constituting an understanding of fundamental cultural perspective – beliefs, values and attitudes; d. Knowing oneself, concerning the individual learners self-awareness. In other words, students need to understand themselves and their own culture as a means to comprehending the target language culture.

Ildiko Lazar (2003, 20) stated that teachers mention various aspects of culture, which they consider most important in the teaching of a foreign language. These include items such as: traditions and customs; history and civilization; popular culture, legends and myths; stereotypes; geography; religion; beliefs (different ways of thinking and reacting); theory and practice of democracy and individual rights; everyday life and routine, lifestyle and habits (especially of people at the students’ age); socio-politics; art, music, cinema, literature and festivals; contemporary life and civilization; food; social rules and behavior, politeness and good manners, and degrees of formality; the educational system.

Cortazzi and Jin distinguish further between the three types of cultural information to be presented in foreign language teaching materials: 1) source culture materials that draw on the learners' own culture; 2) target culture materials that refer to the culture of the country where a foreign language is used as a first language; 3) international target culture materials that employ a variety of cultures where the target language is used as an international language, namely lingua franca (Cortazzi and Jin 1999, 204).

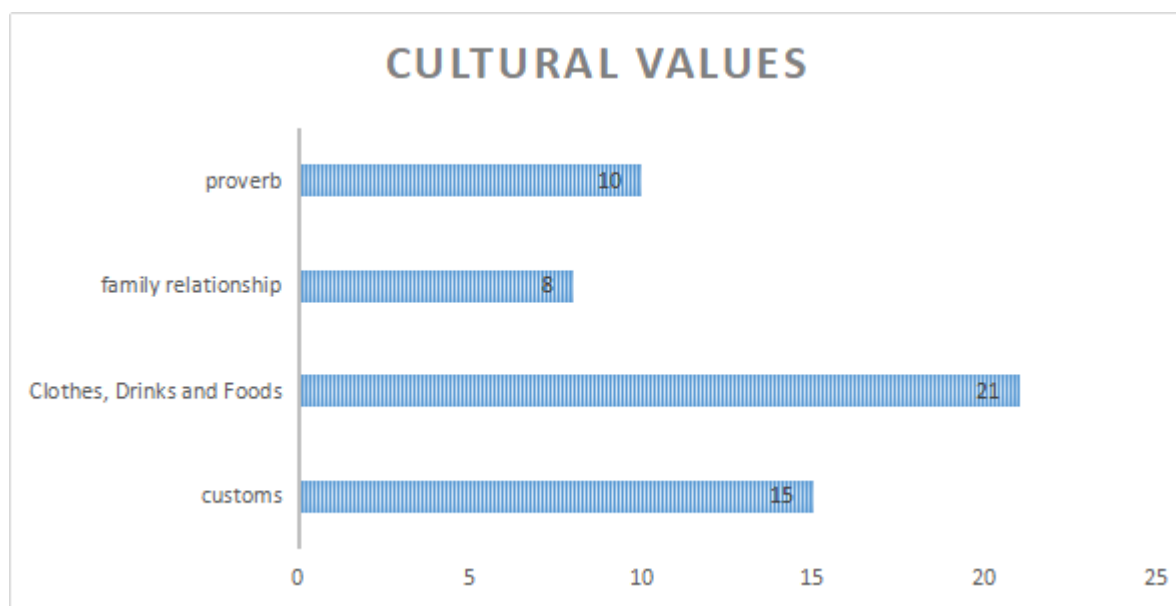
RESEARCH METHOD

This study used a content analysis. Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part. Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language. (<http://www.umsl.edu/~wilmarthp/mrpc-web-resources/content-analysis.pdf>)

In this study content analysis used to interpret meaning from the content of text on Arabic language textbook “al-kitab fi ta'allum al-‘arabiyyah” which is related to cultural form.

RESULTS AND DISCUSSION

As mentioned before, there are the most important cultural forms that should be contained in foreign language textbooks. This study found several cultural forms such as following result:



Teaching cultural forms that is contain a traditions, customs, beliefs and lifestyle of the target nation helps students understand literature better and exposes them to more vocabulary used in the right context. And also, learning about different ways of

thinking and reacting as well as similarities leads students to a better understanding of tolerance, compassion and generosity, and advances their acceptance of others, mutual understanding and flexibility in their way of thinking.

Here is some cultural form that is embedded in *al-kitab fi ta'allum al-'arabiyyah*:

Customs

الترحيب بالضيف يعتبر من أهم العادات في الثقافة العربية

Welcoming guests is one of the most important habits in Arab culture.

