

# TYPES OF MIND MAPS IN TEACHING ARABIC LITERATURE COURSES IN UNIVERSITI PENDIDIKAN SULTAN IDRIS

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## ABSTRACT:

Literature is an art expression of beautiful language, either in poetry or prose. Based on the examination results for Arabic literature course, which is BAS3123, found that the student's results are moderate. In addition, there is a perception of the students saying that the Arabic literature course is difficult as it focuses on the history of literature and the text of poetry and prose. Therefore, this study is conducted to examine the form of mind map that is suitable to be used in the teaching of Arabic literature courses for Malay students of the Arabic language programme in Universiti Pendidikan Sultan Idris (UPSI). In addition, this study aims to analyze the arrangement of the mind map form that is most preferred by the students in the teaching of Arabic literature courses at UPSI. The library approach is used for information gathering related to mind map and its form. The data is also obtained through a questionnaire conducted to 89 respondents comprising 3<sup>rd</sup> year Arabic Degree students with Education in UPSI. The descriptive analysis approach is used in this study with Social Package for the Social Sciences (SPSS) to find out the form of mind map form in the teaching of Arabic literature courses at UPSI. The study found that all forms of mind map are suitable for use in the teaching of Arabic literature courses. However, from the point of view of the students' favorable in each form of the mind map, there is a significant difference from one form to another. Map bubble gets the highest mean of favorable; which is 1.7, while the bridge map gets the lowest mean of 7.7.

## Keywords:

Arabic literature, mind map, Arabic Programme,

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## INTRODUCTION

Literature is a branch of learning in any languages; for example the study of Arabic linguistics with the study of Arabic literature. In the context of Arabic literature, it refers to articulate expressions of beautiful language, whether in the form of poetry or prose that contains meaning related to life (Tulaymat and al-Ashqar: 2002; Al Muhsin & Ahmad, 2019; Ahmad & Al Muhsin, 2019; Bonal et al., 2019; Hadi, 2019). Components of Arabic literature at Sultan Idris Education University were introduced in the list of courses for the Arabic Language Minor Program that began in the second semester of the 2003/2004 session (Zarima & Taj Rijal, 2015). The component is taught in one course only; BAS2053 *Introduction to Arabic Literature* (Academic Guide Book, Faculty of Languages, 2006/2007 Session: 2006). This course is an introductory course on Arabic literature, covering the growth and development of Arabic literature

(poetry and prose) from pre-Islamic era to Abbasid era (Lubis, 2015).

In 2008, undergraduate program for Arabic programme is introduced. It is a Bachelor of Arabic Language with Education with the first intake.

In this program, four courses are offered under the components of Arabic literature. They are BAS3013 *Arabic Culture and Literature*, BAS3033 *Literature in Islamic Culture*, BAS3053 *Study between Islamic Arabic and Malay Culture* and BAS3063 *Travelogue* (Academic Guide Book, Faculty of Languages, 2008/2009 Session: 2008).

Towards strengthening the components of Arabic literature in undergraduate programs, Arabic literature courses are undergoing some revision. BAS3013, BAS3053 and BAS3063 courses were replaced with new courses; which are BAS3123 *Literature in Pre-Islamic and Islamic Era*, BAS3133 *Literature in Abbasid and Andalusian Era* and BAS3093 *Literature in*

*Mamluk, Ottoman and Modern Era Guide Book, Faculty of Languages and Communication, 2014/2015 Session: 2014).*

The teaching method used is based on the lecturer who teaches the subject. In other words, it is up to the lecturer's choice whether to use grammar and translation method, direct method and switch method.

Based on the examination results of the course in Arabic literature; which is BAS3123, it was found that the students' results were modest. In semester 2, 2015/2016, 14.1% of students received grade C- and below, whereas in semester 2, 2016/2017, students received grade C- and below were 3.4%. In addition, there were responses from students who said that Arabic literature courses were difficult because they focused on literary history and poetry and prose texts (Al Muhsin & Mustafa, 2020).

Therefore, this study was conducted to find out the use of mind maps in the teaching and learning process for Arabic literature courses. This is an effort to ensure that students are able to master the course successfully, and that the desired learning outcomes are achieved.

### LIMITATION OF RESEARCH

This study is limited to the teaching of Arabic literature subjects. Therefore, language and linguistic courses, such as syntax, morphology and phonology were not touched in this study. Additionally, this study is limited to Arabic language with Education Programs at Sultan Idris Education University. The selected respondents were also students of the program who had taken the BAS3123 LITERATURE IN PRE-ISLAMIC AND ISLAMIC ERA and BAS3133 LITERATURE IN ABBASID AND ANDALUSIAN ERA courses.

