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Objectives of Arabic Teaching in the Arabic Secondary Schools in Brunei Darussalam: Grade 11th as a Case Study

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ABSTRACT: The aim of this research work is to identify the extent of the objectives of Arabic Teaching in the Grade 11th of the Brunei Arabic Secondary Schools. Selection of the Grade 11th of those schools has been perfectly made as a case study.The researchers carried out the distribution ofquestionnaires to all of teachers of Arabic Language in those schools, to all of teachers of Arabic Language in those schools, and their number is 4. After the data collection, they made aquantitativedescriptive analysis in order to arrive at the required results and outcome. Consequently, the research work arrived into an outcome that the objectives of Arabic Language teaching in the Grade 11thof those specified schools are explicit and definite, as they also suit the level of the students. In addition, they comprisethe four language skills, except that the level of focus on the listening skill is lesser than the concentration on other language skills (i.e. speaking, reading and writing).

I.   INTRODUCTION

Teaching Arabic Language in Brunei Darussalam

According to Shamsuddin and Sara (2017), the establishment of Brunei as a state was in the second half of the fourth century AD / (1368 AH) or the early fifteenth century AD / (1315 AH) was the emergence of a new center for the dissemination of Islamic teachings in this region. The new Islamic Center in Brunei did not find who can do his job, but one of the first preachers who were some loyal preachers had answered the wholeheartedly appeal of this center and had to learn Bruneian Malay language to use it in the teaching of Islamic religion to Bruneian citizens who did not know Arabic. Hence the mixing of Arabic and Malay language began during the study of Islamic religion. Teaching Arabic language in Brunei Darussalam soon had a significant amount of development in the sixties of the previous century, when regular Arabic schools for boys and girls were set up, when His Majesty Sultan (Haji Omar Ali SaifuddienSa'adulKhairiWaddien) laid the first foundation stone of Arab schools in the country on the day Thursday 17 of May in 1384 AH, corresponding to 24 September 1964, and then "Institute of Religious Teachers of Sri Begawan" (KUPUSB) opened in 1972 to produce the teachers of Arabic language and religious materials in religious primary schools. The establishment of these Arabian schools in Brunei Darussalam is counted one of the important scientific, religious and educational achievements, according to the results given as the great religious and educational goals achieved by these schools in Arab-Islamic aspects, as these schools play an important role in the formation of an educated Muslim society. These Arabic schools have become a basic important center for Islamic teaching.

Arabic and Religious Schools in Brunei Darussalam

The development of services in the field of religion is a factor that has influenced the history of Brunei Darussalam from time to time with various important achievements through its administrative journey, especially in spreading and instilling a love for the Islamic religion in the Sultanate. In these aspects, Arabic and religious schools in Brunei are under the leadership of the Ministry of Religious Affairs, in collaboration with the Ministry of Education to develop a suitable curriculum to properly educate the Muslim students of Brunei on Islamic teachings. In 2012, the Compulsory Religious Education Order was implemented, emphasising the importance of Islamic knowledge for young students. Under this order, it is compulsory for Muslim children aged seven to 15 to attend religious schools. With about 150 religious schools in Brunei Darussalam from pre-school to primary level, religious education is also provided at three private schools: International School Brunei, Jerudong International School and Yayasan Sultan Haji HassanalBolkiah School. The Islamic Religious Knowledge curriculum is divided into three levels, where the components of the Islamic Religious Knowledge

subjects sees subjects such as Al-Quran, AmaliUgama, Tawheed, Adab, Ibadat and History for primary level students; Al-Quran, Tafsir Al-Quran, Hadith, Tawheed, Fiqh and Islamic History for the secondary level students; and Muamalat&Faraidh, Munakahat, Islamic Law History, UsulFiqh, Tawheed, 'Ulum Al-Quran &Mustalah al-Hadith, and Tafsir Al-Quran and Hadith for students in the Pre-University level. Meanwhile, Arabic schools in Brunei offer two core curriculums: the national curriculum for general subjects and the Ma'hadBuhuth al-Islamiah curriculum from Egypt for religious subjects and Arabic language. These curriculums are based on the National Education System for the 21st Century (SPN21) to produce students equipped with skills in line with the 21st Century. After 50 years since the first Arabic school – HassanalBolkiah Boys Arabic Secondary School (SMALHB) was built in 1964, there are now seven Arabic schools in Brunei: four in Brunei-Muara and one each in Belait, Tutong and Temburong. These Arabic schools are the Temburong Arabic Preparatory School, the Belait Arabic School, the Bandar Seri Begawan Arabic Preparatory School, the Rimba Arabic School, Mahad Islam Brunei in Tutong, the Raja IsteriPengiranAnakHajahSaleha Girls Arabic Religious Secondary School, and the SMALHB. Religious schools start from pre-school. Education in Arabic schools begins in Year Five and is offered until pre-university level for male students and Year 11 for female students. The recently built Rimba Arabic School can accommodate 2,000 students with classrooms, science and language laboratories, lecture halls, multi-purpose hall, teachers' room, library, hostel, surau, canteen and a field, to accommodate the growing number of students enrolling in religious studies. Meanwhile, the Ministry of Religious Affairs also offers religious classes for adults with the implementation of the General Rules of the Religious Adult Class 1980 number:31 JUB108/1980, and the Al-Quran Adult Class established separately and has been combined into what is now known as the Religious Adult class teaching subjects such as Tawheed, Fiqh, Tasawuf and Al-Quran. Religious lessons currently taught are based on the religious syllabus in primary level religious schooling, where the syllabus for Religious Adult Classes at the primary level is according to the syllabus in Year I to Year III, while the syllabus for the advanced classes follow that of those in Year IV to Year VI. The ministry also offers further education in special institutions which are divided into four categories such as Uniformed Training Centres, Treatment Centres, Rehabilitation & Guidance Centres and Special Needs Centres (https://borneobulletinyearbook.com.bn/arabic-religious-schools-2/).