يحتفل العرب في كل بلادهم بعدد من الأعياد الدينية والوطنية

Arabs in all their countries celebrate a number of religious and national holidays

من العادات الشرقية أن يقبل الأقارب والأصدقاء من نفس الجنس بعضهم البعض مرتين أو ثلاث

It is an Eastern custom to kiss same-sex relatives and friends two or three times

من غير المعتاد في المجتمعات العربية أن يتبادل الزوجان القبلات أمام الآخري

It is unusual in Arab societies for couples to kiss each other in public

في معظم دول الخليج لا يجوز لنا أن ندخل بالخمير والكحول حتى إذا كنت أجنبيا

In most of the Gulf countries, we cannot go with wine and alcohol even if you are a foreigner

عندما تزوج جدي وجدتي في بدايات القرن العشرين كان من العادات والتقاليد أن يتزوج الشاب من غير أن يرى زوجته أي أن العريس والعروس كان يتعارفان ليلة زفافهما

When my grandfather and grandmother were married in the early 20th century it was a custom and tradition for a young man to marry without seeing his wife, or the bridegroom and the bride were getting know each other on the night of their wedding

من الصعب أن يفهم الناس في العالم العربي أنك قد تريد أو تحب أن تجلس وحدك أحيانا، فالوحدة شيء غير مرغوب فيه في الثقافة العربية

It is difficult for people in the Arab world to understand that you want to or like to sit alone sometimes. Because, being alone is undesirable in Arab culture

شخصيا، أظن أن نظافة الحمام تدل على نظافة المكان سواء كان بيتا أو مطعما

Personally, I think that the cleanliness of the bathroom indicates the cleanliness of the place, whether it is a house or a restaurant

من المعروف أن المجتمعات العربية احتفظت بالكثير من العادات والتقاليد القديمة، ولكن أظن أننا إذا تعمقنا في دراسة هذا الأمر فستجد أن هذه التقاليد لا بد أن تكون تغيرت ولو قليلا طوال هذا الزمن الطويل

It is well known that Arab societies have retained many ancient customs and traditions, but I think that if we study this, we will find that these traditions must have changed a little during this long period.

معظم البنات الأمريكيات يلبسن ما يردن ويخرجن كثيرا

Most American girls wear what they want and hang out a lot

هل البنات المصريات لا يلبسن البنطلون؟

Do Egyptian girls does not wear trousers?

مشكلة مها أنها تحب البنطلونات أكثر من الفساتين ولكن والديها يختلفات معها في الرأي

Maha's problem is that she likes pants more than dresses but her parents disagree with her opinion

في السنوات العشرين الأخيرة حدثت تغيرات كبيرة في العلاقات العائلية في مجتمعنا فالأقارب مثلا لا يزورون بعضهم بعضا كما كان الحال من قبل

In recent years, there have been major changes in family relationships in our society. For example, relatives do not visit each other like before

عندما كنا صغارا كنا دائما نقبل يد جدي وجدتي للتعبير عن حبنا واحترامنا لهما

When we were young we always accepted the hand of my grandfather and grandmother to express our love and respect for them

في الماضي كان الأولاد يقبلون أيدي آبائهم وأمهاتهم احتراماً لهم

In the past, children would kiss the hands of their parents and mothers in their respect

Clothes

مازال معظم عرب الخليج يلبسون الثياب العربية التقليدية

Most Arab Gulf Arabs still wear traditional Arab dresses

في الاحتفالات المغربية بالزواج تلبس العروس عددا من الفساتين الجميلة، وتغير ملابسها عدة مرة خلال الاحتفال

In the Moroccan celebrations of marriage, the bride wore a number of beautiful dresses and changed her clothes several times during the celebration

مازال كثير من الدرروز في لبنان وسوريا يلبسون الملابس التقليدية المكونة من السروال أو البنطلون الأسود والقميص الأبيض

Many Druze in Lebanon and Syria still wear traditional clothes contain of black trousers and white shirts

Drinks

ذا لم تكن قادرا على تمييز الفرق بين طعم الكوكاكولا والبيبسي فهذا شيء غريب في رأي

If you are not able to distinguish the difference between the taste of Coca-Cola and Pepsi, this is something strange in my view!

هذه القهوة خفيفة جداً، كأنها ماء فقط

This coffee is very light, just like water

أحب القهوة الحلوة أو قهوة "سكر زيادة" كما يقولون بالعامية

I like sweet coffee or coffee "sugar increase" as they say colloquially

القهوة العربية ليست كالقهوة الأمريكية

Arabic coffee is not like American coffee

في الصباح نشرب القهوة ونقرأ الصحف

In the morning we drink coffee and read the newspapers

شرب القهوة في الصباح جميل

Drinking coffee in the morning is wonderful

كل يوم، ينزل جدي إلى المقهى حيث يشرب قهوته ويقضي الصباح في قراءة الصحف والمجلات

Every day, my grandfather goes to the coffee shop where he drinks his coffee and spends the morning reading newspapers and magazines

معظم الناس الذين تشاهدونهم جالسين في المقاهي في المدن العربية رجال

Most of the people you see sitting in cafes in Arab cities are men

أنت لا تحب القهوة العربية لأنك لم تعتادي عليها ولكن عندما تعتادين عليها ستغيرين رأيك فيها

You do not like Arabic coffee because you did not get used to it, but when you get used to it, you change your mind!

