

Issues and Challenges in Cataloguing Arabic Books in Malaysian Academic Libraries

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ABSTRACT

Education in Library and Information Science is a requirement to become a librarian. There are a lot of syllabuses and subjects to concentrate on such as cataloguing and classification, information retrieval, knowledge management, and reference. Library as a centre of information has been developing year by year with various types of collections written and presented in many languages such as English, Arabic and Malay. The different languages come with different letters, words, pronunciations and characters. They can bring problems and challenges in cataloguing process including determining the access points, subject headings and call number. The objective of this study is to identify the challenges in cataloguing Arabic books for cataloguers in Malaysian academic libraries. This study aims to investigate the relationships and differences between Arabic and Roman scripts in cataloguing process. The comparison is made to discover the similarities and differences in the problems faced by cataloguers from different academic libraries in Klang Valley namely International Islamic University Malaysia (IIUM), University of Malaya (UM), National University of Malaysia (UKM), Islamic Science University of Malaysia (USIM) and International Islamic University College Selangor (KUIS). The method used in data collection in this study is personal interview with cataloguers responsible for cataloguing Arabic books. The findings show that the major problem is in the Arabic scripts. They are difficult to vocalize Arabic words due to the different ways of reading the various types of calligraphy and typography. Besides, the issues of lengthy author's name, vocalization of name and Arabization of English name also create problems to the cataloguers. Some of the integrated library systems cannot adopt the Arabic characters. Another problem is the difficulty to determine the subject heading for Arabic books that are not accurately stated in the Library of Congress Subject Heading (LCSH) besides the unavailability of new Arabic terms. However, the cataloguing process of Arabic books is still on-going even though there are a lot of problems that come out without solutions. Although transliteration can be one of the solutions, it is still not the best one. This study will help to improve the Library and Information Science education to cope and face the challenges in library work field.

Keywords: LIS education challenges; Cataloguing; Arabic script; Roman script; Malaysian Academic libraries; Transliteration

AIMS OF THE STUDY

This paper aims to identify the challenges in cataloguing Arabic books for cataloguers in Malaysian academic libraries. This study also aims to investigate the relationships and differences between Arabic and Roman scripts in cataloguing process.

Research Questions

1. Why do Arabic books are more difficult to be catalogued than non-Arabic books?
2. What are the common problems faced by cataloguers in cataloguing Arabic books?
3. What are the best solutions to solve the problems in cataloguing Arabic books?
4. What are the systems or software currently available to deal with Arabic books?
5. What are the skills needed by cataloguers to catalogue Arabic books?
6. What kinds of training are required by cataloguers to catalogue Arabic books?

METHODOLOGY

The main methodology used in this study is interview, which is one of qualitative methods. It is non-quantifiable type of data. The interview was conducted one-to-one. All the data were compared in order to discover the similarities and differences of the problems faced by the respondents. This study used purposive sampling technique to get the detailed explanations from the interviewees.

FINDINGS

The findings showed that the major problem faced by cataloguers in cataloguing Arabic books were due to the Arabic scripts themselves. It was difficult to vocalize Arabic words due to the different ways to read the various types of calligraphy and typography. Besides that, lengthy author's name, vocalization of names, Arabization of English names, and many authors in a book were also among the problems faced by the cataloguers. MARC 21 format, as a data identifier for computer recognition and manipulation, permitted exchange and record sharing across automated systems that cannot function well because some of the integrated library systems cannot adopt Arabic characters. Another problem faced by the cataloguers was the difficulty to determine the subject headings for Arabic books. In general, most of the contents in Arabic books are related to Islamic matters, most of them are not accurately stated, and new arabic terms are not available in the Library of Congress Subject Heading (LCSH).

INTRODUCTION

The centre of information and knowledge, or also known as the library, has been developing year by year with various formats of collections such as printed and non-printed collections. The collections are written and presented in many languages, for examples Malay, English, France, Dutch, and Arabic. The variety of collections attracts users from different backgrounds to use the collections. Nowadays, many libraries in Malaysia have Arabic collections due to the increasing enrolment of Middle East students. In fact, Malaysia wants to be one of the excellent centers for Islamic information and knowledge in the world.

