Learning Arabic writing skill at Ningxia University China: Analysis study

Ma Ruo Nan

Sultan Idris Education University Malaysia

Suo Yan Mei

Sultan Idris Education University Malaysia

Abstract

This research focuses on the analysis of the in Arabic writing skill at Ningxia University of China. The research focuses on two main questions: how do students are proficient in writing skill, and how can teachers have a good command of the skills of writing. The aim of this research is teaching and learning skill for writing in Arabic lessons. The researchers explained the reasons for error in writing to students. This research was based on the collection of information for world scholars and their theories. This research was used by observation and questionnaire for digital analysis, according to the observations of writing skill and by the data analysis, the researcher will benefit from the teaching and learning skill of writing in Arabic in this university. During the case of correct analytical study, the research followed the inductive approach, the descriptive approach and the analytical approach. This research was based on the inductive and descriptive approach for collecting information of the world scholars and their theories. The research analyzes the data to use analytical approach. The research sample consisted of 100 male and female students from this university. It collected 100 copies of the questionnaire for students. The researchers used the spss tool to perform the number analysis. At the end of the research results, in view of the fact that students specializing in Arabic obtained good results in the written tests conducted in this research. The researchers found that students tend to textbooks to acquire the skill of writing in Arabic.

Keywords: Learning. Arabic writing skill,   Ningxia University China

Introduction

 The skill of writing is the best way to express the correct ideas for people, and paragraphs or short sentences contain a lot of information. Everyone has a different style of writing, and each academics has a special style of writing articles, writings, and so forth. However, there is something in one of the academics, professors and students can write articles and writings without mistakes if he does not relate to use the skill of writing.

 The researchers will attempt to analyze the method of learning writing skills and means of learning Arabic in the university.

The researchers connect the viewpoint of the scholar and distribute the questionnaire to the students in the university, to collect the information and analysis to achieve a final result.

This research aims to analyze the learning of writing skills in Arabic for university students in the province of Ningxia. The researcher tries to analyze the learning of writing skills through the content of the writing and writing articles by students in the Ningxia University, and the analysis is established in terms of the advantages and disadvantages of writing in Ningxia Province.

The objectives of this study

This research aims to achieve the following:

To know about learning the skill of writing in Arabic lessons.

To Explain the type of learning in writing skills during the class of the Arabic language at the Ningxia university

To explain the conditions of writing skills in learning Arabic language through the survey.

To express raises the level of writing skill of students on the basis of existing education programs in the university.

To Clarify which writing skills are improved By students.

Literature review

There are many scientific researches concerning about Arabic writing, and these studies mentioned in precedent studies related partly to this subject, which will benefit for researchers in order to accomplish this research. And the precedent study divided into some sides about Arabic language writing skill, knowledge, learning, the current issue of Arabic language writing and the issues of Arabic writing in China.

The Task-based Language Teaching is on the basis of the Arabic teaching method has been studied by Cheng Qi, the designation is Task-based Language Teaching, (Cheng Qi, 2015), The author summarizes and analyzes problems about methods of learning Arabic which are based on tasks and strategy analysis. This research contains a theory of learning method, and the researchers will connect the theory of learning method based on Task-based Language Teaching, also benefit from this theory and expect that teachers apply this method during classes, and the researchers want to know the condition of using this method of teaching language in classes. As well as, will discuss some of best ways to learning Arabic writing skills during the writing lessons, and will introduce some questions about Task-based Language Teaching for students. Because of this method, the researcher benefited from the method of writing in Arabic language, and it is appropriate for students in Ningxia University.

 In addition to many Arabic language writings related to this study, there are many writings in Chinese related to this research, for example: "The Case of Teaching Arabic Writing Skills in Universities: Reform and Interpretation" (Yang Hua, 2013).

