Grammar seems to be a difficult component to learn in Arabic language. This is because the word is broken down into various forms of phoneme that have explicit and implicit meanings. In addition to grammar, Arabic language also has flexible rules in the form of vowels, letters and word position in a sentence, making it difficult to master the language. An analytical study conducted on the mistakes of Arabic grammar practiced in writing and speaking, found out that most of the grammar mistakes were from matching the words in sentence form, by a variety of matching techniques from various aspects. On this basis, this study tries to present a way to help solve this problem. A teaching and learning method that used graphics was proposed and it is called Noor Method or simply Kaedah Noor which enable students to understand the concept of word matching easily in the Arabic language and it is user friendly too. An experimental study was than conducted to determine the achievement of the students before and after using Noor Method (Kaedah Noor) in learning the Arabic grammar. The results of the study indicated that there was a good significant difference between the experimental and the control groups where the experimental group scored higher mean as compared to the control group. Students of the experimental group, agreed that the method is very systematic, very easy to use and making understanding of the matching skills used in Arabic grammar fun.

Keywords: Kaedah Noor, grammar, graphics, easy to use, learning.

Introduction

Continued efforts should be undertaken to simplify something very difficult. In the era of information technology, things which are difficult should not be left difficult and remain as it is for more years to come, but efforts need to be facilitated in order to make life more meaningful and fun. In the teaching and learning of Arabic language, things that are considered difficult and troublesome to learn is its grammar. Hence, this study is an effort to introduce a method that has been tried to simplify the process of teaching and learning Arabic grammar. This learning problem had been traced from a lot of grammatical errors made by the students of Arabic study at various levels of learning the Arabic language.

Problem Statements

Among the most apparent grammatical errors that seemed to come from student in Arabic writing are those, that deal with gender and number. Weather it is from the sign of flexi for gender and counting or phrases and sentences development which are related either in terms of similarities and the opposites. (Abdul Hadi, 1998; Abd. Ghani, 1999; Bakhit,1998; Nurillah, 2005; Sohair, 1990; Wan Ahmad, 1994; Zarima, 2005)

In order to overcome these problems, the teacher must be ready to modify their instructional techniques and try new techniques from time to time to suit the needs of the current practices. (Che Kamarudin, 1999 ; Zarima, 2005). Teachers are expected to increase and to diversify their teaching sources such as making small grammar note-book that is easy to carry around, and to prepare rules of grammar in table forms (Nurilah, 2005), or to use computer technology ( Zarima, 2005) and many other related suggestions regarding the form of sources materials which are attractive and at the same time very effective in learning Arabic grammar.

Various attempts have been made by certain groups to simplify the learning of Arabic grammar from all aspect in their own ways. Grammarians tried to discuss the grammar in a simple way that is most convenient, concise and complete for the common people to understand. Pedagogical experts try to create approaches, strategies and techniques that are more effective in teaching and
learning Arabic grammar. Experts in educational technology try to provide materials for effective
grammar learning experience. All of these efforts are to materialize the suggestions made by some
groups so that an innovative actions are taken to address the problem that is related to Arabic
grammar.

In this study the researchers have conducted an experiment to facilitate and to simplify the
teaching and learning of Arabic grammar. Methods of grammar presentation together with their
teaching aids that correspond with the characteristics of the methods have been developed by the
researchers themselves. The methods and materials used were adapted to the teaching and learning of
Arabic grammar at Lower Secondary School (PMR exam) level in Malaysia. Participants were
chosen from Form 2 students. They had the experience of learning Arabic language when they were in
Form One. They had scores of Arabic language achievement test and Arabic language learning
experience as their background in Arabic language study and experience. The participants were then
introduced to Noor Method for the experimental group, and the traditional method for the control
group.

Noor Method

Noor is derived from the Arabic word meaning light and radiation (الضوء وسطواعه) in al-
Mu'jam al - Wasit (tt) explains that light illuminates something others (ما بين الأشياء وبرى الأبصار)
al - Mu'jam al - Wasit , tt). Based on the nature of light, a method of teaching and learning
Arabic grammar is built. This method makes grammar as a main step in mastering Arabic grammar,
by developing grammar skills followed by application of the skills in the practices of language skill
development.

