

Investigating the Effectiveness of Teaching Content of Arabic Language Communication in Sultan Sharif Ali Islamic University (UNISSA): A Case Study of the Faculty of Ushuluddin.

Achmad Yani bin imam Subari¹, Siti Sara Binti Haji Ahmad²,
Rafidah Binti Abdullah³, Hambali Bin Haji Jaili⁴, Rafizah Binti Abdullah⁵,
Nur Basirah Binti Haji Rosmin⁶

1, 2, 3, 4, 5&6. Sultan Sharif Ali Islamic University (UNISSA)

ABSTRACT : This research aims to introduce the content effectiveness of the Arabic language communication in the Faculty of Ushuluddin, Sultan Sharif Ali Islamic University (UNISSA), Brunei Darussalam. The researchers have distributed the questionnaire to Level one students in the same faculty, the same university, who attended Arabic Language Communication class, 2024 session. They were 12 students among overall number of 30 students, (which sampled 40%). After these students arrived at the required data, they carried out quantitative and evaluative analysis to arrive at the required results. This research finds that the positive aspects of method content of teaching Arabic Language Communication in Sultan Sharif Ali Islamic University (UNISSA) commensurate with the aims and objectives of the method (85%); that it commensurate with the language level of students (88.3%); that it commensurate with the age level of student (83.3%); that it contains exercises on listening skill improvement for daily interaction (86.7%); that it contains exercises on reading skill improvement for daily interaction (90%); that it contains exercises on speaking skill improvement for daily interaction (88.3%); that it contains exercises on writing skill improvement for daily interaction (86.7%); that it contains exercises on four language skills' improvement for daily interaction on balanced level (83.3%); that it commensurate with Educational Background of students (80%); that it maintain individual differences between the students (80%); that it is presented gradually to the students from the easier to the harder (90%); that it contains topics needed by the students for daily interaction (85%); that it contains pieces of word needed by students for daily interaction (88.3%); that it contains syntactical rules needed by students for daily interaction (81.7%); that it contains morphological rules needed by students for daily interaction (80%); on the negative part, it shows that the content of teaching Arabic language communication does not commensurate with the aims and objectives of the method in the Sultan Sharif Ali Islamic University (15%); that it does not commensurate with language level of students (11.7%), that it does not commensurate with the age level of students (16.7%); that it does not contain exercises on listening skill improvement for daily interaction (13.3%); that it does not contain exercises on reading skill improvement for daily interaction (10%); that it does not contain exercises on speaking skill improvement for daily interaction (11.7%); that it does not contain exercises on writing skill improvement for daily interaction (13.3%); that it does not contain exercises on four language skills improvement on balanced level (16.7%); that it does not commensurate with educational background of the students (20%); that it does not maintain individual differences of the students (20%); that it is not presented gradually from the easier to the harder (10%) that it does not contain topics needed by students for daily interaction (15%); that it does not contain pieces of word needed by students for daily interaction (11.7%); that it does not contain the syntactical rules needed by students for daily interaction (18.3%); that it does not contain the morphological rules needed by students for daily interaction (20%);

KEYWORDS: *Content, Arabic, Language, Communication.*

I. INTRODUCTION

Haafiz Ismail Alawi (2009) recounted a dialogue held with Daud Abduh where he defined the functional approach in Arabic Language Teaching in his statement that functional approach in Arabic Teaching is the Arabic teaching through the method that can lead to the mastery of the four language skills: Language comprehension audibly and visually, verbal and written expressions. Therefore, the function of language; whatever language it may be, is the ability on comprehensive understanding and instructiveness. And for the proficiency of these four skills, it is compulsory to give consideration to language grammatical principles (Morphological principles, syntactical principles and writing principles) as the means for the mastery of the previous four skills, no limits to it intrinsically.

It also requires the presence of an integration among linguistic specializations, psychology, sociology and pedagogy because the process of the teaching content selection is influenced by many factors which are partially connected with material things, and partially with the learner, in addition to the external factors which are envisaged in the teaching objectives, level of the curriculum and the fixed time. As these yardsticks and conditions were unavailable in our courses, students started linking the problems of Arabic Language Teaching with the failure of those in charge of the teaching syllabus in the selection of the appropriate linguistic content, especially on the issue of the selection of grammatical content which is considered as the main cause of students estrangement and renunciation from it (Abduh Ar-Raajih 1995).

Ali Ahmad Madkur (2001) stated that the selection of grammatical subject courses for various classes in our schools can never be perfected on thematic basis, rather topics may be mostly selected based on the personal experience and subjective survey of the members of the curriculum creating committees.

