



ORIENTATION OF STYLISTICS TEACHING FOR NON-ARABIC SPEAKERS

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ABSTRACT

This research aims to present aspects related to stylistics teaching including its concept, objectives, subjects, methodology, evaluation, and orientation in teaching. The researcher employed a descriptive method, specifically desk-based research using document analysis and qualitative descriptive analysis in three steps: data condensation, presentation, and conclusion. The result obtained indicates that stylistics teaching is an organized process conducted by teachers to transfer information, knowledge, and rhetorical skills to students while developing their attitudes towards it. The objectives of stylistics teaching include enlightening students about the principles and foundations upon which eloquence in speech, stylistic quality, and content rely, such as the science of meanings, expression, literary embellishments, and the method employed, either inductive/deductive or analytical/standardized. Evaluation methods encompass formative and summative assessments. Orientation is provided not to isolate the learning material as a separate grammar subject but to integrate it within the context of literary texts, whether poetic or prose, classical or modern, including Quranic or contemporary literature. Its is aimed at contributing to the formation and development of literary taste among students while acquainting them with the secrets of rhetorical miracles".

Keywords: Orientation, Stylistics Teaching, Non-Arabic Speakers

I. INTRODUCTION

The study of literature was the study of the set of facts that we infer from poetic and prose. No matter how knowledgeable a person is, (برشدي أحمد طعيمة, 1989) if he does

not learn literature texts composed in anhe will remain incomplete. Al-Syafi'i, who is the literary scholar, used to say: "Whoever studies Arabic and memorizes poetry, his nature will be refined. (القاضي عياض, n.d.) This

is the subject of literature the study of which opens the horizons of thinking.

For judging good and bad speech, which gives it this consideration. Rhetoric is a means of knowing literary texts, and the beauty of studying them is, in fact, nothing but the study of literature. (عمر فاروق, ٢٠١٣)

We have seen that stylistics teaching in Indonesia is teaching science that neither dies nor lives. The study does not go beyond its scope except the study of its rules, such as the rules of grammar, morphology, and spelling. As for the method, it is customary for teachers to begin their work in teaching rhetoric by defining and specifying, giving examples, extracting the rule from them, and then issuing rhetorical judgments. This is an invalid method in teaching an art that depends on taste and feeling. (حسن شخانة, ١٩٩٣)

Likewise, there is no evaluation of his teaching except through his final evaluation. This indicates low knowledge in rhetoric education, in addition to the fact that it must be compatible with the demands of the twenty-first century It means the ability of students to possess

- 1) creative thinking skills
- 2) critical thinking and problem solving skills
- 3) communication skills
- 4) cooperation skills.

(Khoiroh et al., 2023)

So, as we indicated previously, it is worthy of the writer to write about what is related to teaching rhetoric, including its concept, objectives, topics, method, evaluation, and guidance in teaching it because this article is a solution to what occurs and to the common problems in the teaching and learning process..

II. METHODS

In this simple article, the researcher used the descriptive approach, which is a method of analysis Center on information Enough As a minute on phenomenon or Theme specific Or a known period of time. (محمود على السمان, ١٩٨٣)

He typed it into the type of desk research that focuses on revealing the concept of teaching rhetoric and guidance in it. The researcher used the documentation method to obtain the necessary data. The basic data in this research are books and the additional data are articles and research related to the research topic. To analyze the existing data, the researcher used the qualitative descriptive analysis method in three steps, which are summarizing the data, presenting it, presenting it, and then drawing conclusions from it. (Sugiyono, 2008)

III. FINDING AND DISCUSSION

The concept of stylistics teaching

Education is the process of reconstructing the experience through which the learner acquires knowledge, skills, attitudes, and values. In other words, the set of methods by which the elements of the environment surrounding learning are organized represents the meanings of the word environment in order for him to acquire specific educational experiences. (رشدي أحمد طعيمة, ١٩٨٩)

