

# Arabic Language for Tourism: Development of Application of Learning Assessment: Based on Hybrid/ Blended Learning

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**Keywords:** Learning Assessment, Arabic For Tourism, Discourse Analysis, Hybrid/ Blended Learning.

**Abstract:** Arabic language has a significant role in expanding and describing the potential of the Middle East area. Historically, the Arabic language had become the “lingua franca” in the Arabic Peninsula. One of the most significant potentials in this area is tourism, especially religious tourism. This research examined the learning assessment in the Arabic language for a certain purpose (Arabic for tourism). The data in this research was several texts about tourism in the Arabic peninsula area. The assessment had two segments: (1) grammatical aspects and (2) discourse aspects. The assessment of Arabic for tourism lesson was implemented using hybrid/blended learning supported by E-learning. The grammatical assessment measured the capability of the student to understand the text about Arabic tourism from the point of view of the units of language such as words, phrases, clauses, and sentences. The discourse assessment focused on the capability of students to investigate the relationship between the function of language and the elements of communication. By elaborating the discourse assessment in Arabic tourism text, the students can determine comprehensively five functions of language in the discourse analysis, such as (1) expressive function, (2) phatic function, (3) informational function, (4) aesthetic function, and (5) directive function. This research will be the main model of Arabic tourism lesson based on the hybrid/ blended learning to develop the application of learning assessment.

## 1 INTRODUCTION

The Arabic language had a significant role in describing the aspects of tourism in Middle East Area. If we discuss tourism, there are three basic discussions; they are (1) level 1; provision, (2) level 2; encounters, and (3) level 3 management. Level 1 focuses in areas of tourism related to the creation of a tourism product, and promotion and selling of typical tourism products. Level 2 focuses on the capability of students to handle face to face contact with a tourist who is on holiday. Level 3 focuses on tourism issues at a basic managerial level (Walker, 2010). This research will examine an Arabic for tourism lesson which was related mainly to level 1: Arabic tourism products, such as the brochures of certain places in tourism areas and then level 2 on the capability of the students to understand the Arabic tourism brochures, especially when they translated the brochures from Bahasa Indonesia (L1) into Arabic language (L2). The term “tourism brochure” or “tourist newsletter” sometimes has the equivalent meaning with the term */nasyrah siyāhiyyah/* (نشرة سياحية). Both level 1 and

level 2 tasks are included in the Arabic tourism lesson which was developed using hybrid and blended learning. This article also described the self-assessment of the lesson in the areas of (1) the capability of the student to understand the grammar and (2) the capability of the student to understand the discourse parts. This self-assessment will be developed into the “action for improvement”. This article also describes the procedures for assessment in this Arabic tourism lesson. It will help subsequent research related to Arabic tourism, learning assessment, and hybrid/blended learning.

Previous research about Arabic tourism based on linguistic aspects had been described by Mansor (2016) under the title “Arabic for Tourism: Guidelines for Linguists and Translators”. Mansor concluded that Arabic for tourism possesses many positive and stylistic and linguistic features, which add to its richness and beauty (Mansor and Salman, 2016). On the other hand, Mansor does not focus on the assessment or hybrid/ blended learning, thus leaving a gap in the research. Previous research about Arabic learning assessment had been conducted by

Melki (2013) under the research title “An Assessment of the Use of the Arabic Language Tools in Knowledge Management”. This paper explores language as a tool to deliver knowledge in Lebanon. The data in this research had been collected using interviews of employees in (1) educational, (2) financial, and (3) tourist enterprises. The results of the analysis led the authors to conclude that the specialized ontologies should be upgraded<sup>[3]</sup>. On the other hand, the localization of some certain terms were helpful in the process of knowledge transfer. From the result from this research, it can be concluded that specialized ontologies and localization had a significant role in the translation process, especially in the process of knowledge transfer. This research did not describe tourism brochures, thus leaving a gap in the research. This gap focuses on the assessment of an Arabic for tourism lesson based on the texts of tourism brochures. Previous study about blended learning had been described comprehensively by Littlejohn (2003) under the title “Preparing for Blended e-Learning”.