To become a librarian cum cataloguer, one must be a well-qualified person. He or she must know and be familiar with the tools in cataloguing process such as Library of Congress Subject Heading (LCSH), AACR2R, and cutter system. In the learning process in university, the students taking the course strictly have to follow the rules and the international standard in cataloguing process. However, some of the libraries in Malaysia have developed their own policies and standards to cope with the users' and stake holders' needs.

The multilanguage collections come with different letters, words, pronunciation, and characters especially for Arabic materials. This will create some problems and challenges in cataloguing process to determine the access points, subject headings and call number. Therefore, the cataloguer needs to find out the solutions to overcome these problems.

ISSUES AND CHALLENGES IN CATALOGUING ARABIC BOOKS

Arabic Calligraphy, Typography and Pronunciation

Regarding the problems related to Arabic scripts, all respondents from the five academic libraries faced problem when they wanted to read the particulars on the cover and title pages.

Table 1: Problems with Arabic Scripts

| Problem | Frequency | % |
|-----------------------|-----------|------|
| Difficult to vocalize | 2 | 28.6 |
| Various calligraphy | 2 | 28.6 |
| Typography | 3 | 42.8 |

Table 1 shows the problems regarding Arabic scripts such as Arabic vocalization. For example, the cataloguer will be confused to vocalize whether *nazama* or *nuzum* (نظم). Other examples are *kataba*, *kutiba* and *kutub* (كتب). The Arabic terms with wrong vocalization will give different meanings. Therefore, knowledge in Arabic vocabulary should be stressed to all cataloguers of Arabic books.

Some of the cataloguers were not familiar with several types of calligraphy. According to Othman and Momin (2008), cataloguers should know the types of calligraphy and understand

the meaning of the text to accurately define them. Many of the respondents were very much familiar with *nasakh*, *raq'ah* and *sulus* as popular types of calligraphy. However, there were some complicated types of calligraphy to them. Therefore, all the respondents suggested to look at the title page or introduction if the calligraphy on the cover page was not clearly written. In fact, the calligraphy on cover page was for the purpose of attraction for the books. So, this might cause a tedious work to catalogue to read it.

Moreover, typography was also a problem in cataloguing Arabic books because it may confuse the catalogue to determine the exact words in the title, author's name and other particulars. As we know, calligraphy is a part of Islamic art. Some publishers used various types of typography for the books to look nice and attractive. However, cataloguers found it difficult to read some words. There were many styles of typography such as by putting many irrelevant graphics on the calligraphy. It caused the calligraphy to look messy and at the same time caused difficulties for the catalogue to vocalize the words.

Arabic Names

Usually, many Arabic books have a lengthy author's name purposely to show the pride of the author's family name. Some authors will put their names and their upper generations up to their great grandfather. According to Khairy (2006), authority control of Arabic personal names was difficult to be catalogued because there were various reference sources and methodologies used to authorize old Arabic names, which have eventually led to various forms used for the same name in each catalogue. He described that the authority control of Arabic personal names was needed to distinguish between the elements in the names.

Table 2: Problems with Author's Name

| Problem | Frequency | % |
|-----------------------------|------------------|----------|
| Lengthy author's name | 5 | 38.5 |
| Inversion of name | 4 | 30.7 |
| Various author's name | 1 | 7.7 |
| Vocalization of name | 1 | 7.7 |
| Arabization of English name | 1 | 7.7 |
| Many authors in one book | 1 | 7.7 |

Elements of Arabic names are *patronymic*, *ism* (given name), *laqab* (descriptive epithet), *kunyah* (appellation), *khitab* (honorific name) and *nisbah* (attribution), for example, *Abu Abdullah Ahmad bin Muhammad bin Hambal bin Bilal al-Syaibani*. Regarding this problem, the respondent from IIUM library said that they would refer to the authority control in Library of Congress (LC) as their main authority control. They emphasized that all the authors' names to be shown in LC because those names were based on authority control of LC. Without hesitation to this problem, they can do a copy cataloguing from LC to their record. However, if they could not find that names from LC, they would find it at the Bio-bibliography as a secondary source. Their final way was by referring to *Ismu Syurah* or well-known name. They would create their own way but it must be placed at their own authority control and the source that they referred to must be shown. Houissa (1991) explained that the implication of this problem was the exchange of bibliographic data that had been hindered to the same extent by the variation in cataloguing and authority control practices.