This is in terms of the concept of education in general, but the concept of language teaching in particular is any intentional activity carried out by an individual to help another individual communicate with a system of linguistic symbols that differs from the one he is familiar with and is accustomed to communicating with. In other words, it exposes the student to a situation in which he communicates with his language. He changed his first language. (حسن شخانة, ١٩٩٣)

As for eloquence in language, it is arrival and completion. It is said that so-and-so has achieved his goal, if he has reached it, and the caravan has reached the city if he has reached it, and the reaching of a thing is its end. (على الجارم ومصطفى أمين, ١٩٦١) It is used in terminology to describe speech and the speaker only,

without the word, due to lack of hearing. (أحمد الهاشي, n.d.) In terminology, it means expressing the sublime meaning clearly with a correct, eloquent phrase that has a stunning effect on the soul, with every word being appropriate to the setting in which it is said and the people to whom it is addressed. (على الجارم ومصطفى أمين, ١٩٦١) stylistics is, above all, nothing but one of the arts that depends on the purity of innate preparation and the accuracy of perceiving beauty, and revealing the hidden differences between various types of styles. Flexibility has an undeniable hand in forming artistic taste and revitalizing lukewarm talents. In addition to that, the student must read the anecdotes of literature. And to be filled with his abundant wisdom, to criticize literary works and balance them, and to have the confidence in himself that prompts him to judge the goodness of what he considers good and the ugliness of what he considers ugly. There is no difference between the eloquent speaker and the painter, except that this deals with the audible form of speech, and that is similar to the visible form of colors and shapes. Otherwise, they are the same. If the painter intends to draw a picture, he thinks about the colors appropriate to it, and then about composing these colors in

such a way that they enthrall the eyes and excite them. If the eloquent person wants to compose a poem, an article, or a sermon, he thinks about its parts, then calls for words and methods that are easiest for the hearing and most closely related to his subject, then have the strongest impact on the souls of his listeners and the most beautiful beauty. (على الجارم ومصطفى أمين، ١٩٦١)

Stylistics teaching is an organized process practiced by the teacher with the aim of transferring information and knowledge of rhetorical skills to students and developing their attitudes towards it.

A goal of Stylistics teaching

Linguistically, the goal means: the goal. In the educational field, we mean by goal the accurate, objective description of the forms that are required to be created in the student's behavior after he has undergone a specific educational experience.

Each of Stylistics has its own goals that distinguish it from others. The following is a presentation of the objectives of rhetoric:

1. Training students in the literature lesson to infer literary judgments from poetic and prose texts and arts.
2. Connecting them to the life of writers, a connection that stimulates their

enjoyment and passion for reading more of their heritage.

3. Educating them about modern arts and literary schools and the place of Arabic literature within them.
4. Educating them about the development of literature, its chain of life, the story of its development, the factors that helped its advancement, and the reasons that led to its weakness in some periods, to enable this culture to connect with it and benefit from its heritage.
5. Expanding students' experiences and deepening their understanding of the lives of people, society and nature around them through studying literary texts.
6. Helping them derive new meanings for life and improve and beautify their lives.
7. Increase their knowledge and understanding of themselves, so that they can direct their lives rationally.
8. Introducing them to the literary heritage of their language, including its aesthetic, social and moral values, and the historical circumstances that have touched their home through good and bad times.
9. Helping them understand the problems of the society in which they live and the role they should play in solving these problems.

