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Arabic Creative Writing Learning using WSQA (Word, Sentence, Question, & Answer) Method: An Attempt on Quality Upgrading of Labor Demands

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Abstract

Arabic language has been spoken in the Middle East area since a long time. It is the *Lingua Franca* in this area. Many particular job markets such as construction or manufacturing and housemaid in Arab world require high-grade quality of employees and workers. One of the solutions to get the quality upgrading of employee and worker is the comprehensive foreign-language training. The employees have to speak and write Arabic language correctly. They are made to practice the language skill using the WSQA method. The WSQA (Word, Sentence, Question, and Answer) is a new model for creative writing. To get the best quality of mastering vocabularies, a beginner of foreign-language learning can use the WSQA model to improve the quality of writing and speaking. This article tries to offer the solution of quality upgrading of labor demands under the language training using the WSQA model, especially for the Indonesian employees or workers who have the great desire to get a particular job in the Arab world. This article will elaborate two basic problems, first about the implementation of WSQA method in basic sentence (nominal sentence) in Arabic language, and the second is the improving of writing skill using WSQA method for the employee and workers as the attempt on quality upgrading of labor demands.

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1. Introduction

Mastering the Arabic vocabularies has the significant role in learning foreign language. If someone wants to talk foreign language fluently, in this case Arabic language, he/she should master the basic vocabularies in Arabic language. The basic vocabularies were spreading in the basic sentences patterns in Arabic language. The dominant pattern in the Arabic sentences is 'nominal sentence' or *jumlah ismiyyah.* In his research, Anis (2014:245) had concluded that *jumlah ismiyyah* (Arabic Nominal Sentences) was

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a dominant pattern in the Arabic Newspaper Headlines, such as *Al-Ahram* and *al Wafd* Daily Newspaper. Except, in the imperative sentences, the headline was using the verbal sentences [1, 2]. In this case, to make an understandable way to elaborate both of the basic sentences in Arabic language, we will give some example of nominal sentences and verbal sentences in Arabic language. For in example, the nominal sentence which appeared in the book of *al-Qira'ah ar-Rasyidah*.

Wal-masjidu qarībun minal-baiti

'the mosque is near my home'[3]

Sentence (الجملة) in Arabic Language is a combination of two or more words rendering a useful meaning; the pillar of this sentence is constituted by the information and the subject while any word added to them is called the supplement (El-Dahdah, 1992:2). There are two kinds of sentences in Arabic Language: (1) The nominal sentence (الجملة الاسميّة) starts basically with a noun; its pillar is constituted by a primate (مبتدأ) and a predicate (خبر). (2) The verbal sentence (الجملة الفعليّة) starts basically with a verb; its pillar is constituted by a verb (فعل) and an agent (فاعل) or a pro-agent (نائب الفاعل).

The kernel or basic sentence in Arabic is either (subject + predicate or verb+ agent), such as/asy-syamsu chāriqatun/(الشمس حارقة) 'the sun is burning'. Furthermore, the verbal sentence in Arabic language consist of verb, always in first position, for example/yaktubūna/(يكتبون) or 'they write'. To get the maximal result of the implementation of WSQA method, the data in this research had been collected from the classroom research of the second semester students of Arabic Literature Department. The reason for selecting this data is the representation of second semester student as the new beginner of Arabic Language learning, as same as the new Indonesian employees and workers who will get some particular jobs in Arab world (Middle East). The real condition in the class of the second semester students of Arabic literature Department in cultural science faculty of Sebelas Maret University Surakarta had been concluded that they still cannot arrange the basic pattern of Arabic sentences well, and also they just have lack of vocabularies in their memories. This problem was becoming serious condition after the teacher knows that some of students have a little motivation to study Arabic language. Thus, we should solve this problem by using the cooperative ways in the class, and how to manage the student to get the interesting and comprehensive ways to acknowledge some new vocabularies during they arrange the basic sentences in Arabic language.

The preferring to choose the second semester students is because they are in new condition learning foreign language. They just have a lack of vocabularies, and a little

repertoire about the basic sentences in Arabic language. They also get the Arabic Grammar lesson (Arabic Morphology – *Sharaf* and Arabic Syntax – *Nahwu*) in the second semester period. In a cooperative learning environment, students must be active participants. Through their group, they build a community of learning that helps each other. Cooperative learning has a heterogeneous group member. It means that the group formed by differences in background, ethnic, race, religion, socioeconomic status, and academic skills (Sugiyanto, 2009: 40) [4]. Some students cannot be active in learning Arabic language. They always memorize a new vocabulary individually, so this memorize method was not effective in learning and teaching. So we should find to solve the problems of delivering the new vocabularies and arranging the basic sentences. This research or study has two purposes, they are, such as:

1. Improving the quality of learning to write nominal clause with the implementation of WSQA method by using cooperative learning in the second semester student of Arabic Literature Department FIB UNS Surakarta (to arrange technical procedures of WSQA method.