This previous study guided this research about the collaboration between e-learning and blended learning. The previous research also discussed about devising blended e-learning activities and documenting e-learning blends (Littejohn and Pegler, 2007). Blended learning is closely related to open and distance learning (non-face to face classroom). Anis (2018) described open and distance learning in Arabic creative writing in a case study of MAN Karanganyar. This research investigated open and distance learning in the Arabic language describing the common mistakes in WSQA (word, sentence, question, and answer) method and its impact to decrease the memorizing method when learning the new vocabularies and the strategies method to minimize the common mistakes in Arabic language when using WSQA (Anis, 2018). Arabic blended learning has been studied by many scholars. Designing an Arabic blended learning environment to teach Arabic writing for non-Arabic speaking young children based on the ASSURE model has been studied by Alnajdi (2018). This blended learning research concluded that writing course (writing improvement activities) took more time than pronunciation and reading courses. Hence, the assessment of a language course should pay more attention to writing skills improvement. Alnajdi’s research suggests that Arabic blended learning using entertaining Google applications on smartphones and tablets could be a useful component of an Arabic language course. Blended learning using these resources would be flexible, to be used anytime and anywhere during free time. Last but not least, the

previous research about Arabic blended learning has been described by Alasraj (2014) in his research under the title “the Effectiveness of Blended Learning in Teaching Arabic as a Second Language”. His results indicate that there is a difference in the learning outcomes and that using a blended learning approach is a more effective way of imparting knowledge. Teachers should therefore be aware that blended learning strategies can enhance their teaching<sup>[7]</sup>. This previous research was not directly about using the blended/ hybrid method in Arabic for tourism. This means this topic has yet to be studied. This study focused on the capability of the students to understand the grammatical aspects and discourse aspects in the Arabic tourism brochures. Both aspects became the foundation for the assessment and evaluation of the Arabic tourism lesson. Optimal evaluation can lead to improvements in Arabic tourism lessons for Indonesian students.

## 2 METHOD

The method of this research was divided into evaluation of (1) the grammatical aspect and (2) discourse aspects of the Arabic tourism blended learning lessons. Blended learning, for the purpose of this study, is defined as a synthesis between *on-line material* and the class meetings (*face-to-face*). The texts used in this research were collected from several texts about tourism that had been translated from *Bahasa Indonesia* into Arabic language and were related to tourism destinations. To assess grammar, the first steps focused on the grammatical mistakes of the students during the translation process from bahasa Indonesia (L1) into Arabic language (L2). 40 tourism brochures had been translated by the students from Bahasa Indonesia into Arabic language. The brochures had been designed using PowerPoint. By studying the texts we concluded that in the Arabic tourism brochures, the discourse aspect could be divided into 5 functions: (1) informational function, (2) expressive function, (3) directive function, (4) aesthetic function, and (5) phatic functions. This discourse aspect is the content or deep structure. On the other hand, there is a surface structure in Arabic tourism brochure which related to grammatical aspects. There are some common mistakes which had been made by the students when translating from *Bahasa Indonesia* into Arabic language, such as: (1) the translation of technical terms, (2) Arabic phrase problems, (3) Arabic clause problems, (4) Arabic sentence problems, (5) word order problems, (6) unfamiliar structures, and (7) source/ target language

structure problems. Thus, it was decided that the assessment of Arabic tourism brochures should be focused on both surface and deep structure, the grammatical aspect and discourse aspect to measure the capability of the students to comprehend the message/content of Arabic tourism brochures.