Antwan Sayyaah (2014) added-when he was discussing the causes of the weakness of the Arabic Language Learners in syntax- saying that the weakness stemmed from the mixture of the meagreness of the grammatical subjects with its corpulence and the applied with the unreal forsaken subjects. Nowadays, we still have many textbooks full of inapplicable issues and subjects which cannot increase in the expressive competence of the student like those topics discussing the uses of: *Karuba, Haraa, Ikhlawlaqa* (from among the associates of *Kaada*), as well as persistency in the elaboration on the reasons for the indeclinable grammatical form (*Al-Mamnu'u minas Sarf*). Likewise, those books are full of overproduction of the grammatical conditions and rules in respect of the *indeclinable grammatical form* in spite of its being a specific language or dialect, with the permissible removal of the preventability in the indeclinable grammar while it is impermissible to prevent the changeable form of it.

Mahmoud Ahmad As-Sayyid (1989) also viewed that the teaching of all of these issues without selection for content, or with the random selection of its subject courses, overburdens the student who can attain from his acquisitive intellectual ability for the Arabic Language principles which may lead to the reluctance of the students from such study and thereby increase in the aggravation of the phenomenon of linguistic weakness in the stage of general and university teaching.

II. THE CONTENT OF THE LANGUAGE TEXTBOOK IN THE LIGHT OF COMMUNICATIVE APPROACH

According to Abu Laban (2011), the content of the language textbook in the light of communicative approach is divided into two divisions:

- a- Cultural Content; it contains cultural subject matters from which the offering of language content is accomplishable.
- b- Linguistic Content; which contains Arabic Language Arts skills (Listening, Speaking, Reading and Writing).

There are many criteria for the selection of the lively and communicative situations such as the followings:

- Realism: It implies possibility of its occurrence in the life of learner.
- Value: It indicates concordance and conformity of the situations, devices and activities with moral and religious domain for the society.
- Honesty and suitability: It means suitability of the situation or activity with its occasion and expression for what it represents.
- Efficacy: It means the extent of the expressions and effects of the situation in the future; the consequence of that stance is the availability reality and value.

Therefore, the availability of these standards is an imperative matter, for the purpose of explicitness to the researchers and designers of books and textbooks of Arabic language. The linguistic communicative approach emphasizes on the fact that language teaching is perfectible within its application in the real functions. Meanwhile, mankind exploits language; so as to present himself or demand something or apologize for something, or accept or reject or exhibit his opinion on a specific issue.

Jaahiz (2000) also called for the satisfaction with the grammatical principles of language which can safeguard accurate communication and protect the tongues of speakers from grammatical mistake and error. On that, Jaahiz was saying in the chapter of „Baby Exercise“: “As for the grammar, do not engage his heart with it, except in accordance with what can trigger him into safety from unreasonable mistake, and from the scope of the ignorance of the general public while writing a write up, composing a poem and describing anything else.

Whatever is added on that, he is supposedly busy with better task and dumbfounded about the worst”.

Nihaad Al-Musa (2015) brought an idea on the grammatical level, that we are in need of a device to distinguish the theoretical principles which can describe the phenomenon in the language course only, and abolish the theories of „causes“, „interpretations“ and „variations“, then come up with such principles on the grammatical fundamentals on which the grammarians unanimously agreed upon. Even the grammatical theories should be restricted from common principles among the grammarians, to those principles which have major roles in use and connected life in application. If we do this, we shall discover that grammar has been reduced into tenths to us,

while every reader of this grammar will positively feel that he is truly reading something that has functional reflection near to what he is reading, hearing and what he is required to express.

Surely, the adoption of the functional way in Arabic Language Teaching necessitates the fact-findings of social situations to which mankind are subjected and in which he needs the use of language, its limitation, specification of the common use, classification of the terms, adaptation of its application in the class by the students and adjustment of the curriculum vocabularies so as to conform with the requirements of the situation. We are not obliged to teach everything to student in a way that he will not comprehend anything at the end; because the mastery of knowledge cannot be evaluated through the memorization of its rules, rather it is measurable through the ability on its usage and application. However, it is necessary to point out that the functionality is not connected with issues of syntax, morphology, dictation and rhetoric only, but rather the issue is also connected with the selection of the subject matters which student needs at every stage and which can expressively illustrate his interests and various demands, in addition to the evaluation matter and linguistic exercises. Thus, the adherence to the functional approach in the Arabic Language Teaching in our educational curriculums is an obligatory and important matter, but the most important is that such adherence must emanate from a conscious plan to the descriptive dimensions of the language, wherein the linguistic chapters which are majorly in use and circulation would be awarded a high position in the pedagogical programs. We must also concentrate on evaluative styles which can reap the student with ability on exploitation and application of language in various situations, we should eventually achieve a fruitful means for the language, not a preservative device only. Henceforth, Arabic Language Learning and Teaching in line with the functional approach vividly makes the learning environment more smoothly harmonious with reality, as it often motivates the student and prompts him to learning. It eventually makes him more interested in the language for knowing its value and services which it offers to him in his life, because it is the ideal track which can enable him to face various situations in which the student might need the particular language (Haniyyah Areef and Labukh Bujmaleen, 2015).