بعض الناس يستمتعون بشرب القهوة

Some people enjoy drinking coffee

كنت أصحو من النوم كل يوم في حوالي الساعة السابعة صباحاً وكان أول شيء أفعله هو أن أشرب القهوة وأقرأ الجرائد

I woke up every day at about seven o'clock in the morning and the first thing I did was to drink coffee and read the newspapers

في الصباح لا أفطر ولكني أشرب قليلاً من القهوة

In the morning I do not eat breakfast, but I drink a little of coffee

أنا وزوجي نقرأ الجرائد ونشرب القهوة كل صباح

My husband and I read newspapers and drink coffee every morning

أنا لا أستطيع شرب القهوة قبل الفطور

I cannot drink coffee before breakfast Foods

الحمص والتبولة والكبة من المأكولات اللبنانية المشهورة

Hummus, tabouleh and kebbe are famous Lebanese food

الأكل العربي لا يختلف كثيرا عن الأكل الإيراني، فالإيرانيون والعرب يحبون اللحم والأرز والخبز

Arab food is not very different from Iranian food. Iranians and Arabs love meat, rice and bread

كثير من الناس يعتبرون المحشي من أطيب المأكولات العربية

Many people consider that grilled is the best Arabic cuisine

أحب الفلافل وأرغب في تعلم طريقة طنوعها

I love falafel and want to learn how to make it Family relationship

لا تخاطب أولادك بهذه الطريقة وإلا فسوف يخاطبونك بنفس الطريقة

Do not talk to your children this way or else they'll talk to you in the same way

من الواجب على الأولاد مساعدة أهلهم إذا احتاجوا إلى ذلك

Children should help their parents if they need to

الأم تهتم بأولادها كثيرا وتشجعهم في كل شيء

Mother cares about their children a lot and encourages them in everything

حماتي ليست كهؤلاء الحموات اللواتي تسمعون عنهن أبدا، إنها إنسانة رائعة، تحبنا وتهتم بنا ولكن بدون أن تتدخل في أمورنا الخاصة

My mother-in-law is not like those fevers you ever hear about, she's a wonderful person, she loves us and cares about us, but without interfering with our own things

من العادات في عائلتنا أن نجتمع للغداء في بيت جدتي بعد الصلاة

It is our family's custom to meet for lunch at my grandmother's house after prayer

ما هو بيت العائلة بالنسبة لك؟

What is a family home for you?

في أمريكا يترك الشاب أو البنت بيت العائلة بعد المدرسة الثانوية عادة في حين نجد أن معظم الشباب والبنات العرب لا يتركون بيت العائلة إلا بعد الزواج

In America, a young man or girl leaves the family home after high school, while most Arab young men and women leave the family home only after marriage

أحترم صديقنا كثيرا لأنه خالف العادات والتقاليد وسمح لبنته أن تترك البيت وتعيش في مدينة أخرى حتى تكمل تعليمها وتحصل على الدكتوراه

I respect our friend very much because he gains the customs and traditions and allowed his daughter to leave the house and live in another city to complete her education and get a doctorall.

Proverbs

من عاشر قوما أربعين يوما صار منهم أو غادرهم

Who socialize with people for fourty days, he become one of them (loyal) or disloyal to them

خير الكلام ما قل ودل

The best speech is which it is short but meaningful

الصبر جميل

Being patience is good

الصديق من صدقك، لا من صدقك

A friend is he who always shows the truth to you, not the one who always justify you
هناك مثل عربي مشهور يقول "الإنسان عدو لما جهله" أي أنه من الصعب جدا على الإنسان أن يقبل الأشياء التي جهلها

There is a famous Arab saying, "Man is an enemy of what he does not know", that is, it is very difficult for man to accept things he does not know

رب صدقة خير من ألف ميعاد

Coincidence might be better than a thousand of appointments

من راقب الناس مات همّا

He who closely observes people has died by worrying

الحسنات تذهب السيئات

Goodness erases badness

لا تكن لنا فتعصر أو قاسيا فتكسر

Don't be so harsh that you'll get broken and don't be so soft that you'll get squeezed.

المثل العربي "من علمني حرفا صرت له عبدا" يعبر عن احترام المجتمع للمعلم وأهمية التعليم

The Arab proverb "Whoever taught me the alphabet, I would have become his slave" expresses the respect of society for the teacher and the importance of education

CONCLUSION

Al kitab fi ta'allum al-'arabiyyah gives some cultural forms that related to arabic culture. That cultural form are important to learner for their communication with the community. Language cannot be learned without an understanding of the cultural context in which it is used since "culture is not an independent aspect of language learning or teaching. Culture covers so many aspects that it is impossible to teach everything in limited classroom. Therefore, it is necessary to decide what and how to introduce and to what extent should culture be introduced in accordance with the students' current level of language proficiency

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