These Arabic schools (including the eleventh grade of Arabic secondary schools) in Brunei Darussalam suffer from the weakness of some of their students in the four language skills. The reasons for this weakness may be attributed to the teachers, or to the students, or to the environment, or to the curriculum (including the objectives of curriculum). This research attempts to identify the extent of the objectives of Arabic Teaching in the Grade 11th of the Brunei Arabic Secondary SchoolsArabic in Brunei Darussalam, because the objectives of curriculumhave an effective role in developing the quality of the educational and learning process.

II. LITERATURE REVIEW:

The Goals of Language Teaching

Language teaching can be described as teaching people a foreign language so that they can understand and speak the language. The goals of language teaching are both far-reaching and highly individualized. This is because most of the answers on why a person would like to learn a second language come from the individuals involved. Although most of the reasons may be individualized, some of the reasons are universal. These include the idea that English languageis one of the global languages spoken in a large number of countries worldwide. From a general perspective, people cite various reasons for learning this language that include but not limited to the future of one's career, travelling reasons especially in countries that speak English, to gain a better comprehension of the ways of life experienced in the countries where the language is spoken, and to be able to live in a country where the language is spoken. Expound on these reasons is of great importance(Aljohani: 2016).

The modern world has become very demanding requiring people to keep up with the ever-changing environment so as to be in a position to compete with others in thesociety and to earn a living by doing the same. This impliesthat individuals must learn to adapt and live in diverse environments, which brings in the issue of language learning aspeople must interact so as to be productive. While some mayopt to learn a language for the purpose of advancing their careers and making it easier to live and work in foreign countries, others want to learn the basic structures involved in thelanguage as well as how this structure can be manipulated. Insome instances , individuals may acquire knowledge in secondlanguage , L2, and become as fluent as the first language (Pützand Laura: 2010). Teaching a language also has economicreasons and benefits that include integrating minority groupsto help in the development of a country and its agenda, creation of skilled workforce, to promote the growth of international trade, and to introduce moral values.

Teaching Arabic Language in the Light of Communicative Approach

This is based on the purpose that language is part of life, as it fundamentally focused on simplification of communicative procedure among the societal individuals since the means of linguistic communication is

language through its written and verbal vocabularies. Also, the meanings indicated by those vocabularies portray the motive while the reaction of the receiver depicts the response. Meanwhile, all of them constitute the result of reasonable and functional activities between the two parties of the communicative procedure.

Therefore, communication commences when the sender develops interest in sending a message which may be out of a response to a specific inducement or out of initiation through the posing of another exciting impulse in the domain of verbal or written communication. That means the role of the sender is manifested in the symbolic constructions. In contrary, the receiving party is perceived in a trying effort to understand the spoken illustrations or written symbols which are contained in the message with an attempt to comprehend it in the light of his capacities and experiences. The meaning of that is that the role of the receiver is manifested in the emancipation of these symbols. Based on that, it is inferred that communication may be either spoken or written, direct or indirect. Whatever category of communication that may be engaged, man is always in need of it, and he is therefore mandated to study Arabic Language Teaching from this angle.

On this basis, the concerned people in Arabic teaching have agitated for its inclusion in teaching module in the light of the concept of communication theory and its parts. In addition, the agitators appealed for necessary study of communication activities on the basis that it is an integrated system in which various elements are mutually overlapping, interacting and interpenetrating in the sphere of the targets of the communication procedures.