For the problem on the variety of names, the IIUM cataloguers would create a cross-reference to let users know that the author has more than one names. Sometimes, Arabians have various names because they like to put their place of birth such as *al-Makki*, and their race such as *al-Banjari*. Vassie (2002) has provided the options for name authority control. There are two options for authority control for the authors' names that can be represented in both Arabic and Roman scripts. The first option is to establish two headings for the authors in paired

records, one in each script, with “See also” cross-reference acting as the link between the two scripts. The second option is to establish a single heading using the script of either one language the author is normally associated with, and with the “See” cross-reference from any other non-used form in either script. An example for this second option is *Ibn Sina* and *Avicenna*.

In fact, all respondents from the five academic libraries would check the exact name of the author from the LC and they referred to its authority control for inversion if the name is of lengthy one. Frequently, UKM cataloguer would take the third name to be inverted and USIM cataloguer would look at the author’s signature because the signature showed his/her well-known name. USIM cataloguer would also look at other academic libraries to solve this problem. Besides that, USIM library also has its own way to ensure the authority is controlled and centralized. The authority control was controlled by only one cataloguer who was responsible to ensure there was no disorganized authority.

IIUM cataloguer would refer the vocalization of names from the Arabic Dictionary to ensure the right vocalization. For example, the cataloguer could be confused between *al-Khawarizmi* and *al-Khuwarizmi*. For the problems with Arabization of English names, the respondent from IIUM library said they would refer to LC and other sources. They would also refer to the vendors to get the exact vocalization and spelling.

Besides that, too many authors in one book could also cause problems to the cataloguers. The respondent from USIM library said that they would take the first author to be the main entry and the other author(s) will be placed as added author(s). The respondents from other academic libraries also did the same way.

Titles of Arabic Books

The titles of Arabic books also contribute to the many problems to cataloguers. Cataloguing the titles of Arabic books is not as simple as cataloguing the titles of English books because the cataloguer would look in detail to avoid mistaken titles. In fact, all respondents have same steps to determine the titles of Arabic books. Table 3 shows the problems with the titles of Arabic books faced by the respondents during cataloguing.

Table 3: Problems with Titles of Arabic Books

| Problem | Frequency | % |
|------------------------------------|------------------|----------|
| Lengthy title | 1 | 7.7 |
| Various names of title | 1 | 7.7 |
| No title | 2 | 15.3 |
| Title too literary | 1 | 7.7 |
| Many titles in single book | 5 | 38.5 |
| Title do not represent the content | 3 | 23.1 |

In the first step to determine the titles of Arabic books, the cataloguers would look at the cover page before the title page. Some Arabic books did not have title page. That is why the cataloguers were very concern with all particulars available on the cover page. If the Arabic books contained titles that were not very clear on the cover page or title page, the cataloguers would look at the introduction page or summary of the book. All of respondents said that they would refer to LC to determine the title if they faced lengthy title or various titles in a single book. For the Arabic book with no title, the respondent from UM library explained that they would refer to the table of content. The respondent also explained that the table of content could help the cataloguer to determine the titles of Arabic books. The respondent also said that some Arabic terms have redundant vocalization such as the term *Shari’at* or *Shari’ah*. Therefore, the user and cataloguer should use the function of truncation. Furthermore, this problem also caused

confusion to the cataloguer in cataloguing the titles because they have many styles of vocalization and they would show various names of titles.

For many titles in a single book, the respondent from UM library said that they would take the first title as the main entry and the other titles would be placed in the note. The other respondents also took the first title as the main entry but the other titles would be put at the added title.