The skill of writing is an important ability to be absorbed by students major in Arabic, in other words must students are major in Arabic to always training writing exercises. In exercises of writing, students could increase their abilities in linguistic logical thinking, analysis and linguistic expression, and exercise of writing is the best way to cultivate the ability of writing and practical ability at work for students in the future. The author presents the case of learning skill of writing in this study in the present age, and the author points out a great problem about learning skill of writing Arabic language in many universities. The courses in Arabic have increased more and more in universities. At the same time, many teachers find that students are weak in writing skills, in addition, teachers face many problems: intensive lessons, many students just in one classroom, and teaching writing in a tight time. Therefore, the author presents four viewpoints about the skill of teaching writing that teachers need, and learning curriculum in deep and enhance ability of writing, and these viewpoints include suggestions for teaching and learning Arabic writing during lessons.

Teachers should tend to teach the Arabic language to students, and renew the thinking of teaching Arabic language and reform its methods, and attach importance to guide writing and correct the mistakes of the writing and articles of students, teachers must exchange mistakes and problems of the writing with students, more important that the teachers must understand that they will learn about the Arabic writing skill before they teach it. In addition, the problems faced by students in learning writing skills are real, and the author thinks that students raising ability of writing in terms of learning writing skills.

The researchers will summarize problems faced by teachers in teaching Arabic writing during lessons of this study, and uses viewpoints in this study to make observations and comparisons, and these viewpoints consider as an example in the application of learning writing of Arabic. The researchers will use these viewpoints to complete this research..

There is an article entitled "Strategies of learning writing skills for non-Arabic preparatory students" (Husseini, Muhammad, Azmi, 2016), the authors presented a definition of strategies of learning writing skills for non-Arabic preparatory students, this is a study by authors of the important scholars who needs to analyze the problems and propose solutions. The authors provide that the need is to learn Arabic language skills among students institute. Students have mastered the correct writing methods which are of interested to authors its the case of learning writing skills for non-Arabic preparatory students in this study. Therefore the researchers refer to this study as a source of research. Although this background of the study differed with the situation in Ningxia Province. The researchers use observation to analyze students in the university.

Although there are many studies about teaching methods, and there is a different research under the title of: "Language Skills Of Thinking" (Abdul Hadi Abu Hashish and Bensedi, 2009). This research includes language skills of thinking and includes writing of thinking relationships in Module 5. This book helps the reader to understand the writing skill of thinking in the first module, especially in the relationship of memory skills in writing. It is an important skill in forming understanding in terms of sentences structures. After that, this information could help the researchers to understand the writing problems from many sides. Therefore, the researchers found that the viewpoint of writing land thinking skill is related to the new writing methods, and the researchers learn the viewpoint of writing about how to use writing techniques. It is possible that will contact the viewpoint of writing by students to do the comparison and to be benefit from the results of learning Arabic writing skills in the Ningxia university.

The research is titled "Dynamic Assessment of Teaching English In universities" (Zhang Yan Hong, 2013). The author talks about the issue of learning writing in English at universities in China, and the author provides studies on how to enhance the ability of English writing in the class in part two. The author emphasized that teachers encourage students to write specific writings every day to improve ability of English writing. This chapter contains a new method which is the process of component sentences more important than the result, and the teachers must urge students to cogitate the writing process and correct mistakes and complete the writing of the same without interruption, in the words that the right writing skill is the process of complex periodic innovation, because writing skill is not in the minds of students, but the process is that needs to innovate by students without interruption.

The researcher referred to the second chapter in order to benefit from the writing in English, and will use the theories and methods of learning writing in this chapter. These theories and methods will be used as a model for analyzing of Arabic writing skill. The researchers will use theories to present the students' questions in the questionnaire.

4 . Methodology

 The research methodology is the procedure and method used to collect information about writing skills and study programs by reading books for students in Ningxia University. The researcher relies on the descriptive method and the analytical method. The researchers adopt the following main methods to complete this research:

4.1. Induction Method:

The researcher relies on the induction method to collect data and information by the writing skill and information about the background of Ningxia University. In addition, the researcher collects information about the interview of the students at the university.

4.2 Descriptive Method:

The descriptive method is to use references and resources about learning writing skills in Arabic, so that the researchers could benefit from the theories of learning Arabic writing skills. The researchers try to describe the learning conditions of Arabic writing skills in Ningxia University.