Grammar is considered as a source that can illuminate the minds of students in learning
Arabic. The teaching of grammar is based on the grammar skills itself and not based on grammar
topics which is usually practiced by language instructors. One grammar skill may involve a number of
topics that have the similar skills. This method attempts to show the nature and functions of the
division of nouns in terms of gender and number and are placed in a special graphics presentation,
specially built for learners.

Figure 1

Figure 1, describes the concept of DSP Noor. The black color represents the minds of students
who just started learning Arabic. If they learned the language skills without grammar skills, certainly
they studied the Arabic language in the dark. Therefore, the grammar skills that function to give light,
to illuminate the minds of the students in Arabic language skills activities. With this concept, Noor
Method emerged. Noor method is a method of teaching Arabic grammar, focusing on developing
grammar skills and grammar process skills based on Noor Graphic which display the functions of
grammar in terms of gender and number.
The focus of Noor Method is on "grammar education" (تربية نحوية) aims to expand the scope of disclosure grammar to students, not just teaching grammar (تعليم النحو) only. Education means upbringing and developing of educated character in stages (al-Khalawi: 1979). The world of Education today needs education in a more modern form (Saleh al-'Aziz, 1993) which is more oriented towards practical. The results of grammar education can be seen when a student can use his senses efficiently in order to apply the knowledge grammar in language skills, such as listening, speaking, reading and writing. In grammar education, each educational component which comprise of teachers, students, technological media, teaching and learning process (Muhammad Hassan Abdul Rahman, 2001) should be synergized thoroughly, in the framework to master grammar skills efficiently. This is because the real teaching should be education aimed ('Ali, 2002). Full educational grammar could be achieved through continuous practices. Al-Rukabi (1995) suggested that practical grammar to be done in two situations, namely as juz'i (جزئي) and kulli (كلي).

The function of Arabic grammar is great, however it is difficult to understand its function, when the discussion begin to integrate the elements of philosophy in it. To really understand the functions of grammar requires a relatively long time. Therefore, in order to facilitate the understanding process, teachers use concept maps (Atif Fadil, 2005). Explanation using concept maps can facilitate students to understand the concept of certain term or the title of the grammar and its relationship or its connection with previous titles or the following ones. Nevertheless, the concept map still unable to explain the function of Arabic grammar. Concept map describes the division of nouns in terms of gender into masculine and the feminine and the division of nouns in terms of number is further broken down into singular, dual and plural as shown in the following diagram:

![Figure 2: Concept Maps Types of Nouns](image)

The concept map shown in Figure 2, are the types of nouns that students can understand quickly. However, this concept maps do not show the functions of various types of nouns and ways to apply them in sentence constructions. Looking at the natural characteristics of Arabic language grammar which has words that are varied and complex, hence, a special graphic is designed to explain each word types. In Arabic language, most of the words must be broken into gender and numbers. Graphics that are being constructed can be made into framework which can be used to all grammar topics, which is related with the division of words in terms of gender and number.
The Noor Method suggested the use of Noor Graphic which place the nouns in terms of gender – masculine and feminine in specific box and the division of nouns in terms of number, that is single, dual and plural in their appropriate boxes. Eventually, the matching of these two nouns producing one graphic which can be used to explain the functions of noun skills which is the main focus in Noor Method.

Students only need to fill the vacant boxes resulting from the matching of various types of nouns in terms of type and number that create Noor Card that contains set of words. In order to construct sentences, the students need to match several Noor Cards that contain multiple sets of words that need to be used in a sentence. Each word that need to be matched, is taken from the same position in Noor Card. For example to make the sentence *This student.*
Objectives

A pre-test and post-test were administered to the participants. Pre-test was administered to the participants before following the teaching and the learning session of Arabic language grammar using the Noor Method. Post-test was administered to the participants after following the teaching and the learning session of Arabic language grammar using Noor Method for experimental group and traditional method for the control group. The main concern in this study is the significant difference in achievement of the participants between the experimental and the control group. Achievements are also recorded for both groups, the experimental and control group, for the pre-test and the post-test results.