2. Improving the skills of learning to write nominal clause with the WSQA method by using cooperative learning in the second semester student of Arabic Literature Department FIB UNS Surakarta as a model of quality upgrading of labor demand.

Based on the aforementioned issues, the problem can be formulated as follows: (1) Was the application of cooperative learning models for the second semester students of Arabic Literature Department FIB (Fakultas Ilmu Budaya) UNS in Arabic grammar subject can improve the quality of the process of learning to write nominal clause with the implementation of WSQA method. (2) Was the application of cooperative learning models for the second semester students of Arabic Literature Department FIB UNS in Arabic grammar subject can enhance the students' skills of writing nominal clause with WSQA method.

2. Methods

This research had been used the qualitative method. The data will be analyzed by the descriptive method (describing the structure of language). The methods in this research was divided into three basic parts: (1) collecting the data, (2) analysis the data, and (3) reporting the data. Collecting the data had been used the observation

method to gain the information about WSQA method. This article is a descriptive qualitative research paper. It describes the condition, process, and the connection of important aspects that found in the phenomena of creative writing process using WSQA method among the students, employees, workers and how their response that is be researched. In a qualitative research, interpretation is strongly required to gain the meaningful finding [5]. In a descriptive research, there will be no comparison on the variables as a causal relation, like comparative study [6]. Documentary study or literature study is the collecting data technique that is used in this research. It is a technique where the source of the data is written, either printed or online version [7]. The documents and literature that were used in this research were the references about WSQA method, nominal sentences, labor demand, and quality upgrading of employee and workers.

Inductive analysis is used as the data analysis technique in this research, where there is no need to rise the hypothesis. In this research, the data analysis was done as long as the process of collecting data, not after the collecting data has finished. It must be done to meet the complete finding, so that the collecting data still can be done if there was a shortage of the data [8]. The process of analysis data in this research can be divided into three parts. The first is the observation toward the finding of the research about the implementation of WSQA method and the improving skill of creative writing using WSQA method as the attempt to quality upgrading in labor demand in Arab World. Last but not least is the elaboration on the skill of writing among the students, employees, and workers conceptually based on the need for a great quality of labor demand in the future era.

3. Findings and Discussion

3.1. The implementation of WSQA method

The method of WSQA is delivered to the students, the recruit employees and workers in Arab World to make them more sensitive with the word, sentence, question, and answer in Arabic language. One word is given to the student to be developed into a good sentence, in this case 'nominal sentence' (*jumlah ismiyyah*). This method was examined to the students just to decreasing the method of memorizing the new vocabularies in Arabic language. This method was beginning from getting the word (W) in Arabic language, then arranging the simple or basic sentence (S) in Arabic language. After that, the students try to practice collaboratively and cooperatively using that new

words by arranging the question (Q) and answer (A). This method was regarding as the appropriate method to do the cooperative learning between the students. They can understand one and each other in this method.

The theory used in this method is a theory about the word and the sentence. For the question, can be used the 5 W + 1 H (what, where, when, who, and why) + (how). We can look at the example in Table 2 and in the back of this proposal at attachment 1.

TABLE 1: 5W + 1 H questions in Arabic language.

1	What	(ماذا)/madza/	(ماذا تكتب ؟)/*madza taktubu*/ 'apa yang kamu tulis?'
2	Where	(أين)/aina/	(أين تكتب ؟)/*aina taktubu*/ 'dimana kamu menulis?'
3	When	(متى)/mata/	(متى تكتب ؟)/*mata taktubu*/ 'kapan kamu menulis?'
4	Who	(من)/man/	(من يكتب ؟)/*man yaktub*/ 'siapa yang menulis?'
5	Why	(لماذا)/limadza/	(لماذا تكتب ؟)/*limadza taktub*/ 'mengapa kamu menulis?'
6	How	(كيف)/kaifa/	(كيف تكتب ؟)/*kaifa taktub*/ 'bagaimana kamu menulis?'

Before describing the implementation of WSQA method, it is necessary to gain the information about the previous research which had the near correlation with WSQA method. In this part will be elaborated about some researches which have great connection with this research subjects, they are: (1) the basic sentences in Arabic language, and (2) the cooperative learning. Some of Arabic scholars had elaborated about the basic sentences and Arabic grammar comprehensively, the phenomenal one is Haywood (1965), under his book's title, *A New Arabic Grammar of The Written Language*. Then, the modern one, which has elaborated about the Arabic Grammar, especially Arabic sentences, such as: Ryding (2005), under his modern book, *A Reference Grammar of Modern Standard Arabic*.