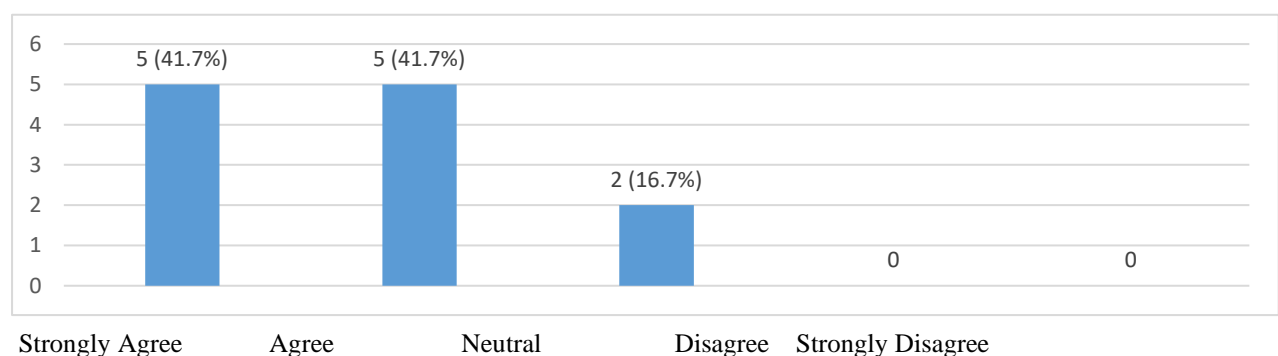
III. METHODOLOGY

In collaboration with the Faculty of Ushuluddin the Sultan Sharif Ali Islamic University in Brunei Darussalam. This research aims at introducing the content effectiveness of the method of teaching Arabic language communication in the Faculty of Ushuluddin, Sultan Sharif Ali Islamic University (UNISSA), Brunei Darussalam. This research is quantitative research. The researchers have distributed the questionnaire to Level one students in the same faculty, the same university, who attended Arabic Language Communication class, 2024 session. They were 12 students among overall number of 30 students, (which sampled 40%). After these students arrived at the required data, they carried out quantitative and evaluative analysis to arrive at the required results.

IV. FIELD WORK AND ITS DISCUSSION

1- THE EXTENT OF COMMENSURATION OF METHOD CONTENT OF TEACHING ARABIC LANGUAGE COMMUNICATION WITH THE AIMS AND OBJECTIVES IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 1



It shows from above chart that 41.7% samples strongly agree that the content of teaching Arabic language communication commensurate with the aims and objectives in the Sultan Sharif Ali Islamic University, 41.7% agree, and 16.7% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (5 \times 4) + (2 \times 3)}{12 \times 5 = 60} \times 100$$

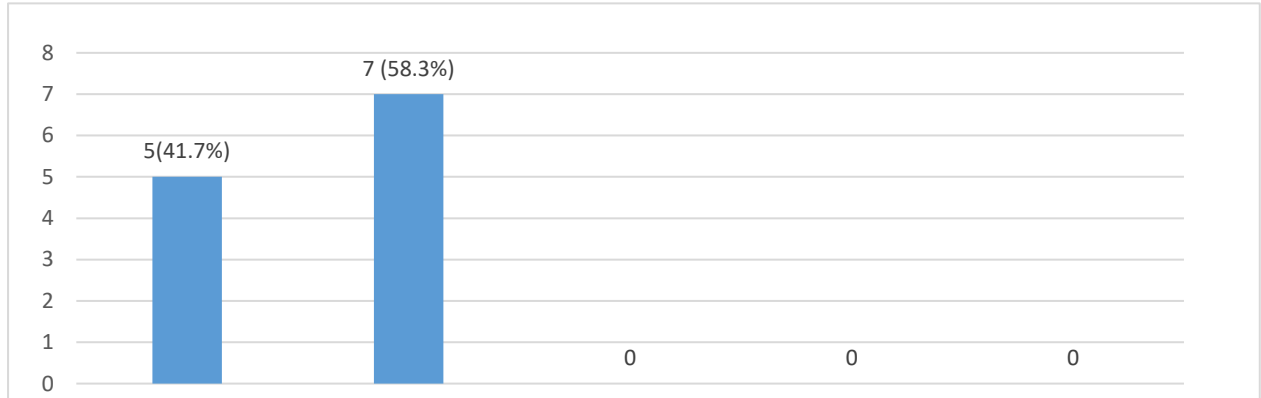
$$P(85\%) = \frac{25 + 20 + 6 = 51}{60} \times 100$$

This means that the content of teaching Arabic language communication commensurate with the aims and objectives in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 85% while the disagree sample is 15%. The positive part of this sampling techniques shows that the content of teaching Arabic language communication commensurate with the aims and objectives in the Sultan Sharif Ali Islamic University with 85%, while the negative part shows that the content does not, with just 15%.