4.3 Analytical Method:

The researchers rely on the analytical method to evaluate the questionnaire that the researcher distributes to samples in Ningxia University. Then analyze the result of the writing skill, after the sample tests during lessons.

The researcher divides the questionnaire into three parts:

To demand students accomplish the writings, and then to collect writings and correct mistakes.

To Distribute 100 questionnaires to students, then collect questionnaires and analyze information.

To Analysis learning writing skills through the content of writings and writing articles.

4.4. Collection of Research and Samples:

Chinese students did not study Arabic language before entering university, and began studying from alphabet. Therefore, the research is directed at middle-level students in Ningxia University.

This research is directed at 100 different students who are studying in the classroom in 5-7 lessons in Ningxia University, and the researchers will analyze data through this condition. There are 50 female students and 50 male student's participant in this research.

4.5 Research Tools and Data Analysis and Procedures:

The researchers will collect 100 final examination writing papers from students in Ningxia University. Then, apply SPSS tool to analyze the data. As well as will evaluate the students' writing skill which including sentence constituent, grammatical rules, ability trope, ability of expression, thinking skill, and the understanding of vocabulary.

Beside that the research will conduct the survey, observation and questionnaire in the university, which will be divided into three parts as following :

Test: The research will choose 100 students in the university through the final test in the semester, and the theme of writings is one.

Observation / Note: The research will choose 5 lessons about Arabic writing in Ningxia University to make observation learning, and these lessons are from different teachers. The researchers will record that teachers how to teach Arabic writing skills and methods during these five lessons.

Questionnaire: The research will distribute 100 copies of questions about Arabic learning writing skills to students in Ningxia University. Then, these copies were collected by these students who respond the questions thenm analyzes answers by the SPSS tool. Learning how to learn writing skills in Arabic for students attending this university.

Analyze

In this part, the researchers select the data which conducted the survey and observations on the learning of Arabic writing skill, and connected applied observation to a limited analysis of the study. At the beginning, the researcher presented basic conditions for the Arabic writing expression of students at Ningxia University, and then distributed the questionnaire to the students at the university, after the students answered the questionnaire under the guidance by their lecturers. Each questionnaire is combined to analyze the evidence.

Table 1

Valid Mode N Percent / Valid	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression	Confronting difficulties in learning writing expression
	71.0 yes 100	39.0 reading 100	76.0 Less than three times 100	91.0 yes 100	59.0 One class 100	85.0 yes 100

5.2 This table above contains a summary of the appropriate general answers from the 100 statements. From this table, the researchers know that the students choose the most appropriate answers. The following analysis includes the pattern and the percentage, and by the way the most answers to the statement of the other answers are known of percentage of all.

5.3   According to the first approach, the researchers note that the number of statements who face difficulties in learning writing expression is more than those who do not face difficulties, and 71% of the statement is considered to have difficulties in learning writing expression. Second, the researchers found that the number of the statement who read more than all the skills of listening, speaking and writing, therefore, 39% of the statement is able to read compared to other skills. The third vein explained that 76% of students conduct writing training less than three times per month. In the fourth vein, 91% of students are interested in participating in writing expression. In the fifth vein, the researchers know that the 59% of the sample have a share of learning one share writing expression weekly. It was found in the sixth way that majority of statements have one share writing expression weekly, and 85% of the sample consider that their mistakes in the writing expression of the skill of expression.

5.4   Prove the expression of the statements by using the form and content skills of the students in the paragraph.

Correlations

Table 2

		Confronting difficulties in learning writing expression	The sharing of learning to writing in a week
Confronting difficulties in learning writing expression	Pearson Correlation	1	.443**
	Sig.(2-tailed)		.000
	N	100	100
The share of learning to writing in a week	Pearson Correlation	.443**	1
	Sig.(2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Table (2)indicated that Pearson Correlation and (2 - tailed) .Sig between the difficulties in learning of writing expression and the sharing of learning to writing weekly, the researchers used these two statements to confirm the relationship between the difficulties encountered by students in learning and writing expression.