10. Helping them develop a sound outlook on the major problems that humanity has experienced and the solutions it has found in various eras.
11. Enabling students to use language to convey their ideas to others in a way that makes it easier for them to understand and represent them through the lesson of rhetoric.
12. Developing their ability to understand the ideas contained in immortal literary works and to appreciate the beauty in them.
13. Increasing their enjoyment of different types of literature, such as a story, short story, play, essay, translation, etc., by understanding the characteristics of each of these colors and realizing the beauty in them.
14. Developing their inclination towards extensive free reading as one of the most beautiful and useful ways of spending leisure time. (حسن شخانة, ١٩٩٣)

Stylistics teaching materials

1. The science of meanings : principles and rules by which the conditions of Arabic speech are known by which they are in accordance with the requirements of the situation, such that they are in

accordance with the purpose for which they were intended. (حسن شخانة, ١٩٩٣)

2. Science of statement: The science of rhetoric is a science in which the meaning is known to be expressed in ways of varying clarity, and it is limited to three There is a simile, metaphor , or metaphor. (عبدالرحمن الأخصري, n.d.)
3. Badi science: The science of the exquisite is a science that recognizes the aspects and advantages that increase the beauty and elegance of speech and cover it with splendor and elegance after its conformity with the requirements of the situation and the clarity of its indication of what is intended. (أحمد الهاشمي, n.d.)

Method of Stylistics teaching

There is a way to teach rhetoric in programs teaching Arabic to speakers of other languages. The most common are the following:

1. The standard/deductive method is the one in which we will start with the general rules, then present a group of examples that support them. In the field of literature and texts, the teacher begins by talking about the characteristics of Arabic literature at some stage, then presents the text to be explained, which

serves as a witness to the facts and literary judgments presented previously. The same applies to rhetoric and criticism. The teacher begins by mentioning the laws of rhetoric, the doctrines of criticism, and their trends. Then he gives examples of literary works in which these laws are present, and he rules whether they are valid or devoid of these laws.

This method has advantages and disadvantages. One of its advantages is that it establishes in the mind of the non-Arab student the set of literary rulings and laws in the Arab heritage due to the importance it gives to them in explanation and commentary at the beginning of the class. However, the disadvantages of this method are many, the most important of which is that it is more concerned with knowledge related to Arab heritage than with the heritage itself. It also occupies the student's mind with abstractions that he may not understand when explained separately from examples. What happens in such a case is memorizing the characteristics of literature, the principles of writing, the provisions of rhetoric, and the laws of criticism, while in most cases being

unable to apply them. This is what happens in teaching grammar in this way.

2. The deductive/ inductive method , which is unlike the previous one. It begins with the parts and extracts the general rules from them. That is, at the beginning of the lesson, the student is presented with a literary text selected on certain grounds, then the teacher helps the student extract the characteristics of the text. In this way, the work revolves around the target text, so literary judgments are derived (literature), aesthetic judgments are read (eloquence), and forms of expression are established (Cash).

This method is more feasible than the previous one. It begins with the concrete , which can be perceived, and ends with the abstract , which requires continuous effort and deep thought. Involving the student in extracting rulings and laws puts him in a practical situation through which he is trained to communicate with the literary work and possess the skill of exploring it. (رشدي، n.d.)
أحمد طعيمة

As for the way of the ancients in studying rhetoric, it is to use the inductive method, because after rhetoric

was established, it turned to studying rhetorical terms for themselves and became immersed in defining definitions and detailing divisions, its saliva dried up and its lightning went out. The goal of the ancient scholars of rhetoric was to establish the rules and principles that would facilitate their understanding of the aspects of the graphic miracle of the Holy Qur'an, and the rhetorical secrets that it entailed, whether truth or metaphor, and whether it precedes or delays, brevity, redundancy, or equality through their literary study of the speech of the Arabs and their methods. (محمود علي، السمان، ١٩٨٣)

Evaluation of Stylistics teaching

Several definitions of evaluation have been provided, some of which are mentioned below:

Bloom defines it by saying: an organized collection of evidence that shows whether changes have actually occurred in a group of learners. The amount or degree of that change is determined by the student individually.

Thorndrick defines it by saying: an integrated process in which the objectives of an aspect of education are determined and the degree to which

these objectives are achieved is estimated.