2- THE EXTENT OF COMMENSURATION OF CONTENT OF TEACHING ARABIC LANGUAGE COMMUNICATION WITH THE LANGUAGE LEVEL OF STUDENTS IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

The extent of commensuration of content of teaching Arabic language communication with the language level of students in Sultan Sharif Ali Islamic University.

Chart 2



It shows from above chart that 41.7% samples strongly agree that the content of teaching Arabic language communication commensurate with language level of students in the Sultan Sharif Ali Islamic University, while 58.3% agree.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (7 \times 4)}{12 \times 5 = 60} \times 100$$

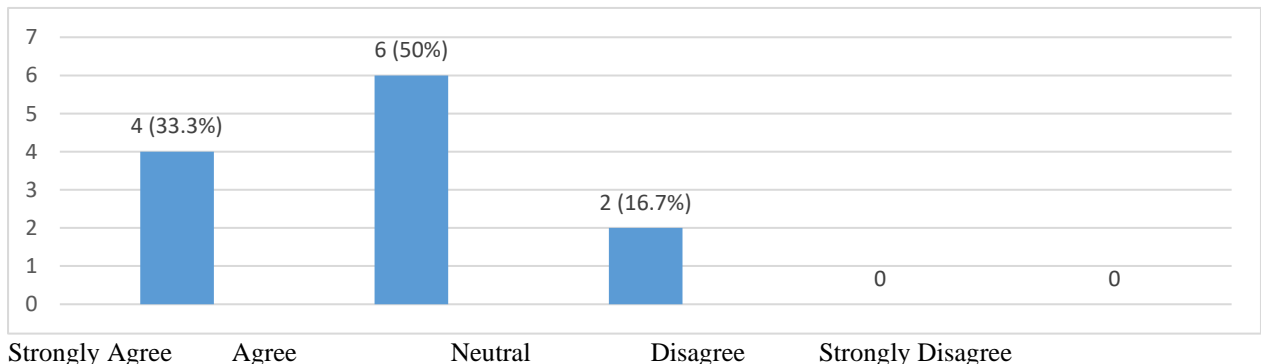
$$P(88.3\%) = \frac{25 + 28 = 53}{60} \times 100$$

This means that the content of teaching Arabic language communication commensurate with the language level of students in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 88.3% while the disagree sample is 11.7%. The positive part of this sampling techniques shows that the content of teaching Arabic language communication commensurate with the language level of students in the Sultan Sharif Ali Islamic University with 88.3%, while the negative part shows that the content does not, with just 11.7%.

3- THE EXTENT OF COMMENSURATION OF CONTENT OF TEACHING ARABIC LANGUAGE COMMUNICATION WITH THE AGE LEVEL OF STUDENTS IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

The extent of commensuration of content of teaching Arabic language communication with the age level of students in Sultan Sharif Ali Islamic University

Chart 3



It shows from above chart that 33.3% samples strongly agree that the content of teaching Arabic language communication commensurate with age level of students in the Sultan Sharif Ali Islamic University, 50% agree, and 16.7% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (6 \times 4) + (2 \times 3)}{12 \times 5 = 60} \times 100$$