Some research had been done deeply about 'the cooperative learning' by some researchers, such as; Sharan (1988) has elaborated about 'Language and Learning in the Cooperative Classroom'. Gillies (2003): 'the Social and intellectual outcomes of learning in groups'. Jolliffe (2007): 'Cooperative Learning in the Classroom Putting it into Practice'. Kagan (2009) had been elaborated about the cooperative learning under the title 'Kagan Cooperative Learning'. The book which has elaborated about the implementing cross-culture pedagogies: cooperative learning at Confucian heritage

cultures was written by Thanh (2014). The first result had the technical description for doing the WSQA method, such as: (a) determining the new vocabularies in Arabic language which is going to be mastered and memorized by the employees, (b) making up the simple and basic sentences using the WSQA method many times over, especially the basic Arabic nominal sentence using the (S+V+O) pattern and basic pronouns (masculine and feminine/first, second, and third person), (c) making up the Arabic question using 5W + 1H method (as in the attachment 1).

Collecting the data had been used by pre-test model to 49 students in Arabic Literature Department in Second semester (2015–2016). 25 students in group A and 24 students in group B. The division of two groups had made easy to deliver the new Arabic vocabularies. This pre-test model had been constructed as follows: (1) elaborating the translation of Arabic vocabularies from Arabic into Bahasa Indonesia and vice versa, (2) the capability for selecting the pronouns in Arabic sentences, and (3) the capability for using the 5W and 1H question (as in the attachment 2).

3.2. Improving the skills of writting using WSQA method

To prepare the skilled occupation, the government should give the employee some trainings and vocation education. One of the solutions to quality upgrading of employee is by doing the language training comprehensively, especially in Arabic language. The employees have to understand and improve the skill of writing and speaking. This article will elaborate the improving of writing skill using WSQA method. This research conducted in the form of classroom action research (classroom action research), the research is the result of collaboration between researchers and lecturers/teachers to improve the quality of learning. Arikunto (2006: 58) argues that action research is an action research conducted with the aim to improve the quality of classroom practice. Implementation of the principles of action research covers six things, namely: (1) the efforts of teachers to improve the quality of learning, (2) conducting the stages which include preparation, implementation observation and evaluation, (3) the study was conducted in accordance with the groove and scientific principles, (4) the problem being addressed is that the real problem in learning, (5) research aims to improve the quality of learning, and (6) learning to solve problems do not only inside but also outside the classroom.

Researchers seek to observe and describe the problems faced by teachers in teaching Arabic Grammar and Arabic Composition and also the need of quality upgrading in labor demands. Then, the researchers tried to provide an alternative attempt to

address these problems. Alternate these efforts are expected to contribute toward the improvement of learning to write essays in class and the next project it will become conceptually the prototype for the employees to quality upgrading in labor demands. The basic process of action research is based on the joint action plan, act and observe individually and together anyway, then reflections on the various activities that have been carried out. In this study researchers together with the classroom teachers as well as teachers with the action plan. Then the researchers with teachers to implement actions based on the agreed action plan. The implementation of activities followed by monitoring the activities of all the events that occur in the classroom. If the result is less the maximum (not in accordance with the achievement of the indicators that have been planned), the researchers determined the re-planning the next action for the next cycle. The strategy used in this research is descriptive qualitative, which aims to explain and describe the existing reality. The researchers try to give overview and explain all the events and actions in the implementation of research results in the form of a written record.

The study of this research will be conducted in the Arabic Department at the Faculty of Cultural Science (Fakultas Ilmu Budaya/FIB) Sebelas Maret University where is located at Jalan Ir. Sutami No. 36 A Kentingan Surakarta, East Java, Indonesia. The participants of this research are the students of second semester in the faculty of cultural science, Sebelas Maret University, and also the lecturer who teach Arabic grammar and Arabic composition. This choice was based on the reason that the students of second semester just have a lack of vocabularies, and the preference of the Arabic grammar and Arabic composition because this research was focused in Arabic basis sentence (nominal sentence/*jumlah ismiyyah*) with has the basic pattern (S + V + O) or (S + P + O). The findings from the data analysis in the classroom had been concluded that the students cannot arrange the Arabic nominal using some names of vegetables, such as: cabe/chili/filfilun (فلفل), kacang panjang/long bean/lubiyā (لوبيا), kentang/potato/bathāthis (بطاطس), mentimun/cucumber, qitsā'un (قثاء). This condition was caused by the different culture between Arabic Language and Bahasa Indonesia. Some of Indonesian employees in Arabic area becomes the housemaid or house servant, thus they must master and memorize some vocabularies about vegetables and fruits well and comprehensively. There are three data sources used as the object of data collection and information in this research. Those data sources are as follows.