The linguistic communication is constituted from major elements which are collectively integrative in order to realize the objective for the sake of which the communication is made available. These elements are: Sender, Receiver, Linguistic message, Sending Channel, Linguistic code and Communication environment. Each element must necessarily be featured with inevitable conditions in order to insure the success of linguistic communication procedure.

According to the Traditional Teaching Methods, language curriculum development and selection of its contents were made on the basis of principles and linguistic patterns, but according to this modern communicative approach, selection of contents is outstandingly based on the commutative attitudes, not on linguistic principles ('Atiyyah: 2008).

Also, Awd(2000)held the view that for successful language teaching as communication medium, proficiency in communication must necessarily be taken care of. However, communication itself is a serious complex skill; as it encompasses more than mastery of language structures. Therefore, it is necessary to take into consideration that the spoken communication is appropriate in line with various stages, like purpose of the talker, relation between the talker (speaker) and the receiver, attitude, subject matter and linguistic context. Therefore, language teaching for communication, as it aims to prepare learners for the acquisition and development of the four language skills, consolidation on communication skills and exploitation of linguistic principles for the purpose of discharging specific communicative functions on particular situations, it also works on the creation of individual and collective natural situations for direct communication through a language content in which there will be focus on training for oral conversation at first instance. Then there is expectation that it will give training on the remaining language skills whereby the learner will become conversant with social meanings applicable to various language structures and be able to select language expressions which are suitable for different communicative situations. For this, the communicative approach in language teaching requires emplacement and linguistic activities in the position of practical exercise where the reliance on the memorization of the theoretical principles is excluded. It also provide opportunity to students to use language practically, pay stable attention to all language skills and avoidance of strictness on one side at the expense of other sides. Language is comprehensively integrative and any defect that inflicts any part or sort of it will penetrate to the whole language, and it may cause its total malfunction in the performance of its major role which is manifested in communication and mutual understanding, exchange of experiences, skills and views. Purpose of that is that communication approach is much concerned with the use of language, pursuit of various systems and exercising of its principles as well as emplacing it in the position of practical application.

III.   RESEARCH METHODOLOGY

This research work is a quantitative descriptive research. The researchers carried out the distribution of questionnaires to all of teachers of Arabic Language in those schools, and their number is 4. After the data collection, they made a quantitative descriptive analysis in order to arrive at the required results and outcome.

Quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Babbie, Earl R.: 2010).

Descriptive research is defined as a research method that describes the characteristics of the population or phenomenon studied. This methodology focuses more on the "what" of the research subject than the "why" of the research subject.The descriptive research method primarily focuses on describing the nature of a demographic segment, without focusing on "why" a particular phenomenon occurs. In other words, it "describes" the subject of the research, without covering "why" it happens.Descriptive research is a quantitative research method that attempts to collect quantifiable information for statistical analysis of the population sample. It is a popular market research tool that allows us to collect and describe the demographic segment's nature (https://www.questionpro.com/blog/descriptive-research/).
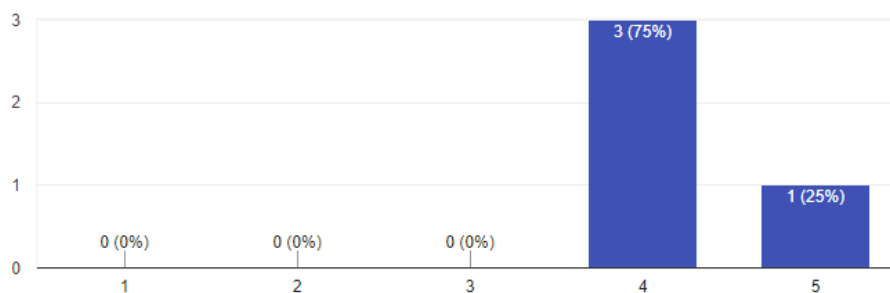
IV.   RESULTS AND DISCUSSION

Objectives of Arabic Language Teaching in the Grade 11th of the Brunei Arabic Secondary Schools:

First: The extent of the clarity in the objectives of Arabic Language Teaching in the Class 11th of the Brunei Arabic Secondary Schools.

Table No 1:
The General Objectives for the curriculum is explicitly clear and definite:

It is explicitly clear from this graph that 75% of the specimen agreed that the General Objectives for the Arabic Language Teaching in the Grade 11th of those Brunei Arabic Secondary Schools are clear and definite, while 25% of the specimen highly agreed on this view. This is an indication that the objectives of the Arabic Language Teaching in the Grade 11th of those concerned Arabic Secondary Schools are explicitly clear and definite.

Second: The extent of the suitability of the objectives of the Arabic Language Teaching in the Grade 11th of the Brunei Arabic Secondary Schools with the level of the students.