This research used a qualitative method. The data was analyzed using a descriptive method (describing the structure of language). The method used in this research was divided into three main parts: (1) data collection, (2) data analysis, and (3) data reporting. The data collection uses observations to obtain information about grammatical and (2) discourse translation problems. Miles (1994) indicates that qualitative analysis can be divided into three basic steps, they are: (1) data reduction, in our case, these were the Arabic units of language, such as: words, phrases, clauses, and sentences, (2) data display, in our case, these focused on (2a) common grammar mistakes and (2b) models of discourse then (3) conclusion drawing/ verification using the overview of data, in our case, the data in the table 1.

The third step of analyzing qualitative data activity is conclusion drawing and verification (such as in the table1) (Miles, 1994). Data reduction is part of the analysis. The data was displayed in an organized, compressed form to facilitate conclusion drawing and action. In this research data is displayed in tables and figures to aid the assessment of both aspects. The conclusion of this research was that the

assessment of Arabic brochures can be conducted using both (1) the common mistakes in Arabic grammar, and (2) the implementation of discourse and information flow. Using both aspects is most important as it results in the best quality assessment in Arabic tourism lessons and also in Arabic creative writing lessons, because these two aspects have a significant role in Arabic language teaching and learning.

### 3 RESULTS AND DISCUSSION

The data in this research focused on tourist brochures which had been translated from *Bahasa Indonesia* (L1/source language) into Arabic language (L2/target language) by students from Arabic Department program at Universitas Sebelas Maret, Surakarta, Central Java, Indonesia. E-learning Universitas Sebelas Maret was used in the design of this Arabic tourism lesson as the students accessed the material for the lesson from the web OCW (open courseware) ([www.ocw.uns.ac.id](http://www.ocw.uns.ac.id)) by going to the menu (Fakultas Ilmu Budaya) and then clicking (detail) then (Sastra Arab – Lihat mata kuliah) (Daftar Jurusan Fakultas Ilmu Budaya). A certain lesson, such as Arabic translation or Arabic tourism could then be chosen from the description of the lesson. The lesson material to help students design the Arabic brochures was in the form of PowerPoint, ebook, youtube video, and

Table 1: Overview of Student Translation Problems With Arabic Tourism Brochures

Data number	Tourism Brochures		
	Brochure	Grammatical aspect	Discourse aspect
Data 1	7 best place in Wonogiri	The translation of technical term	Informational function
Data 2	Tour to Berastagi	Arabic phrase problem	Informational function
Data 3	Tour to Saronde Island	Arabic clause problem	Informational function
Data 4	Tour to Saronde Island	Arabic sentence problem	Informational function
Data 5	Tour to Berastagi	Word orders problem	Informational function
Data 6	Tour to Dieng	Unfamiliar structure	Expressive function
Data 7	Tour to Saronde Island	Unfamiliar structure	Expressive function
Data 8	Tour to Anak Gunung Krakatau	Word orders problem	Directive function
Data 9	Tour to Karimun Jawa	Source/ target language structure problem	Directive function
Data 10	Visit Indonesia 2009	Source/ target language structure problem	Aesthetic function
Data 11	Tour to Solo	Source/ target language structure problem	Phatic function

basic tutorials (such as in wikihow.com: *membuat brosur paket wisata*: how to create tourism brochures). The students used this information to design Arabic brochures using appropriate grammar and discourse style.

### 3.1 Arabic Grammar Assessment

Grammar plays a significant role in understanding the surface structure of tourism brochures. Nababan (2012:50) has published guidelines for translation qualitative assessment (TQA) (Nababan et.al., 2012). Translation can be considered accurate when there is no distortion in the meaning of words, technical terms, phrases, clauses, and sentences, from L1 to L2. In the process of blended learning, the feedback from assessment was noticeable. The first problem was in the translation of the words in tourism brochures particularly the name of cities and food. For example when translating words like “Wonogiri”(a city) and “Gaplek”(food) (Data 1) . Some of the students used the technique borrowing to describe these. In this case, the students used a description to explain the word. For example: “Wonogiri is a regency in the southeastern part of Central Java” (ونوكيري: مدينة في (جاوي الوسطى). *Gaplek* is a kind of food made from cassava (كافليك هو الطعام من كاسافا نوع من النباتات). The technical terms in tourism brochures presented a crucial difficulty. A phrase can be looked at from the translation of the individual words such as “paket tour” which became /thardu daurah/ (طرد دورة) (Data 2). Alternatively, the term “package tour” can be translated into Arabic language /richlah munadz-zamah/ (رحلة منظمة) and /chazmah jawwalah/ (حزمة جولة). One problem related to clauses is illustrated in the Arabic clause below (Data 3).