The problems related to the lengthy title and too literary title would be solved by referring to LC and other sources. Frequently, the title that was too literary would disappoint the cataloguer in finding the exact vocalization and meaning because there was no record from any source including in LC.

Another problem was the problem involving various titles found in two or more books that have same content. This could be due to some publishers that have changed the title of the books and consequently the books have various titles for the same book. Therefore, the respondent from IIUM library would pick any title and put some notes mentioning that the book has various titles, and the cataloguer would do cross-reference on those various titles.

Statements of Publication

Many respondents were confused with the meaning of *tab'ah*. Some English books have the term *edition*, which is a notice that the book has been *edited* for certain times and it, however, does not mean how many times the book has been *reprinted*. The term *reprinted* means the book has been reprinted without being edited. Both terms have different meanings. However, Arabic books show *tab'ah* with various meanings. Therefore, the cataloguers would ensure the meaning of that term first before cataloguing.

Table 4: Problems with the Meaning of *Tab'ah*

| Meaning | Frequency | % |
|---------------|-----------|------|
| Reprinted | 5 | 45.5 |
| Edited | 5 | 45.5 |
| <i>Tahqiq</i> | 1 | 9 |

Table 4 shows various meanings of *tab'ah* given by the respondents. The respondent from IIUM library said the determination of the meaning of *tab'ah* depended on the presentation of the book. If they found the book was reprinted, they would put in a note telling that the book was not another edition but it was a reprinted version. To differentiate between edition and reprint, it can be done by different call numbers. In fact, the different call numbers could help the users to differentiate between the meanings of edition or reprint brought by the Arabic word *tab'ah*.

The term *tab'ah* also brought confusion to the respondents from IIUM library. They have found books with the same title but they have different *tab'ah*. This could happen because different publishers published Arabic books without copyright control. It would cause difficulties to cataloguers to differentiate books with the same title but different *tab'ah* and publishers.

However, the respondent from UKM library said that if they wanted to know whether *tab'ah* was an edition or not, they would find the term *mazidah* in the introduction page or in the summary of the book. The meaning of *mazidah* is addition. It showed that the book was another edition. One respondent from IIUM library said that some Arabic books would put the term *tab'ah* to show that the book has been edited or argued by someone else, and this book is called as *tahqiq*. Therefore, the respondent said they would look at the title page because usually the book that has *tahqiq* will show the original author and the name of a person who *tahqiq* the book.

Table 5: Problems with Statements of Publication

| Problem | Frequency | % |
|---|-----------|------|
| Place of publication not stated | 3 | 21.4 |
| Name of publisher not stated | 3 | 21.4 |
| Date of publication not stated | 2 | 14.2 |
| Date of publication in Hijri format | 1 | 7.2 |
| Many publishers with single title | 1 | 7.2 |
| Various dates of publication with same edition | 1 | 7.2 |
| Publication details are placed at various pages | 3 | 21.4 |

Table 5 shows the problems with statements of publication in Arabic books. Publishers were responsible to provide all statements of publication. However, some Arabic books have been illegally published. In other words, some Arabic books were published by the authors without going through any publishers and thus they have no copyright. Arabic books without statements of publication such as name of publisher, place and date of publication were common problems. All respondents said that they would refer to LC to solve such problems. However, if LC did not provide any information about any statements of publication, they would refer to other libraries such as the library in Ohio University and Harvard University and other sources such as Amazon.com. If no statements of publication were found, they would put signs such as “[n.d.]”, which means no date of publication, “[s.l.]” for *sine loco*, which means no place of publication, and “[s.n.]” for *sine nomine*, which means without name of publisher.

Regarding date of publication in Hijri format, respondent from UM library said that they would convert that date to Gregorian format because they would follow the policy in UM library for centralization purpose. According to Wilson (2005), he said that the Gregorian year is usually indicated with a letter *mim* (م), which stands for *Miladi*, or Christian. The Islamic year is indicated with a letter *ha* (هـ), which stands for *Hijri*, the term used for Islamic calendar.