The main question to note here is, whether there are significant differences exist between the experimental group and the control groups related to the skills in word flexy matching which comprise of various types of nouns and verbs.

a. Matching the accusative noun ($\text{مَنْصَوب}$) with present-tense verb nominative ($\text{مَرْفَوع}$) from the aspect of gender and number.

b. Matching the genitive noun ($\text{مَجْرَب}$) with present-tense verb accusative ($\text{مَرْفَوع}$) from the aspect of gender and number.

c. Matching the nominative noun ($\text{مَرْفَوع}$) with present-tense verb Jazam ($\text{مَجزَوم}$) of gender and number.

d. Matching the instructive noun ($\text{عَامِل}$), pronouns isolated ($\text{مَنْصَوب}$), nominative noun ($\text{مَرْفَوع}$), relative word ($\text{مَنْصَوب}$) and verb past tense ($\text{مَاضِي}$).

Aim

In general, the aim of the study is to identify the impact of the use of Noor Methods in the teaching and learning of Arabic grammar on the Mastering the Arabic grammar skills process. The Arabic grammar skills studied were those related to aspects of gender and number. These grammar skills involving skills in differentiating forms of remuneration which is designed for a specific word categories and skill in matching changes the form of the word flexion ($\text{مَعْرِف}$) and word inflection ($\text{مَبْنِي}$) in terms of gender and number, matching skills ($\text{تَطَابُق}$) words have common need, in terms of gender and number.

Methodology

The objective of this study is to look at the effectiveness of Noor Method as compared to other method in learning the Arabic grammar skills related to aspects of gender and numbers, hence the use of experimental design is considered most appropriate (Mason and Bramble, 1997; Vockell, 1983). However, the main condition of truly experimental studies of samples shall be obtained through a random process (Slavin, 1992) which can not be obtained (Mason and Bramble, 1997; Vockell, 1983), then a quasi-experimental methods (Best and Kahn, 1989) could be used to compare two already existing groups (Graziano and Raulin, 2004) in their respective classes. Crowl (1993) and Slavin (1992) explains, most educational research can not select the participants randomly for fear of disrupting school time table and disrupt existing position of students in the class.

Intact sampling method can be used (Millan and Schumacher, 1984) where participants are maintained as the sample study according to their respective classes (Best and Kahn, 1989). With the emergence of intact classes, researchers can now conduct research without being realised by the
participants that they were involved in the study. This study was conducted in a natural condition of using class schedules available. The survey data are the achievement scores for their pre-test and post-test. Their pre-test scores and post-tests scores were then compared using t-test statistics (Kuehl, 2000). Significant difference of using Noor Method and Tradisional method. Mason and Bramble (1997) and Babbie (2004) suggested the use of this method is very appropriate when experimental studies carried out with the aim of improving the new methods are developed.

However, in this school, the levels of achievement of the participant are about the same. Both the experimental groups and the control group have similar abilities. The academic performances of the participants in the study group and the control group was more or less the same. This is done by rearranging the participants based on their mid-term exam which was held prior to this study. The experimental group and the control group, each has 35 participants (n = 35), A true experimental design was conducted with a pre-test and a post-test with treatments in between the process. An instrument was developed to test participants understanding on the category of nouns in terms of gender and numbers.

T-test was used to measure the differences in the achievement of the participants after the treatment was applied for the two groups. Bhasah (2007) asserts that t-test could be used to compare such performance of two groups within one independent variable.

**Data Analysis and Results**

**Objective 1**

Matching the accusative noun (اسم منصوب) with present-tense verb nominative (فاعل مضارع) and pronouns connected (ضمير متصل) in terms of gender and number.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean of Pre-Test</th>
<th>Mean of Post-Test</th>
<th>Mean diff (Post - Pre)</th>
<th>Std. Dev.</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>35</td>
<td>5.18</td>
<td>11.83</td>
<td>6.64</td>
<td>2.71</td>
<td>14.50</td>
<td>0.000</td>
</tr>
<tr>
<td>Control</td>
<td>35</td>
<td>5.38</td>
<td>8.47</td>
<td>3.09</td>
<td>3.29</td>
<td>5.54</td>
<td>0.000</td>
</tr>
<tr>
<td>Mean Diff.</td>
<td></td>
<td>-0.2</td>
<td>3.36</td>
<td></td>
<td></td>
<td></td>
<td><strong>p &lt; 0.01</strong></td>
</tr>
</tbody>
</table>