1. Informant; Informants in this research are Arabic grammar and Arabic composition/creative writing lecturers for the second semester students at FIB UNS.

2. Event; Event is WSQA method of nominal clause writing learning process by implementing *cooperative learning* model.

Document and Files; Document used as data sources in this research covering observation note during learning process, test result in the form of students' nominal clause patterns, score list, lesson plan, transcript of interview result, and the pictures of learning activities when teaching WSQA method of nominal clause writing in Arabic Language using *cooperative learning* applied in the classroom. Some techniques in collecting the data used as the tools to gather the data in relation with the problems being investigated are as follows.

1. Observation, observing the process of learning WSQA method of nominal clause/ basic sentences in Arabic language writing by applying cooperative learning model to look after the development of the action.

2. Interview, conducting a number of interviews with lecturers and students for their opinions about the process of learning WSQA method/practices of nominal clause in Arabic language writing and also about like and dislike about learning Arabic language.

3. Tests, giving assignments to students to learn WSQA method of nominal clause writing before and after the action with the implementation of cooperative learning models. The test was divided into some parts: (1) mastering the new vocabularies, (b) using the pronouns in Arabic basic sentences (nominal sentence S+V+O), (c) exercising with the 5W + 1H question in the drill method. This patterns had been called by *Engage intellectually with powerful ideas*, and *Reflect on their own learning*.

4. Analysis of documents, seeing or observing and assessing the work of students in writing nominal clause using WSQA method as a continuing practice of writing. The results of this work are in the form of performance assessment of a given test. Assessment of performance is used to determine the development and successful implementation of the action

The analysis technique used to analyze the data that has been collected is a comparative descriptive analysis techniques and critical analysis techniques. Analysis of the data by comparing the test scores among cycles with predefined indicators work of WSQA method in developing the ability of Arabic language writing. Data such as test results were classified as quantitative data. The data were analyzed descriptively, which is analyzed student test scores before using the model of cooperative learning
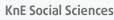
and student test scores after using the cooperative learning model of three cycles. Then, the data in the form of test scores were compared to the results among cycles can reach a predetermined limit achievement.

An indicator to be achieved in this research is the process of increasing the quality and the skills of nominal clause writing in Arabic language by using WSQA method as a continuing practices to develop the ability of writing. The quality of learning can be viewed in terms of process and in terms of results. The learning process is successful if the whole or at least large majority (80%) learners are actively involved, either physically, mentally, socially during the learning process. In addition, students also showed enthusiasm and high spirit toward learning. In terms of learning outcomes is successful if the whole or at least a large part (80%) of students experienced a positive change and high-quality output and gain mastery in accordance with established criteria. After doing the collecting data and information in the class, we have concluded that the enthusiasm of the students had been influenced by the motivation and desire to study Arabic language. There are 49 students in the class and after doing the pre-test, this class was divided into two main groups, 43 students said that they were enjoying and having fun with Arabic language, and 6 students were not interested with Arabic language. Thus to get the best quality of employees and workers in labor demands, we should give them the strong motivation to enjoy the Arabic language. WSQA method is the solution to learning Arabic language interestingly. The students can improve their capability for learning Arabic language using the 5W + 1H question and answer during the process of mastering new vocabularies. Thus, what we had been called by '*Learn creatively*, and *Learn as active citizens'*. How will we get the good labor demands if the employees and the workers didn't enjoy with the Arabic language. The absorption of the material taught high achievement and behavior outlined in the student teaching objectives have been achieved either individually or in groups. Quality processes measured in this study include the feasibility of students in learning, activity and attention during learning, and student motivation when learning activities, while the quality of the result is the students' skills of nominal clause in Arabic language writing using WSQA method.

4. Conclusion

This research had concluded two basic results, they are: (1) the implementation of WSQA method as the basic model of quality upgrading in labor demands and (2) the improving of writing skill using some characters of WSQA method. The first result had

the description technically for doing the WSQA method, such as: (a) determining the new vocabularies in Arabic language which is going to be mastered and memorized by the employees, (b) making up the simple and basic sentences using the WSQA method many times over, especially the basic Arabic nominal sentence using the (S+V+O) pattern and basic pronouns (masculine and feminine/first, second, and third person), (c) making up the Arabic question using 5W + 1H method. This method is very effective to reducing the memorizing of new vocabularies in Arabic language, especially for the new students, employees, and workers in Arab world to face the globalization era, because the WSQA method had some characters, such as (1) *Learn creatively*, (2) *Learn as active citizens*), (3) *Engage intellectually with powerful ideas*, and (4) *Reflect on their own learning*).