According to this table, the researchers noted that 2-tailed data are less than 0.01 (2-tailed). These data shows that the number of weekly learning lessons relates to the difficulties, they encounter in learning of writing expression. In this table, the researchers found that data from Pearson Correlation .443 **, and these data showed that the relationship between the number of sharing learning to writing weekly and the difficulties encountered in learning of writing expression.

Exhibition the number and expression of the statements according to the composition of the completed sentence for students.

Table 3

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	16	16.0	16.0
	disagree	9	9.0	9.0
	Not sure	44	44.0	44.0
	Strongly Agree	21	21.0	21.0
	Agree	10	10.0	10.0
	Total	1er00	100.0	100.0

The table 3 indicated that about 25% of students don't understand the types of useful sentence and the method of using it. However, 44% of students are hesitant about the question, and 31% of students fully agree it and. Through these data, the researchers found that most students are hesitant in the question.

Exhibition the number and expression of the statement by situation using the form and content skills of the students in the paragraph.

Table 4

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	11	11.0	11.0
	disagree	22	22.0	22.0
	Not sure	41	41.0	41.0
	Strongly agree	22	22.0	22.0
	agree	4	4.0	4.0
	Total	100	100.0	100.0

According to the table above, the researchers noted that 33% of the students disagree to understand the form and content skills of the paragraph, and way to organize it. 41% of the students are not sure about the question, however , 26% of them agreed that they understand form and content skills of the paragraph and how to organize it,. Hence the researchers realized that most students are hesitant in the question.

Demonstration of lack of exercises on how to write cohesive and specific ideas

Table 5

		Frequency	Percent	Valid Percent
Valid	Strongly disagree	11	11.0	11.0
	disagree	14	14.0	14.0
	Not sure	41	41.0	41.0
	strongly agree	26	26.0	26.0
	agree	8	8.0	8.0
	Total	100	100.0	100.0

From this table (5), the researchers found that 25% of the students disagree to decrease their training on how to write cohesive and specific ideas.,41% of the students are hesitant about these questions, and 34% of the students agree that they should not train on how to write cohesive and specific ideas.. These data show that most students are hesitant in these questions.

Conclusion

6.1. Result

This part includes the results of the analysis and suggestions, and summarizes the researcher three parts through the arrangement of writing quotas and conditions of writing expression of students and information writing expression. It appeared to the study of this research the following results:

The part of students

Through the questionnaire completed by the students, we know the outstanding problem that students always reduce writing expression exercises, and this problem resulted in students weak in writing expression, and students can not express the contents of the exact details. In addition, students generate new ideas in hard writing, and this proves that students are drumming exercises daily and expanding ideas of writing expression.

2) The part of the teachers

On the another hand, the teacher does not attach importance to the writing class, not the inability to teach the writing expression and train the Arabic frequency only, there is research writing expression less than reading, listening and speaking.

The part of writing lessons

Chinese universities are divided Arabic into listening, speaking, reading, writing and translation. Many students did not study Arabic before entering university. Many students learn Arabic in one semester. Therefore, the teacher does not care about writing lessons. Due to the lack of sufficient writing lessons, the teacher neglects to discuss construction with students in writing classes.

The study material side and writing expression information

Because of the subjects and information of writing expression is inadequate in China, leads to lack of study materials and writing expression information. It is worth mentioning that the subjects lack the contents of writing expression and writing skill in detail, so students fail to learn different typs of writing expression.

6.2 Suggestions and recommendations

There are suggestions and recommendations as a following:

1) To students, must increase ability to write through the lessons of writing expression in Arabic, and accumulate enough knowledge of Arabic in the learning process to develop their ability to think in Arabic.

2) to lecturers , must cultivate the ability of students to communicate and improve their linguistic skills in writing expression. At same time, teachers must choose useful writing information for students.

3) To the Ministry of Education in china, should encourage all universities to use the materials writing by Arab teachers.

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