Table 6: Problems with ISBN

| Problem | Frequency | % |
|--------------------|-----------|------|
| ISBN is not valid | 3 | 42.8 |
| ISBN is overlapped | 1 | 14.4 |
| No ISBN | 3 | 42.8 |

International Standard Book Number (ISBN) is a unique numeric commercial book identifier or symbol for book's copyright. Many publishers of Arabic books did not provide ISBN and some of the ISBNs provided have the problems as stated in Table 6. Respondents from IIUM, UM and USIM library said that some ISBNs for Arabic books were fabricated by claiming that the books were copyrighted books. However, the respondent from IIUM library still took the fabricated ISBN or any ISBN that overlapped with the real ISBN because it did not affect so much the cataloguing and retrieving processes.

Arabic Script and Library Integrated System

The table 7 shows the problems of Arabic script with the library integrated systems. All respondents who used Virtua and Horizon library integrated systems faced the problems with character during copy cataloguing. In other words, when the cataloguers did copy cataloguing from LC and pasted it to their system, the characters would change to disorganized characters

and this problem caused them to take the time to do correction. Another problem was when they typed the Arabic script in their system. Most of the time, they faced difficulties when they typed Arabic script from right to left. In fact, their system allowed the cataloguers to type Arabic script from right to left, but they faced difficulties when they wanted to change the options in that system.

Table 7: Problems with Library Integrated System

| Problem | Frequency | % |
|---|-----------|----|
| Feature of truncation not provided | 1 | 10 |
| More problems after being upgraded | 2 | 20 |
| Cannot differentiate between class number & call number | 1 | 10 |
| Problem with character during copy cataloguing | 3 | 30 |
| Typing from left to right for Arabic script | 3 | 30 |

The respondents from IIUM and USIM library have problems with their system when their systems have been upgraded. For example, the respondent from USIM library said that the Virtua did not accept 13 numbers of ISBN after the upgrade. The respondent from IIUM library said that there were certain features went missing after the Horizon was upgraded. Therefore, the cataloguers did not feel comfortable and satisfied with the new features compared to the old features. The respondent from IIUM library also said that Horizon cannot differentiate between class number and call number. This problem would cause difficulties to cataloguers to create the call number and to determine the subject heading. In addition, the feature of truncation did not exist in Horizon. As we might have known, many Arabic words are quite similar. Therefore, the truncation would help cataloguer to search the title and author in Horizon for few seconds.

Arabic Subject Heading, Classification and Transliteration

Table 8 shows the problems in cataloguing Arabic books with subject headings. Most Arabic books contain Islamic knowledge and heritage. Arabic books also contain general knowledge such as science and technology, economy, human sciences and others. But, most of the Arabic books are related to Islamic perspectives. Thus, all respondents have problems with the subject heading because Library of Congress of Subject Heading (LCSH) was quite bias to Islamic perspective.

Table 8: Problems with Subject Heading

| Problem | Frequency | % |
|--|-----------|------|
| To determine the subject heading | 3 | 21.5 |
| LCSH is bias to Islam | 5 | 35.7 |
| Arabic terms are not compatible with LCSH | 2 | 14.3 |
| Common subjects of Islamic knowledge are unavailable in LCSH | 1 | 7.1 |
| New Arabic terms are unavailable in LCSH | 2 | 14.3 |
| One book has various subjects heading | 1 | 7.1 |

The LCSH provided very little subdivisions for Islamic knowledge. Islamic subject headings in LCSH were placed in same division with Baha'ism. In contrast, Christian subject headings were placed in their own division without mixing with other religions. However, respondents from KUIS library said that even though LSCH was bias to Islam, it gave more advantages to cataloguers to expand the subject headings for Islamic knowledge. For example,

LCSH provided a subdivision of BP1-253 for cataloguers to determine the subdivisions for Islamic knowledge. Therefore, the cataloguers can use those subdivisions for Islamic knowledge. The respondent from USIM library said that they faced difficulties to determine the subject headings for Arabic books that discussed economy, science and technology. This was because they were not sure to put them in economy, science and technology subdivisions, or Islam subdivisions. Some Arab countries use El-Khazindar's List of Arabic Subject Headings (QRMA). But, Vassie (2002) found that the list caused confusion to cataloguers because it was not the same like in LCSH system. Lastly, they would do translation of LCSH if they faced lacking in QRMA.