Al-Demerdash Sarhan defines it by saying: Evaluation is determining the extent of our success in achieving the goals that we seek to achieve, so that it will help us identify problems, diagnose the situation, and know the obstacles and impediments with the aim of improving the educational process, raising its level, and helping it achieve its goals.

As for the definition that we consider comprehensive of the evaluation process, it is "a set of procedures through which data is collected regarding an individual, a project, or a phenomenon, and this data is studied in a scientific manner to ensure the extent to which predetermined goals have been achieved in order to make certain decisions. Evaluation, then, is a process of diagnosis and treatment in light of the desired goals." (علي أحمد مذکور، (رشدي أحمد طعيمة، ٢٠١٠)

To evaluate rhetoric, rhetoric is taught either through constructive or formative evaluation and the final or final evaluation. Formative evaluation is what is sometimes called continuous evaluation, and it is defined as the

evaluation process carried out by the teacher during the process of teaching rhetoric. It begins with the beginning of learning and accompanies it during the course of the lesson. Among the methods and methods that the teacher uses in it are the following: Class discussion, observing student performance, homework and follow-up, advice and guidance and strengthening classes.

The summative or final evaluation means the evaluation process that is carried out at the end of a rhetorical educational program, so that the subject has completed his requirements within the time specified for their completion, and the final evaluation is the one that determines the degree to which the learners have achieved the main outcomes of learning a course. An example of it in our schools and educational institutions is the exams that deal with various rhetorical academic subjects at the end of each semester, and the final evaluation is done in light of certain determinants, the most prominent of which is setting the date for its conduct, appointing those in charge of it and those participating in monitoring,

observing the confidentiality of the questions, setting model answers for them, and taking into account accuracy in correcting. (أكرم صالح محمود خوالدة, ٢٠١٢).

Guidance of Stylistics teaching

It was previously pointed out that eloquence is the laws and standards that govern the literary effect, and that it is inseparable from literature. If literature represents the bright side of the beauty of expression, then eloquence provides the foundations that color this beauty in expression. It is a science that determines the general laws in the light of which the literary style proceeds, and these the laws were derived from following methods at their highest levels. (محمود أحمد سيد, ١٩٩٧).

The goal of teaching rhetoric is evident, as before, in making students aware of the foundations and principles upon which eloquence of speech is based, and the quality of style in terms of clarity, strength, beauty, splendor of imagery, accuracy of thinking, good expression, and ingenuity of imagination. Teaching rhetoric also aims to raise feelings about the value of pronunciation and its importance in conveying the appropriate meaning. It also aims to

Promoting feelings and conscience by identifying the masterpieces of speech in styles and feeling the value of literary expression and its impact on souls by realizing what literary texts indicate in terms of the types of artistic skills of writers and what their literature depicts in terms of the colors of their emotions and psychological states. Abd al-Qahir al-Jurjani, who died in the year 471 AH, said when he referred to the statement (eloquence) in the evidence of miracles, saying: "If it were not for him, you would not have seen a tongue that weaves slander, formulates ornaments, spits magic, recites the testimonies, and shows you gems of blossom. So the sciences of rhetoric, then, are only servants." For literature, the purpose of studying it is to realize the sublime meanings and ideas in the text, and to appreciate the beauty, imagination, and eloquent images it contains.

However, this deviation occurred in the books of rhetoric after Abd al-Qahir. It was the norm in his day to mix the laws of rhetoric with the artistic criticism of the literary text, and to cite the rhetorical leader in the texts, and then criticize these texts with artistic criticism

that shows the beauty and the ugly in them. This is the correct approach, but Rhetoric became independent after that at the hands of Al-Sakaki and others like him, so the rule became what was intended first and foremost. The rule is proven by a good example just as it is proven by a bad example. Accordingly, the books of rhetoric among the later people became an exhibition of extremely ridiculous and poor models, mentioned as examples of the rules of rhetoric, thus corrupting taste greatly.