إندونيسيا له جزيرة كثيرة و جميلة التي لم تعرف من قبل

The clause /allati lam tu'raf min qabl/ was an Indonesian construction that is unfamiliar in Arabic language. This clause can be replaced by the word “unfamiliar” (عجيب - غريب). One problem at the sentence level is illustrated in this sentence below (Data 4).

جزيرة ساروندي هو جزيرة صغيرة إتساعها قدر كلو  
متر واحد

This sentence contains a grammatical mistake; the word /jazirah/ was the female nouns, thus the pronoun should be hiya (but in the data above, the students used the word huwa, for the masculine nouns).

### 3.2 Arabic Discourse Assessment

Discourse assessment focused on the five functions of language related to the use of language and act of communication from Geoffrey Leech (1983:49) There are four basics function of language based on their communicative purpose (1) argumentative function (to present argument), (2) descriptive function (to describe things in the external world), (3) signaling function (to communicate information about internal states), and (4) expressive function (to express internal states of individual). Discourse can be categorised in terms of its function. Leech also proposes five models for discourse (1) informational discourse, (2) expressive discourse, (3) directive discourse, (4) aesthetic discourse, and (5) phatic discourse (Kushartati, 2007)

The Information function is related to “the message” or “new information” and is constructed from the source of information or message. This variant of discourse is closely related to truth and value. In the tourism brochures, the information function appeared in the first step, especially when the brochures describe the tour package and so on. The students' problem with the informational function related to the failure of the students to understand the text source (L1). For example when they wanted to translate the information about accommodation/ transportation; “*transportation: ELF 12 seat full AC*” (Bahasa Indonesia). The result was incorrect. The student had translated into Arabic language with the sentence below (Data 5) using Bahasa Indonesia construction. This resulted in word order problems in the target language. The word /majlasah/ was femina and the word /kāmīl/ was mascula. There is no agreement between these words thus, the word order problem. This problem was also caused by the influence of Bahasa Indonesia (source language).

مجلسة كامل مُكَيَّفُ الهَوَاء (السياسة 12  
الوسيلة ELF)

The word /kāmīl/ has the lexical meaning “perfect”, “complete” and “perfect”. It was not incorrect based on lexical choice. The phrase “full AC” is a construction of Bahasa Indonesia. This phrase does not need to be translated into Arabic language using the word /kāmīl/ to express the source language terms. The word “air conditioner” can be translated into Arabic language just using the word “mukayyif” (مكيف) or “takyīf” (تكيف) without the word al-hawā’ (الهواء). The word “transportation” /al-wasīlah/ also was incorrect. The word “transportation” should be translated into /muwāshalāt/ (مواصلات) (Cambridge

English-Arabic dictionary). The students tried to convey new information to the readers, but made grammar mistakes such as the agreement between two words. Thus, these common mistakes can be reduced by blended learning by maximizing grammar practice based on Arabic composition. This practice should be focused on how to give new information to the readers using “informational discourse”.

The second function is the expressive function. Expressive discourse encourages students to practice how to express feelings and attitudes in Arabic composition (writing the Arabic brochures). Expressive discourse also became the main media to appraise how the students arranged an idea or opinion. By looking at the data below, it can be concluded that the students, used the expressive feelings, such as in the data about Dieng plateau. The invitation to go to Dieng can be found from the word /hayya/ (هيا) “come on!”.