Some titles of Arabic books did not represent the content of the book. Therefore, the cataloguers would see all parts in the book to look for the subject headings. UKM and UM libraries would look closely at the subject headings that were related to the content of the book if there was no exact subject heading in LCSH. However, IIUM and UM libraries would expand the subject headings but at the same time, they would refer to LC and other sources to ensure that expansion will stay in line with international standard. However, according to a research done by Abdoulaye (2002), he found that most of the cataloguing staffs ignored some rules of AACR2 and LCSH in cataloguing Arabic items. This might be due to the insufficiency of AACR2 and LCSH in cataloguing Arabic materials.

Arabic terms that were not suitable with LCSH were another problem faced by cataloguers in cataloguing Arabic books. One example given by the respondent from IIUM library was the term *prayer* used for *solat*. In LCSH, there were several terms that used Arabic terms such as *zakat* and *da'wah* but not *solat*. Instead, the term *prayer* was for *solat* and the term *prayers* was for *doa*. LCSH did not provide the term *prayers* for *doa* but it only provided the term *prayer* for *solat*. Thus, cataloguers did not know how to solve this problem either to put *doa* in *prayer* or any other subject provided in LCSH. Therefore, cataloguers from IIUM library would put *doa* at the same subject heading with *solat*. Hence, *prayer* and *prayers* should be separated and they were not in the same subject heading. However, the respondents from other academic libraries preferred to use free-floating to determine any subject headings used in other terms, or cataloguers can find terms with the closest meaning for any unavailable terms in LCSH. On the other hand, the respondent from IIUM library did not agree with the use of free-floating. The free-floating was not suitable with the subject headings for Arabic books. It may cause more errors if free-floating was used because Arabic terms were not similar to English terms.

New Arabic terms that were not available in LCSH were another problem to determine subject headings for Arabic books. For example, a popular topic such as transferring organ from Islamic perspective can be one subject in LCSH but it is not stated in LCSH. The transferring organ or *naql al-a'da* was a contemporary issue discussed by many scholars. Hence, the cataloguers have difficulties to determine the subject heading for this issue in LCSH because LCSH did not provide this subject. However, the respondent from UKM library said that the solution for this matter was by looking at the closest related subject. Determining a subject heading of common subjects in Islamic knowledge was unavailable in LCSH. For example, the topic about *i'tikaf* might not be applicable in any related subjects in LCSH and thus respondent from IIUM library said they created new subject heading for *i'tikaf*. However, cataloguers from IIUM library would ensure that new subject must be in line with LCSH. Finally, they would put the subject as one part in library policy.

Table 9: Types of Cutter Number

| Type | Frequency | % |
|------------------|-----------|----|
| Cutter Sanborn | 1 | 20 |
| LC Cutter Number | 2 | 40 |
| Initial | 2 | 40 |

The standard of creating the call number for Arabic books is same for all academic libraries, which is the Library of Congress Classification (LCC). However, there are some differences in using the cutter notations for author. It depends on the library policy and each

library has its own reason in choosing the type of cutter notation. From Table 9, although IUM library used LCC as a guide to create class number, it used Cutter Sanborn as its cutter notation for author because it was applicable to various types of names including English and Muslim names. However, the Cutter Sanborn gave problems to Muslim names because many first names for Muslim names were the same such as *Ahmad*, *Muhammad*, *Abu*, *Ibn* and *Sheikh*. Therefore, the schedule of Cutter Sanborn has been expanded to some numbers that can suit Muslim names. For example, the cutter number for *Muhammad* was based on Muh (952). *Muhammad* is a very common Muslim name and there is another name after *Muhammad*. Hence, IUM library had expanded Muh (952) to Muh (9521-9528). For example, *Muhammad Ikhwan*'s cutter number is 9524.