### RESEARCH METHODOLOGY

The library approach is used in this study. The choice of this approach is to collect information related to the mind map and its shape. The data were also obtained through a questionnaire conducted on 89 respondents consisting of 3rd year students of Bachelor of Arabic Language with Education at Sultan Idris University of Education (UPSI).

The reason for the selection of the respondents was due to the students having registered in the BAS3123 LITERATURE IN PRE-ISLAMIC AND ISLAMIC ERA course in semester 2, 2016/2017. The descriptive analysis approach used in this study analyzed the data obtained to find out the form of the mind map in teaching Arabic literature courses at UPSI.

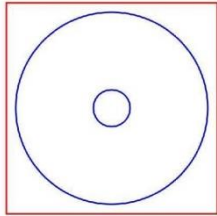
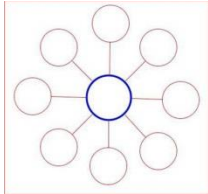
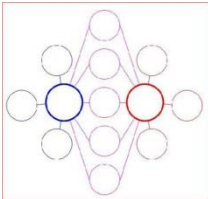
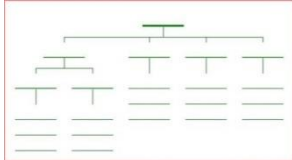
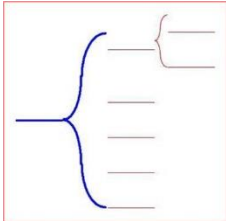
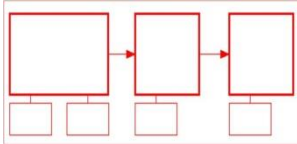
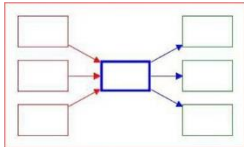
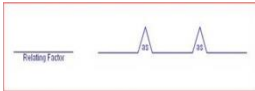
### DISCUSSION AND FINDINGS

Rajapriya & Kumar (2017) argue that the mind map is a visual form of hierarchical information containing centralized ideas, linked by related topics. In addition, they say that this visual map provides a comprehensive overview of a complex topic. There are eight forms of mind map or mind map introduced. They are Circle Map, Bubble Map, Double Bubble Map, Grasp Map, Tree Map, Flow Map, Multi-Flow Map and Bridge Map (Faridah, Faiziah & Amran, 2016).

The researcher can produce a mind map based on eight (8) forms. This shows that all of these forms are suitable for teaching Arabic literature. However, from the point of use of each form of mind map, there are significant differences from one form to another. The following table summarizes the students' level of favorable in forms of mind map. Levels of favorable are marked with Level 1 (High Favorable) through Level 8 (Low Favorable):

**Table 1** Frequency of Student Favorables on the Forms of Mind Map

The Forms of Mind Map	Level of Favorables								Mean
	1	2	3	4	5	6	7	8	

	20	36	27	6	0	0	0	0	2.2
Circle Map									
	57	12	10	7	3	0	0	0	1.7
Bubble Map									
	0	7	10	15	33	13	5	6	4.8
Double Bubble Map									
	12	23	26	17	11	0	0	0	2.9
Tree Map									
	0	11	16	33	24	1	0	4	4.0
Grasp Map									
	0	0	0	9	11	57	5	7	5.9
Flow Map									
	0	0	0	2	7	14	64	2	6.6
Multi- Flow Map									
	0	0	0	0	0	4	15	70	7.7
Bridge Map									

The table summarizes the frequency of each level of mind map; namely Circle Map, Bubble Map,

Double Bubble Map, Grasp Map, Tree Map, Flow Map, Multi-Flow Map and Bridge Map. The level

given is one (1) to eight (8) according to the level of favorable of the student. The smaller of level chosen reflects the higher level of favorable of the mind map shape.

In the table, the circle map is leveled from one (1) to four (4) with 20 students placing the circle map at level 1, 36 students classifying it at level 2, 27 students choosing it for level 3 and six students classifying it at level 4. No students have placed the circle map at level 5, level 6, level 7, and level 8. The mean of student favorable level for circle map is 2.2.

For bubble maps, 57 students classify it at level 1, 12 students place it at level 2 and ten students classify it at level 3. Meanwhile, seven students chose to place this bubble map at level 4 and three other students placed it at level 5. No students selected Level 6, Level 7, and Level 8 for this bubble map. The mean of the student favorable level for the bubble map is very high, which is 1.7.