هيا بنا... عطلة السنة الجديدة  
DIENG 2014 (Data 6)

The data below is an expression the student's opinion to encourage the reader to go to Saronde Island in North Gorontalo; it can be looked at from the word level /ithmi'nān/ (اطمئنان) “peace of mind”, confidence, and peace (Data 7).

اطمئنان القلوب بجمال الساحل

The third function of language is the directive function. The directive discourse related dominantly with how the students attempted to influence the behavior or attitudes of others. This kind of discourse trained the students to use commands and requests in the Arabic brochures (such as in data 6). Examples of this kind are, *I want to go to Krakatau Mountain*. This function can be elaborated from the data about the description of “Anak Gunung Krakatau” below.

الجبل عناك كراكاتو هو واحد من تراث خرافي، وتقع  
في مضيق سوندا بين جاوا وسومطرة  
الجذب هذا واحد لديه سحر المميز الذي يجعلها  
تبدو مختلفة بين غيرها من عوامل الجذب

*Anak gunung Krakatau merupakan salah satu warisan alam yang luar biasa, terletak di Selat Sunda diantara Pulau Jawa dan Sumatera*

*Objek wisata satu ini memiliki pesona khas yang membuatnya terlihat berbeda diantara objek wisata yang lain (Data 8).*

By looking the data 8, we can observe how the students expressed their feeling about the beautiful scenery of Anak Gunung Krakatau, using the word /al-mumayyaz/ (المميز) “special” in a direct way. Some of the students also used a question to make the directive function (Tour to Karimun Jawa). The use of questions as commands in tourism brochures can be found at ([www.tnlapp.com](http://www.tnlapp.com)), using the question (ما أجمل السكن في الجواز؟ (أجمل السكن في الجواز؟

عطلة؟  
الى اين؟  
وقت فرح  
كاريمون جاوا (Data 9)

The fourth function is the aesthetic function which is focused on the aesthetic aspects, such as beauty. This kind of discourse refers to the messages or information which had a high aesthetic content. Aesthetic discourse can reveal the students' ability to arrange the message in an aesthetic way. One example is the student's use of the word /fātin/ (فاتن) “catchy”. The student tried to employ the aesthetic function by the lexical choice of word. It can also be seen from the word /mursyid/ (مرشد) “guide” (Data 10).

مرشدك الي فاتن الإندونيسيا  
Your guide to fascinating Indonesia

The fifth function is the phatic function. Phatic discourse trains students to arrange expressions to keep communication lines open and maintain social relationships. This kind of discourse related to the smooth communication between people, such as introducing yourself and greetings. Phatic discourse made the brochures more attractive. For example, the phrase /ahlan wa sahan/ as phatic function (*mujamalah*) (مجالمة) grace(fullness).

اهلا وسهلا في سولو  
مدينة ثقافية  
مدينة سياحية  
مدينة تاريخية

## 4 CONCLUSION

This research studied assessment of students understanding of material in an Arabic tourism lesson based on their translation of tourist brochures. The assessment considered, (1) students understanding

the grammar in the brochures and (2) students use of the discourse functions in the brochures. For the first problem, students made some common grammar mistakes in finding the equivalence of technical terms. Systematic assessment is needed to avoid these problems and would improve the quality of the Arabic tourism lesson. Grammar was considered at the word, phrase, clause, and sentence levels. Common mistakes related to: (1) the translation of technical term, (2) inaccurate Arabic phrases, (3) inaccurate Arabic clauses, (4) inaccurate Arabic sentences, (5) word order problems, (6) unfamiliar structures, and (7) source/ target language structure problems. The second problem focused on the discourse aspects related to the five functions of language in Arabic tourism brochures. It was found that the students used five basic functions of language when designing the tourism brochures: (1) informational, (2) expressive, (3) directive, (4) aesthetic, and (5) phatic.

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