Table 1 shows the mean scores of pre-test of the experimental group (n = 35) was 5.18 while its post-test score is 11.83. An increased score of 6.64 for the experimental group. The control group (n = 35) has a mean score of 5.38 at pre-test and 8.47 at post-test. There was an increase of 3.09 points. When a t-test was run on these two groups, there was a significant difference statistically, where the Noor Method has higher mean score as compared to control group, with t(68) = 14.50, p < 0.01 for matching the accusative noun (اسم منصوب) with present-tense verb nominative (فاعل مضارع) and pronouns connected (ضمير متصل) in terms of gender and number.
Figure 5
Comparison Between the Experimental and the Control Groups

The comparison of means achievements between the experimental group and control group found that the mean for experimental group has less than 0.2 min control group. In term of post-test achievement, the experimental group has 3.36 higher than the control group. This shows that the experimental group through using Method Noor has shown increasing mastery of grammar skills matched with a noun accusative nominative present tense verbs and pronouns connected is higher than the control group who learn through traditional method.

Objective 2.

Matching the genitive noun with present-tense verb accusative from the aspect of gender and number

Table 2
Comparison between The Experimental Group and the Control Group.

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean Pre-Test</th>
<th>Mean Post-Test</th>
<th>Mean Diff. (Post - Pre)</th>
<th>Std. Dev.</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>35</td>
<td>3.31</td>
<td>8.31</td>
<td>5.00</td>
<td>2.49</td>
<td>11.87</td>
<td>0.000</td>
</tr>
<tr>
<td>Control</td>
<td>35</td>
<td>3.39</td>
<td>5.97</td>
<td>2.59</td>
<td>2.13</td>
<td>7.19</td>
<td>0.000</td>
</tr>
<tr>
<td>Beza Min</td>
<td></td>
<td>-0.08</td>
<td>2.34</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* *p < 0.01

Table 2 shows the performance of experimental group and the Control Group - Matching the genitive noun with present-tense verb accusative from the aspect of gender and number. It indicates that the mean of the Experimental Group (n = 35) during the pre-test was 3.31 and 8.31 during the post-test, hence, there was an increase of 5.00. The mean of the Control Group (n = 35) were 3.39 and 5.97 at post-test, an increase of 2.59. Hence, this showed an increase in performance of the group who had used Noor Method for grammar skills matching process genitive noun with verb tense accusative is higher when compared with the control group increased performance. When t-test was conducted, there was a significant difference statistically with $t_{(68)} = 11.87$, $p < 0.01$. 
Figure 6
**Comparison Between the Experimental and the Control Groups**

Figure 2 shows the comparison of experimental group and the control group, where the mean difference between the experimental group and the control group was only about 0.08 at pretest. However, the difference of score between the pre-test and post-test, increased to 2.34 at the post-test. This shows that the experimental Group which were treated using Noor Method show an increase of proficiency in grammar matching genitive noun with verb tense accusative.

**Objective 3**

Matching the nominative noun (ٍ masculin noun) with present-tense verb Jazam (فعل مضارع فعل) of gender and number

**Table 3**

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean Pre-Test</th>
<th>Mean Post-Test</th>
<th>Mean Diff. (Post - Pre )</th>
<th>Std. Dev.</th>
<th>T</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>35</td>
<td>3.40</td>
<td>8.27</td>
<td>4.87</td>
<td>1.86</td>
<td>15.49</td>
<td>0.000</td>
</tr>
<tr>
<td>Control</td>
<td>35</td>
<td>3.56</td>
<td>5.57</td>
<td>2.01</td>
<td>1.92</td>
<td>6.22</td>
<td>0.000</td>
</tr>
<tr>
<td>Mean Diff.</td>
<td>-0.16</td>
<td>2.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p < 0.01**