There are seven students who choose level 2 for double bubble maps, while ten choose level 3. 15 students choose level 4 for this mind map. 33 students put this double bubble map at level 5, 13 students placed it at level 6, five students classified it at level 7 and six other students chose to classify double bubble maps at level 8. The mean of student favorable level for double bubble maps is 4.8.

The table also shows that 12 students are favorable in the tree map by classifying it in level 1, while 23 students put it in level 2. 26 students chose to put the tree map in level 3, 17 students classified it in level 4, eleven students put it in level 5. No students choose level 6, level 7, and level 8 for this form of mind map. The mean of student favorable level for the main map is 2.9.

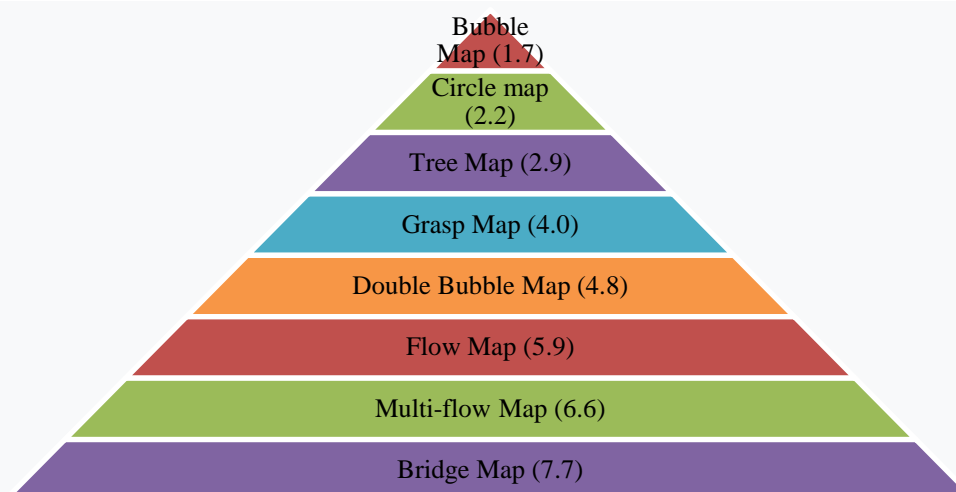
Eleven students chose to place a grasp map at level 2, while 16 students plotted it at level 4, 33 students classified a grasp map at level 4, 24 students classified it at level 5, one student graded it at level 6 and four students plotted it to level 8. No students choose Level 1 and Level 7 for this mind map. 4.0 is the mean of the student's level of favorable in the grasp map.

The flow map was chosen by nine students for level 4, eleven students choosing it for level 5. 57 students put this form of mind map at level 6, five students chose to place it at level 7 and seven students placed it at level 8. No students choose Level 1, Level 2, and Level 3 for the flow map. The mean student favorable for the flow map is 5.9.

The form of the mind map placed on level 4 by two students is a multi-flow map. The other seven students classed it at level 5, 14 students classified it at level 6, and two placed it at level 8. 64 students choose to put a multi-flow map in level 7. No students choose Level 1, Level 2, and Level 3 for multi-flow maps. The mean level of student favorable in this form of mind map is 6.6.

Bridge map is not selected by students to be placed at level 1, level 2, level 3, level 4, and level 5. 70 students chose to classify the map at level 8, 15 students classified it at level 7 and four students placed it at level 6. The mean student favorable rate for the bridge map is very large, which is 7.7.

From the table above, it is possible to infer the most favorable form of mind map to the least favorable based on the mean. The following diagram describes the sequence of these mind maps:

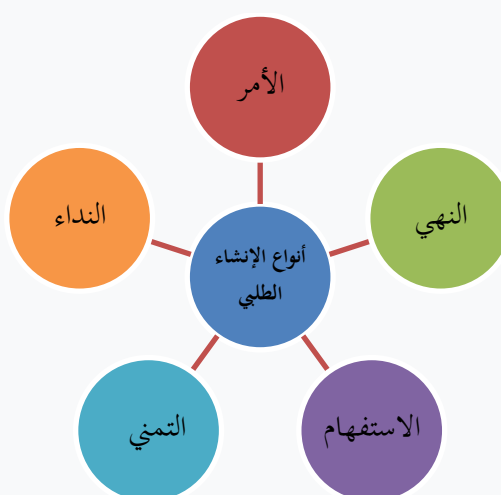


**Figure 1** Students' Favorable Levels on the Mind Map Form by Mean

The chart lists the form of the mind map based on the student's level of favorable. There are eight forms of mind map listed, namely Circle Map, Bubble Map, Double Bubble Map, Grasp Map, Tree Map, Flow Map, Multi-Flow Map and Bridge Map.