5. Funding

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Attachment 1

The Example of WSQA for a new vocabulary about clothing in Arabic Language and its translation into Bahasa Indonesia.

١. حِزامٌ (sabuk) - حزم (bentuk jamak)

٢. أنا أَستعمل الحزامَ (saya memakai sabuk)

أنتَ تَستعمل الحزامَ (kamu (lk) memakai sabuk)

أنت تَستعملين الحزام (kamu (pr) memakai sabuk)

أنتما تَستملان الحزامين (kamu (lk) (pr) berdua memakai dua sabuk)

أنتم تَسعملون الحزم (kamu/kalian (lk) (jamak) memakai sabuk-sabuk)

أنتن تَستعملن الحزم (kamu/kalian (pr) (jamak) memakai sabuk-sabuk)

هو يَستعمل الحزام (dia (lk) memakai sabuk)

هي تَستعمل الحزام (dia (pr) memakai sabuk)

هما يَستعملان الحزامين (dia (lk) (pr) berdua memakai dua sabuk)

هم يستعملون الحزم (mereka (lk) memakai sabuk-sabuk)

هن يستعملن الحزم (mereka (pr) memakai sabuk-sabuk)

نحن نستعمل الحزم (kami memakai sabuk-sabuk/banyak sabuk)

3. أحمد = منْ يستعمل الحزام ؟ (Ahmad = siapa yang memakai sabuk?)

بودي = أنا أستعمل الحزامَ (Budi = saya memakai sabuk)

أحمد = أين تشتري الحزامَ (Ahmad = dimana kamu membeli sabuk?)

بودي = أنا أشتري الحزامَ في السوق (Budi = saya membeli sabuk di pasar)

أحمد = متى تستعمل الحزام ؟ (Ahmad = kapan kamu memakai sabuk?)

بودي = أنا أستعمل الحزام قبل الذهاب إلى المدرسة (Budi = saya memakai sabuk sebelum saya pergi ke sekolah)

أحمد = ماذا تستعمل ؟ (Ahmad = apa yang kamu pakai?)

بودي = أنا أستعمل الحزام (Budi = saya memakai sabuk/ikat pinggang)

أحمد = لماذا تشتري الحزام (Ahmad = mengapa kamu membeli sabuk?)

بودي = أشتري الحزام لاستعماله إلى المدرسة (Budi = saya membeli sabuk untuk dipakai ke sekolah)

أحمد = كيف تستعمل الحزام ؟ (Ahmad = bagaimana kamu memakai sabuk?)

بودي = أستعمل الحزام استعمالا مرتبا (Budi = saya memakai sabuk dengan rapi)

*Section 1 = WORD (W) = Kata

*Section 2 = SENTENCE (S) = Kalimat

*Section 3 = QUESTION & ANSWER (QA) = Pertanyaan dan Jawaban

Attachment 2

The model of pre-test for WSQA Method.

1. Terjemahkan Kosa Kata Berikut ke dalam Bahasa Arab: (untuk W)

   (a) ikat pinggang = ...

   (b) sepatu = ...

   (c) mobil = ...

   (d) gajah = ...

(e) kelinci = ...

2. Terjemahkan Kosa Kata Berikut ke dalam Bahasa Indonesia: (untuk W)

(a) حصان = ...

(b) أرناب = ...

(c) فستان = ...

(d) حذاء = ...

(e) قميص = ...

3. Gantilah Kalimat Berikut dengan Subjek yang Ada di dalam (...) (untuk S)

(a) أنا أستعمل الحزام (أنت)

(b) هو يستعمل الحزام (هي)

(c) نحن نستعل الحزم (أنتم)

4. Berikan Pertanyaan Untuk Jawaban yang Bergaris Bawah Berikut. (untuk Q)

(a) .... = أحمد يستعمل الحزام

(b) .... = أنا أشتري الحزام فى السوق

(c) .... = أنا أستعمل الحزام فى الصباح

5. Jawablah Pertanyaan Berikut. (untuk A)

(a) ....؟ من يستعمل الحزام

(b) ....؟ متى تستعمل الحزام

(c) ....؟ لماذا تستعمل الحزام

(d) ....؟ كيف تستعمل الحزام

(e) ....؟ ماذا تستعمل

(f) ....؟ أين تستعمل الحزام