When the study of rhetorical sciences (meaning, statement, and badi') was introduced in secondary schools, it was intended to teach them for this purpose. But methodologists deviated from this to pay attention to the rules of rhetoric and its definitions without achieving the aesthetic, applied purpose in language. In this way, these sciences became like rules of grammar and morphology, dry and devoid of all beauty. The students intended to memorize it and apply it, if they could, in a practical, mechanical application, without leaving in their souls an artistic effect, an emotional shock, or a sense of expressive beauty.

In this way, teachers began to teach the sciences of rhetoric, sometimes in the standard way, so they mention the rule first, then they measure it with examples that fall under it, and deductively, so they give examples, discuss them, and deduce the rule from them, and sometimes in this way. (سيد قطب, ١٩٤٣)

Thus, the sciences of rhetoric became taught in the same way that the rules of grammar and morphology are taught in our country, and they became isolated from the literature that students study. There may be rhetorical evidence in literary texts that the teacher does not address because the students did not study the rules of rhetoric that explain them, or they were presented to them without the students having sufficient knowledge. (سيد قطب, ١٩٤٣)

To understand it. Accordingly, the sciences of rhetoric have their own lessons, independent of the study of the literary text. As if eloquence is one thing and literature is another. Rhetoric became an independent subject that students were tested with a special examination paper, and the student no longer felt this scientific connection

between rhetoric and literature, not even the aesthetic connection.

As for the modern trend, it aims to teach rhetoric in the light of literary texts, whether poetic or prose, with the forms of rhetoric being a goal in and of itself, but rather a means to a more general goal, which is to raise taste and comprehend literary works in their structure, meaning, and backgrounds. The importance of teaching rhetoric is due to its contribution to forming and developing literary taste among students and learning about the secrets of rhetorical miracles. (هنينة, ٢٠١٦)

Literary taste meant entering into the depths of the literary text to demonstrate its beauty and beauty and extract the elements of beauty in it. The taste is divided into three sections:

1. Temperament: It is a force innate to the critic and a natural aptitude that must be present in him.
2. Skill: It is a strength that is acquired through practice, long exposure to authentic Arabic styles, and becoming good at it.
3. Intelligence is the combination of character and intelligence, and the person with intelligence is more

capable of discernment and taste than the person with character alone, or the person with intelligence alone.

Judge Al-Jurjani believes that taste is a nature and innate nature that is polished and developed until it becomes able to distinguish between literary texts and reveal their secrets, possess all of that and bring it together, and its reins are on the soundness of nature, and the addiction to sports, for they are two things that have never come together in a person, so they fall short in their owner of his goal and are satisfied with it without its end. (محمود أحمد سيد, ١٩٩٧)

Ibn Khaldun, in his introduction, sees that taste is a faculty that is acquired by practicing Arabic speech and repeating it in order to hear and become aware of the properties of its composition, and it is not attained by knowledge of the scientific laws in that matter. Then he says: "And if this faculty is established and settled in its place, it will appear as if it were nature and created for that place." (محمود أحمد سيد, ١٩٩٧)

IV. CONCLUSION

Teaching rhetoric is an organized process practiced by the teacher with the

aim of transferring information and knowledge of rhetorical skills to students and developing their attitudes towards it. Its objectives are to enlighten students with the foundations and principles upon which eloquence of speech is based, the quality of style in terms of clarity, strength, beauty, splendor of photography, accuracy of thinking, good expression, the prowess of imagination, and the education of feelings with the value of speech. Its subjects mean the science of meanings, explanation, and the creative, and the method used is either the deductive/deductive method or the inductive/measurement method, and the evaluation in it was either formative evaluation or summative evaluation.

The directive in teaching rhetoric was that the subject of its lessons should not be grammar such as grammar and morphology, that is, independent of the study of literary text. Rather, teaching rhetoric should be in the light of literary texts, whether poetic or prose, Qur'anic or modern. His teaching is due to his contribution to the formation and development of literary taste among students and the identification of secrets. Rhetorical miracle.

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