Table No: 2
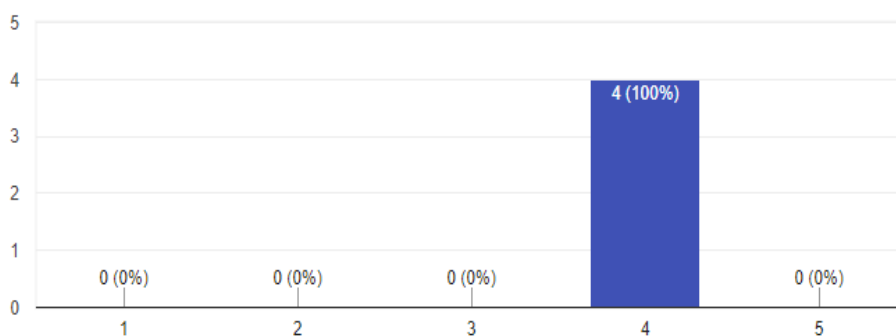Suitability of the objective of the curriculum with the level of the students
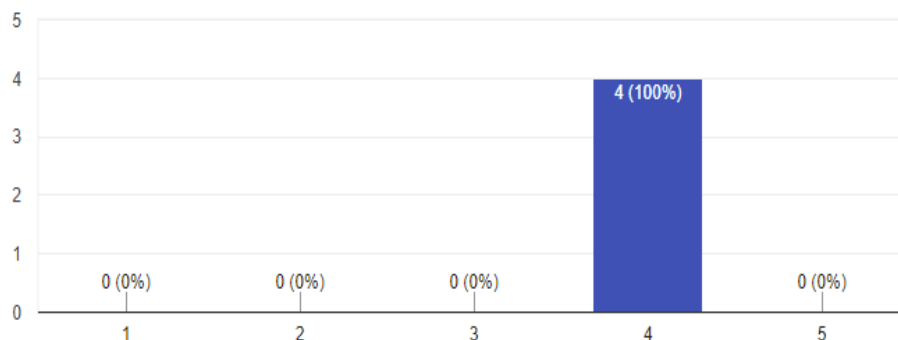
It is explicitly clear from the above graph that 100% of the specimen agreed that the objectives of the Arabic Language Teaching in the Grade 11th of the Brunei Darussalam Arabic Secondary Schools are appropriate for the level of the students. This implies that the objectives of the Arabic Language Teaching in those concerned schools are suitable for the students.

Third: The scope of the comprehensiveness of the objectives of the Arabic Language Teaching in the Grade 11th of the Brunei Arabic Secondary Schools on the four language skills.

Table No. 3:

The aim of the curriculum is to consolidate the students with the four language skills

It is explicitly clear from the above graph that 100% of the individuals of the specimen have agreed on the fact that the objectives of the curriculum comprise all the four language skills like listening, speaking, reading and writing. Thus, these facts indicate that the objectives of the curriculum are made of all the four language skills which include listening, speaking, reading and writing.

Fourth: The extent of the focus of the Arabic Language Teachers in the Grade 11th of the Brunei Arabic Secondary Schools on a specific skill from among other four language skills.

Table No. 4:
The skill on which the teacher is required to concentrate
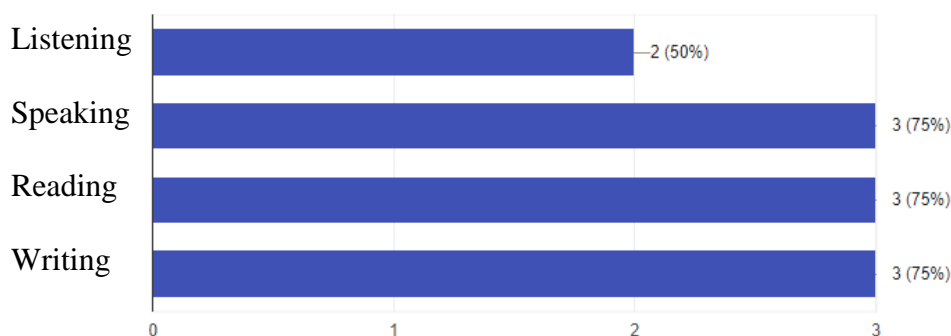
It is explicitly clear in the above stated graph that the objectives of the Arabic Language Teaching in the Grade 11 of the Brunei Arabic Secondary Schools are more concentrated on the speaking, reading and writing skills than on the listening skill.

V.   CONCLUSION:

This research has arrived into an outcome that the objectives of the Arabic Language Teaching in the concerned schools are explicitly clear and definite, suitable for the level of the students. The objectives also comprise four language skills, though the concentration on the listening skill is lesser than other language skills (speaking, reading and writing).

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