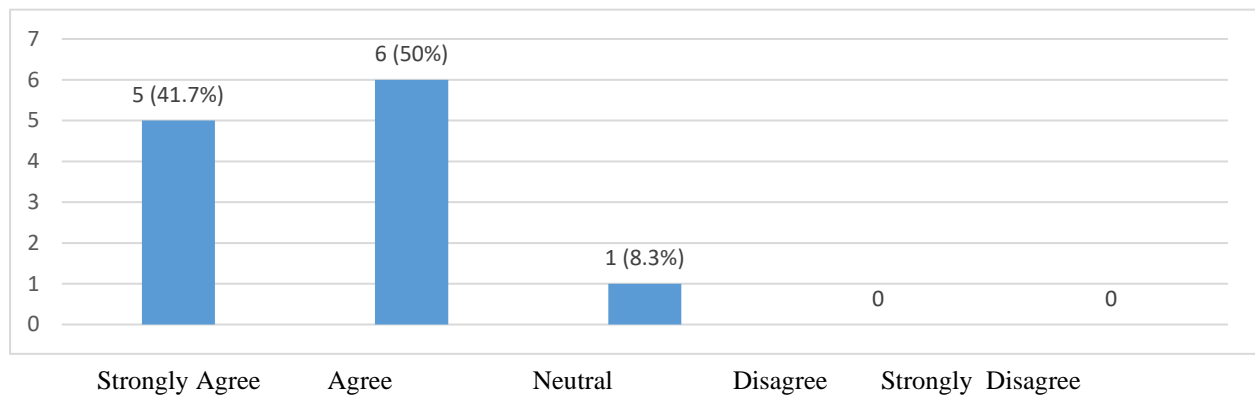
$$P(83.3\%) = \frac{20 + 24 + 6 = 50}{60} \times 100$$

This means that the content of teaching Arabic language communication commensurate with age level of students in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 83.3% while the disagree sample is 16.7%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication commensurate with the language level of students in the Sultan Sharif Ali Islamic University with 83.3%, while the negative part shows that the content does not, with just 16.7%.

4- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS EXERCISES ON LISTENING SKILL IMPROVEMENT FOR DAILY INTERACTION IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 4



It shows from above chart that 41.7% samples strongly agree that the content of Arabic language communication contains exercises on listening skill improvement for daily interaction in the Sultan Sharif Ali Islamic University, 50% agree, and 8.3% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (6 \times 4) + (1 \times 3)}{12 \times 5 = 60} \times 100$$

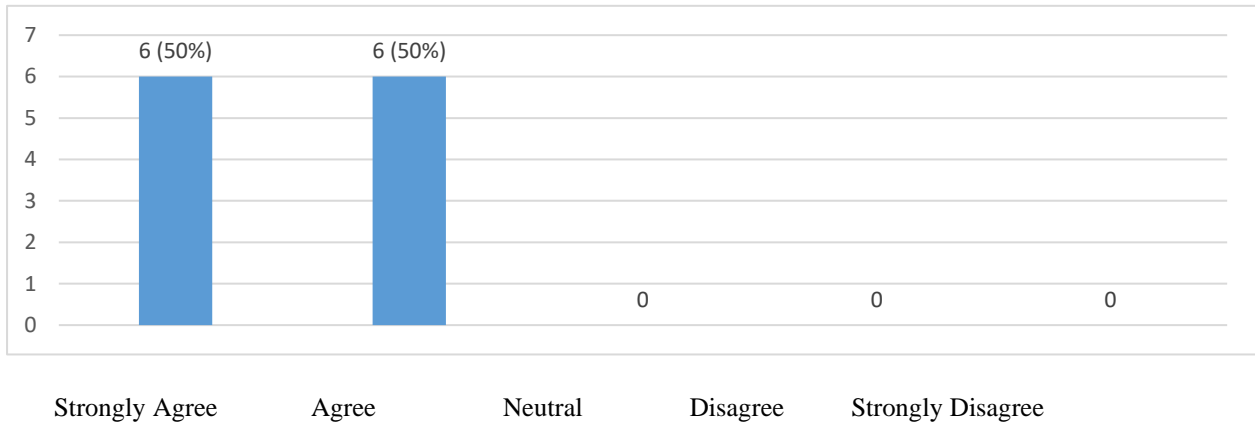
$$P(86.7\%) = \frac{25 + 24 + 3 = 52}{60} \times 100$$

This means that the content of Arabic language communication contains exercises on listening skill improvement for daily interaction in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 86.7% while the disagree sample is 13.3%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains exercises on listening skill improvement in the Sultan Sharif Ali Islamic University with 86.7%, while the negative part shows that the content does not, with just 13.3%.

5- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS EXERCISES ON READING SKILL IMPROVEMENT FOR DAILY INTERACTION IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 5



It shows from above chart that 50% samples strongly agree that the content of Arabic language communication contains exercises on reading skill improvement for daily interaction in the Sultan Sharif Ali Islamic University, and 50% agree.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (6 \times 4)}{12 \times 5 = 60} \times 100$$