Table 3 shows the performance of experimental group and the Control Group - Matching the nominative noun (ٍ masculin noun) with present-tense verb Jazam (فعل مضارع فعل) of gender and number. It indicates that the mean of the Experimental Group (n = 35) at pre-test was 3.40 and 8.27 at post-test, hence, there was an increase of 4.87. The mean of the Control Group (n = 35) were 3.56 and 5.57 at post-test, an increase of 2.01. Hence, this showed an increase in performance of the group who used Noor Method for matching the nominative noun (ٍ masculin noun) with present-tense verb Jazam (فعل مضارع فعل) of gender and number. When t-test was conducted, there was a significant difference statistically with t_{(68)} = 15.49 , p < 0.01 between the experimental and the control group.
Figure 3 shows the comparison between the experimental and the control groups. The difference in means between the experimental and the control group is 0.16, with the experimental group having a lower mean of 3.40 as compared to the control group having 3.56. However, after the treatments were administered to both groups (Noor Method to experimental group and Traditional Method to Control group), the situation changed. This can be seen in post-test results where the experimental group has a mean score of 8.27, while the control group has a mean score of 5.57 with a significance difference in means of about 2.50. This shows that the experimental group (Noor Method application), despite lower score at pre-test, still managed to give a better score in grammar process matching nominative noun with verb tense Jazam. Thus, this further supported that Noor Method can improve grammar process matching nominative noun with verb tense Jazam.

### Objective 4

Matching the instructive noun (رفع محل في منفصل ضمير), pronouns isolated (رفع محل في أشارة اسم), nominative noun (رفع محل في موصول اسم), relative word (رفع محل في موصول اسم) and verb past tense (ماض فعل).

### Table 4

Comparison between the Experimental Group and the Control Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Mean Pre-Test</th>
<th>Mean Post-Test</th>
<th>Mean Diff. (Post - Pre)</th>
<th>Std. Dev.</th>
<th>t</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>35</td>
<td>10.07</td>
<td>20.30</td>
<td>10.23</td>
<td>5.23</td>
<td>11.57</td>
<td>0.000</td>
</tr>
<tr>
<td>Control</td>
<td>35</td>
<td>10.24</td>
<td>13.94</td>
<td>3.70</td>
<td>4.42</td>
<td>4.95</td>
<td>0.000</td>
</tr>
</tbody>
</table>

**Mean Diff.**

| Mean Diff. | 6.36 |

**p < 0.01**

Table 4 shows the mean score for the pre-test of the experimental group (n = 35) is 10.07 while its post-test score has a mean of 20.30. This shows an increase of 10.23 for the experimental group after the treatment was applied to the group. For the control group (n = 35), it has a mean score of 10.24 for its pre-test and 13.94 in its post-test, an increase of 10.24. This indicates the increase in the achievement of the experimental group (Method Noor) to develop skills in grammar process matching various types of noun inflection and verb past tense is higher than the control group. A t-test was also conducted and was found to be significant statistically with \( t(68) = 11.57, \ p < 0.01 \).
Figure 4 indicates the comparison between the experimental and the control groups. At pre-test the difference in means between the experimental and the control groups are rather small, that is about 0.17. After the treatments were given, another post-test was administered to both groups, and the difference in means between the groups were found to be large, about 6.36 with the experimental group having mean of 10.23 and the control group 3.70. This further advocated that Noor Method can increase the mastery of grammar skills in matching various types of guided inflected word nominative noun.

Conclusion

This study shows that, the process of grammar skills that are being experimented in this study show statistically significant (p < 0.01) results indicating the proficiency of using Noor Method in all situations tested. In term of participants achievement in matching between accusative noun with verb tense nominative, matching between genitive noun with the present tense verb accusative, matching between the noun nominative with the verb tense Jazam, and matching the word inflections of various types of nouns with verbs past tense indicate the proficiency of using Noor Method in handling with Arabic grammar. This reflex the need for continuous efforts by those responsible to expand the discourse of knowledge in education at various levels. This study is just to seek and to explore the latest methods that can be adapted to the present learning environment which may change the learning styles of the past generation to that of the present and future generations.

Reference

al-Qur’an al-Karim mashaf ーシOthmani.
Bakhit, Muhammad Haji Ali. 1998. Tahil al-akhta’ al-lughawiyyah laday tulab Jami’ah Malaya li Maliziyya dirasah wasfiyyah tahliliyyah ( analisis kesalahan bahasa dalam kalangan pelajar-