However, one of the respondents from IUM library said that Cutter Sanborn was not suitable to create a call number for Arabic books. This was because the call number would be longer and difficult to amend when other related books needed to be placed nearby the existing book, and difficult to amend the call numbers for new edited books that needed to be placed with the existing books. Additionally, using Cutter Sanborn would show same cutter numbers for several names such as *Abd al-Rahman* and *Abd al-Rahim*. Therefore, there was a possibility for the same call numbers for several books. One respondent from IUM library said that it would confuse the users to find the books on the shelves.

LC cutter number gives more advantages to all cataloguers to create call numbers because it is easier to create cutters for main entry. UKM and USIM libraries used LC cutter number for their main entry. To create call numbers for Muslim names, they said that LC cutter was easier and more suitable than other cutters. However, the respondent from USIM library said that they have expanded the call numbers for certain Muslim names such as *Ahmad*, *Muhammad*, *Abu*, *Ibn*, and *Sheikh*. Therefore, USIM library has its own standard for expanding for such Muslim names but they still followed the LC standard. For example, Muslim name like *Muhammad Zarir*, they looked at *Muhammad* first and then they expanded by looking at *Zarir*. As a result, the cutter number would be expanded from two to three numbers. In addition, the respondent from USIM library said that they used cataloguing calculator (Banerjee, 2002) as their cataloguing tool especially to create call numbers.

In contrast, UM and KUIS libraries used initial where they used their own standard without following LC cutter number or Cutter Sanborn. In fact, initial did not use unique number but it used characters. Even so, initial still needed to be expanded for Muslim names. For example, name like *Ibn Taba* would be expanded because there were many Muslim names beginning with *Ibn*. Therefore, it would be expanded and became *IBNT* for *Ibn Taba*. Another example is *Abd al-Rahman* that was expanded to *ABDR*.

Table 10: Types of Transliteration Standard

| Type | Frequency |
|--------|-----------|
| ALA-LC | 4 |
| DBP | 1 |

Some respondents from the five academic libraries agreed that transliteration was one of the solutions in cataloguing Arabic books. In fact, transliteration or Romanization was a way to ensure the users would retrieve Arabic books through OPAC especially the users who did not understand Arabic language well. Therefore, the selected transliteration standard of each academic library would affect the results of search by users. Some libraries used ALA-LC transliteration because they wanted to follow the international standard. In fact, the ALA-LC transliteration was a very comfortable transliteration to users because it was easy to use and apply.

However, KUIS library used Dewan Bahasa & Pustaka (DBP) transliteration standard and the respondents from this library said that DBP transliteration standard followed Malaysia's standard and it was easy for users. Nevertheless, Kuntz (2005) said that any transliteration scheme rendering Arabic into Roman script required a learning process (both rules of Romanization and Arabic grammar) for the users. To reduce confusion for the users, it would be necessary for library catalogues to state clearly which transliteration scheme they followed.

Content and Physical Attributes of Arabic Books

Referring to Table 11, all of the respondents said that many Arabic books have no proper arrangement of information.

Table 11: Problems with Physical Attributes of Arabic Books

| Problem | Frequency | % |
|--|-----------|------|
| Improper arrangement | 5 | 45.5 |
| Paper is not of good quality | 3 | 27.3 |
| Do not follow the international standard | 2 | 18.2 |
| Easy to damage | 1 | 9.0 |

Arabic books did not follow the international standard, such as the title and the author's name were not placed at the title page. Many Arabic books did not provide Cataloguing In-Publication (CIP). Although some Arabic books have CIP, they did not follow the actual standard.

CONCLUSION

In conclusion, to overcome all the issues and challenges in cataloguing Arabic books, it needs commitment and hard work from all who involved in cataloguing fields as well as publications. All the international policies and standard guidelines must be set up to make it compatible and systematic to be used by all cataloguers and publishers around the world. The people in cataloguing field such as cataloguers, lecturers and trainers must teach how to create in-house policy according to international standard and publishers must guide the authors on how to publish or produce materials with a proper guideline. All parties must play their roles with full commitment and collaborations among them are essential.

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