Bubble maps get the highest favorable rates; is 1.7, while the bridge map has the lowest mean of 7.7. The mean difference obtained between the bubble map occupying the first position and the bridge map occupying the eighth

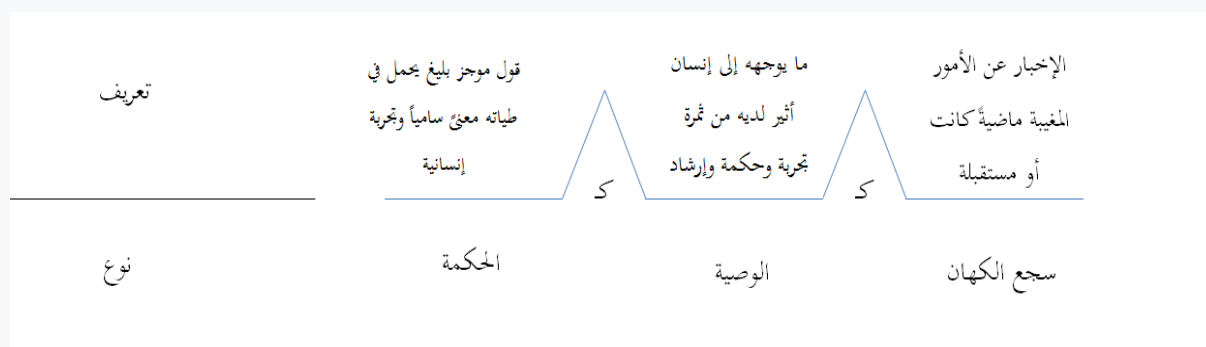
and last place is 6. This indicates that bubble maps are preferred because they are attractive with circular circles around the center of the mind map. This is because students are able to express their ideas in the form of a mind map because it is more about the concept of explaining a subject. For example, types of *al-Insha' al-Talabiy*. The center circle is written with "*anwa' al-Insha' al-Talabiy*", and the details are drawn on each circle around the center, such as the following map:



**Figure 2** Bubble Map on Type of *al-Insha' al-Talabiy*

This is different from the form of a bridge map that extends to a curved line. This is because the form of this mind map is used in the analogical process. For example in the definition of Arabic prose forms. Students can use this bridge map in

giving definition for *al-hikmah*, *al-wasiyyah* and *saja' al-kuhhan*. The following is an example of the use of a bridge map in defining Arabic prose forms:



**Figure 3** Bridge Map on Definitions of Arabic prose forms

In the second position in the figure above, the circle map obtains a mean of 2.2. The map has only two circles, one of which is centered around the center, while the other is circular. This is based on the function of this map which

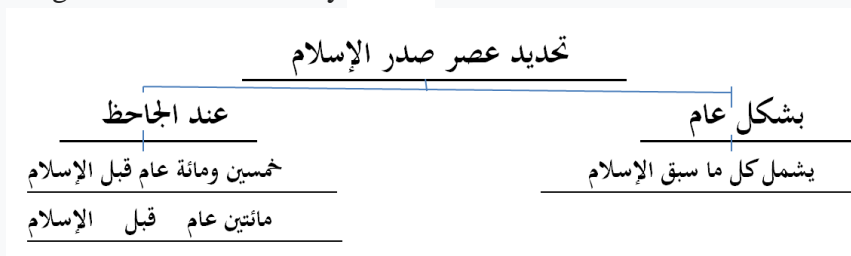
encourages students to demonstrate knowledge of a particular topic, for example the effect of the Qur'an on Arabic literature, as in the following circle map



**Figure 4** Circle Map on the Effects of al-Qur'an in Arabic Literature

The tree map is ranked third in the list of mind maps with a mean of 2.9. The form is like "chart organization" is usually

used in the classification of a subject. This mind map can be used to explain the time constraints of an era from different points of view:

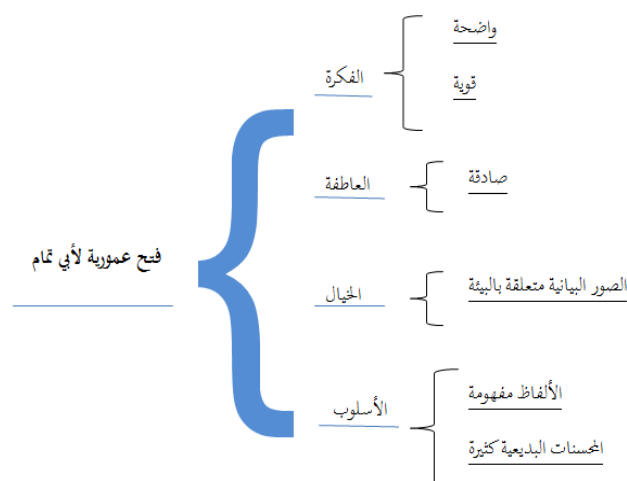


**Figure 5** Tree Map on Islamic Early Era

Min 4.0 puts the grasp map on the fourth. It is usually used in the analysis of an object. Only lines that dominate the shape of this mind map are compared to bubble maps that use more

interesting circles. This form of mind map can be used in the analysis of literary texts divided into four things; that is *al-fikrah*, *al-'atifah*, *al-khayal* and *al-uslub*:



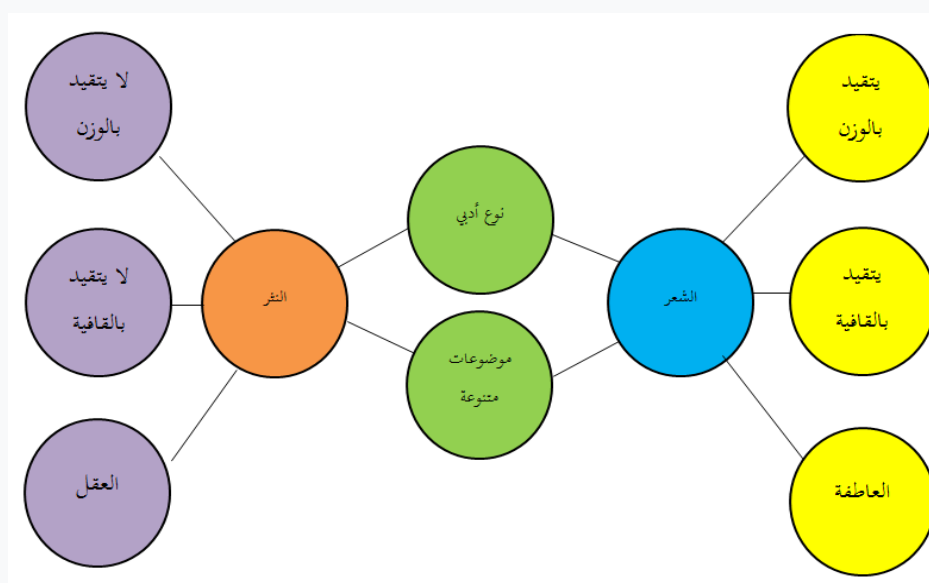


**Figure 6** Grasp Map on Analyzing the Poetry Text

In the fifth position is a double bubble map with mean 4.8. It is used to express similarities and differences between two things. Although the bubble map involves many forms of circles and can inject the creative nature of students, the concept of finding similarities and differences is rather complex because the text of Arabic literature is difficult on non-native speakers (Al

Muhsin et al., 2020). For example, the comparison between the *al-kitabah* of the first Abbasid period and the second Abbasid period. This is because both periods were in the same time and the similarities between them are still significant.

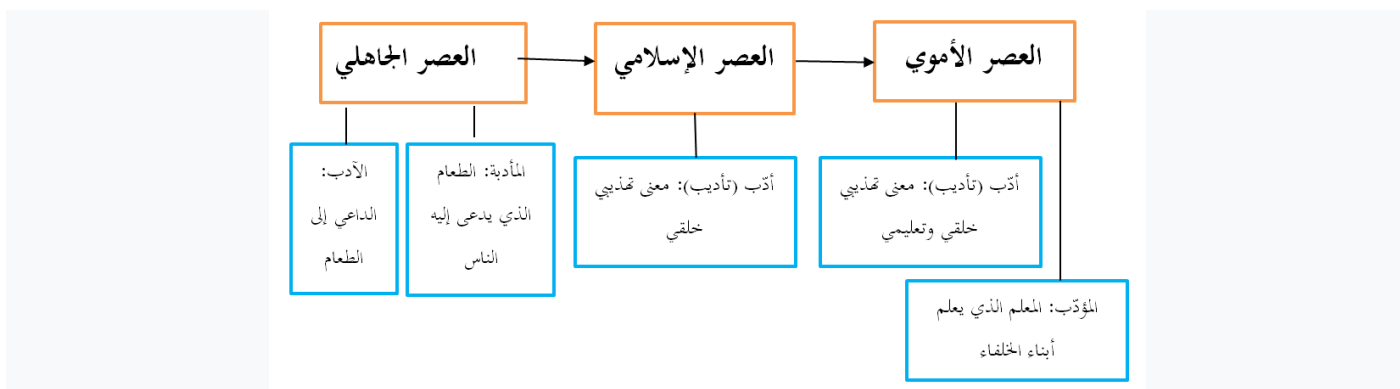
Here's an example of a double bubble map in teaching Arabic literature to compare *al-shi'r* and *al-nathr*:



**Figure 7** Double Bubble Map on *al-Shi'r* and *al-Nathr*

The flow map was ranked sixth with a mean of 5.9. The shape of this mind map is more than just the process of a subject; for example, the change on the meaning of the Arabic root word "hamzah, dal, ba" (أدب) from various literary times. The

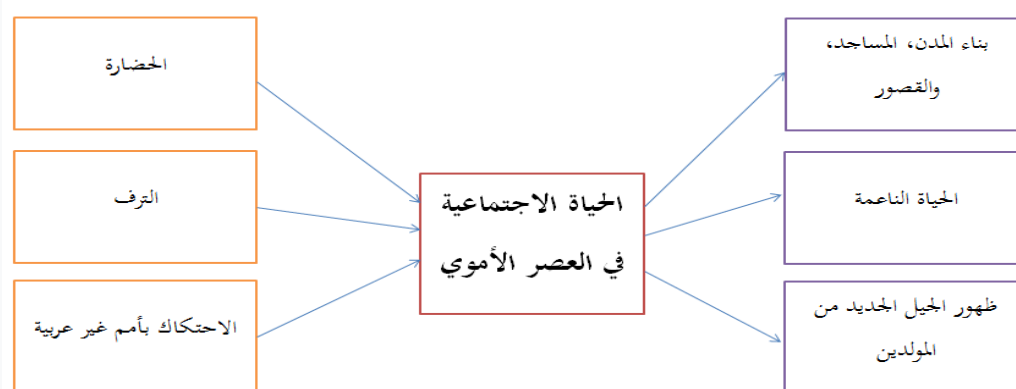
following figure is an example of a flow map used in teaching Arabic literature courses on the change of meaning of أدب throughout the period of Pre-Islamic to Umayyad;



**Figure 8** Flow Map on the change of meaning of أدب throughout the period of Pre-Islamic to Umayyad

The multi-flow map gained mean of 6.6 and placed seventh. The concept is to analyze the causes and effects of a subject, for example, the history of Arab literature on the social life of the Umayyad. The box in the middle is described as the "social life of the Umayyad", the boxes on the

left are the causes, while the boxes on the right are displayed as effects of the situation. Because this form of mind map requires students to look for the causes and effects of a situation, it is less interested. The following are the causes and effects of social life during the Umayyad era:



**Figure 9** Multi-flow Map on the causes and effects of social life during the Umayyad government

## CONCLUSION

From the study conducted, it can be concluded that all forms of mind map are suitable for teaching Arabic literature courses. It is based on the researcher who can produce eight (8) forms of mind map; that is Circle Map, Bubble Map, Double Bubble Map, Grasp Map, Tree Map, Flow Map, Multi-Flow Map and Bridge Map. This shows that all of these forms are suitable for teaching Arabic literature. However, from the level of student favorable in each form of mind map, there are significant differences from one form to another.

Bubble maps get the highest interest rates; is 1.7, while the bridge map has the lowest

mean of 7.7. In the second position is a circle map of min 2.2. The tree map is ranked third in the list of mind maps with a mean of 2.9. Min 4.0 puts the grasp map on the fourth. In the fifth position is a double bubble map with mean 4.8. The flow map was ranked sixth with a mean of 5.9. The multi-flow map gained 6.6 minutes and placed seventh.

Therefore, the perception that Arabic literature courses are difficult courses can be eliminated. This is by finding the solution, whether it is related to the teaching method and teaching aids used. Therefore, the application of mind maps is one of the attempts to dispel perceptions of the complexity of Arabic literature courses. This is because the use of the mind map



can stimulate students' interest in its attractive form, and it is presented in simple form. This makes it easy for students to know the content of a topic in the form of a mind map with simple keywords.

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