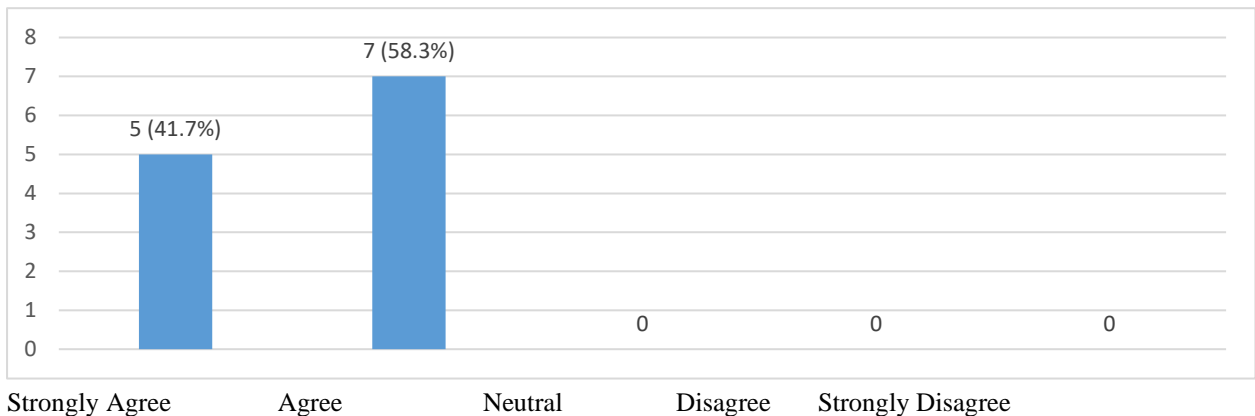
$$P(90\%) = \frac{30 + 24 = 54}{60} \times 100$$

This means that the content of Arabic language communication contains exercises on reading skill improvement for daily interaction in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 90% while the disagree sample is 10%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains exercises on reading skill improvement in the Sultan Sharif Ali Islamic University with 90%, while the negative part shows that the content does not, with just 10%.

6- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS EXERCISES ON SPEAKING SKILL IMPROVEMENT FOR DAILY INTERACTION IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 6



It shows from above chart that 41.7% samples strongly agree that the content of Arabic language communication contains exercises on speaking skill improvement for daily interaction in the Sultan Sharif Ali Islamic University, and 58.3% agree.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}). xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (7 \times 4)}{12 \times 5 = 60} \times 100$$

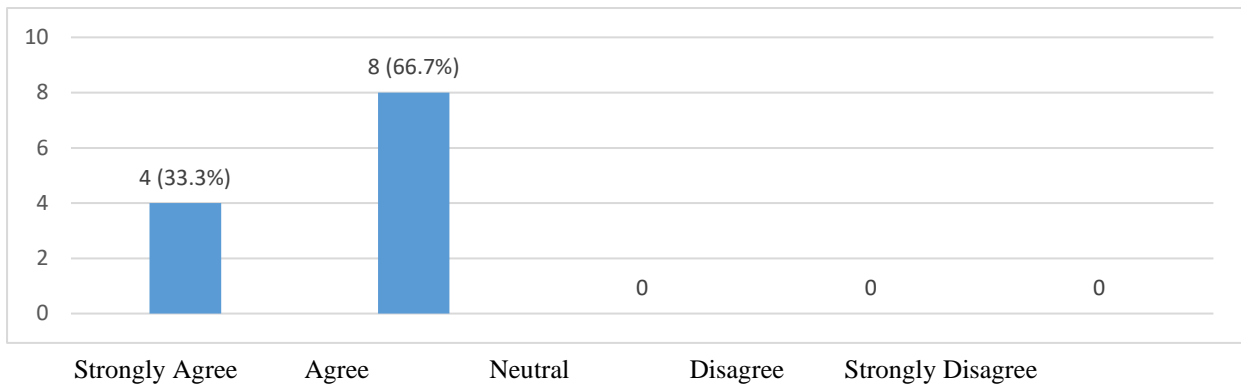
$$P(88.3\%) = \frac{25 + 28 = 53}{60} \times 100$$

This means that the content of Arabic language communication contains exercises on speaking skill improvement for daily interaction in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 88.3% while the disagree sample is 11.7%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains exercises on speaking skill improvement in the Sultan Sharif Ali Islamic University with 88.3%, while the negative part shows that the content does not, with just 11.7%.

7- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS EXERCISES ON WRITING SKILL IMPROVEMENT FOR DAILY INTERACTION IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 7



It shows from above chart that 33.3% samples strongly agree that the content of Arabic language communication contains exercises on writing skill improvement for daily interaction in the Sultan Sharif Ali Islamic University, and 66.7% agree.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}). xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (8 \times 4)}{12 \times 5 = 60} \times 100$$

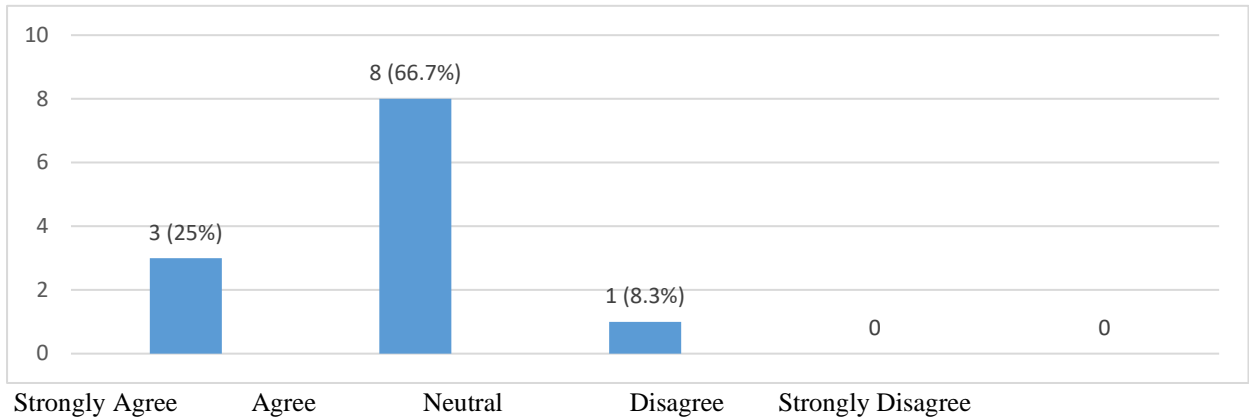
$$P(86.7\%) = \frac{20 + 32 = 52}{60} \times 100$$

This means that the content of Arabic language communication contains exercises on writing skill improvement for daily interaction in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 86.7% while the disagree sample is 13.3%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains exercises on speaking skill improvement in the Sultan Sharif Ali Islamic University with 86.7%, while the negative part shows that the content does not, with just 13.3%.

8- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS EXERCISES ON FOUR LANGUAGE SKILLS FOR DAILY INTERACTION IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 8



It shows from above chart that 25% samples strongly agree that the content of Arabic language communication contains exercises on four language skills for daily interaction in the Sultan Sharif Ali Islamic University, 66.7% agree, and 8.3% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (8 \times 4) + (1 \times 3)}{\frac{12 \times 5 = 60}{15 + 32 + 3 = 50}} \times 100$$

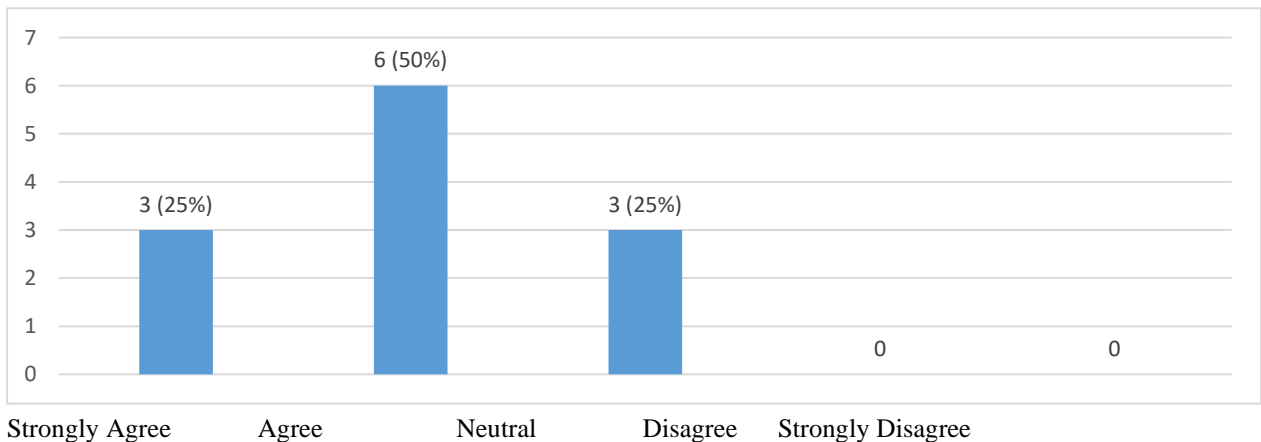
$$P(83.3\%) = \frac{60}{50} \times 100$$

This means that the content of Arabic language communication contains exercises on four language skills for daily interaction in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 83.3% while the disagree sample is 16.7%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains exercises on four language skills in the Sultan Sharif Ali Islamic University with 83.3%, while the negative part shows that the content does not, with just 16.7%.

9- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION COMMENSURATE WITH THE EDUCATIONAL BACKGROUD OF THE STUDENTS IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 9



It shows from above chart that 25% samples strongly agree that the content of Arabic language communication commensurate with the educational background of the students in the Sultan Sharif Ali Islamic University, 50% agree, and 25% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}).xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (6 \times 4) + (3 \times 3)}{15 + 24 + 9 = 48} \times 100$$

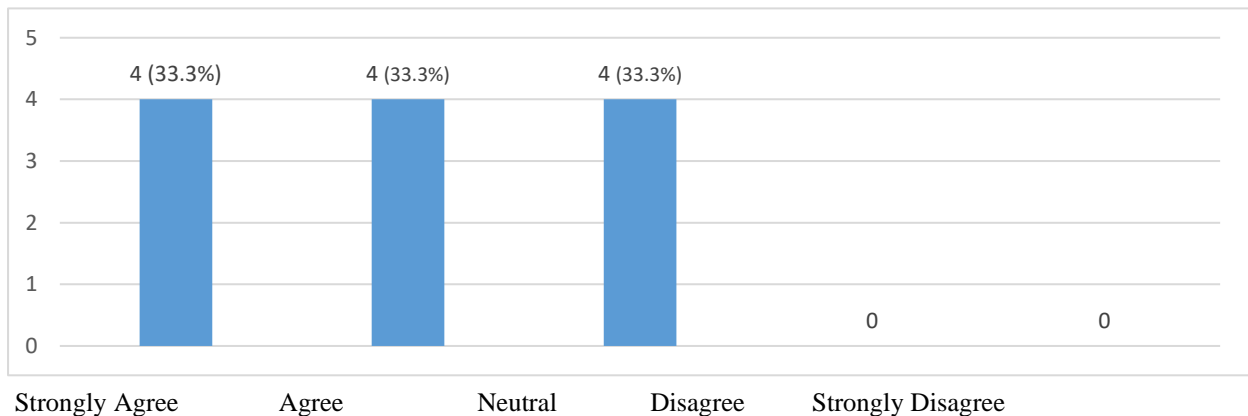
$$P(80\%) = \frac{12 \times 5 = 60}{60} \times 100$$

This means that the content of Arabic language communication commensurate with the educational background of the students in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 80% while the disagree sample is 20%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication commensurate with the educational background of the students in the Sultan Sharif Ali Islamic University with 80%, while the negative part shows that the content does not, with just 20%.

10- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION MAINTAINS THE INDIVIDUAL DIFFERENCES OF THE STUDENTS IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 10



It shows from above chart that 33.3% samples strongly agree that the content of Arabic language communication maintains the individual differences of the students in the Sultan Sharif Ali Islamic University, 50% agree, and 25% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}).xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (4 \times 4) + (4 \times 3)}{20 + 16 + 12 = 48} \times 100$$

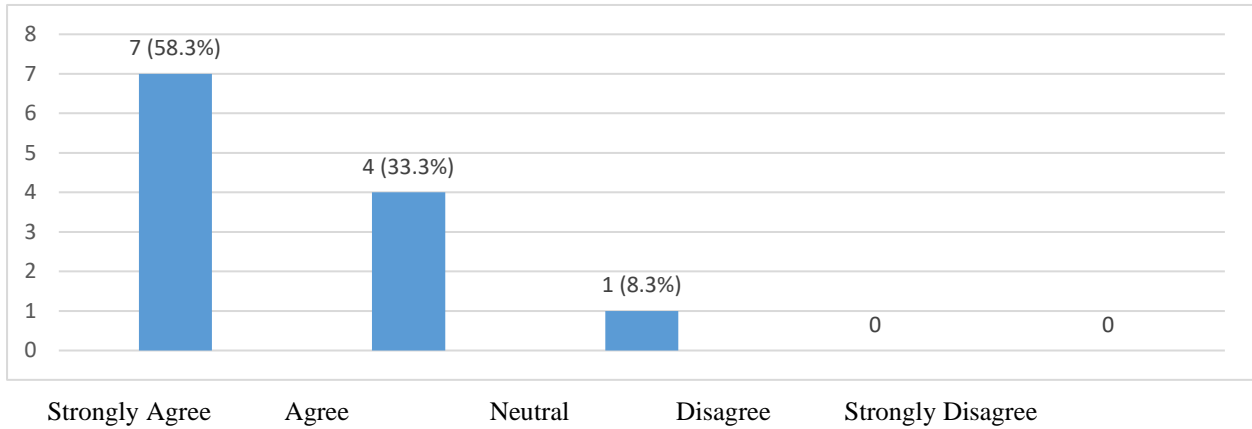
$$P(80\%) = \frac{12 \times 5 = 60}{60} \times 100$$

This means that the content of Arabic language communication maintains the individual differences of the students in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 80% while the disagree sample is 20%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication maintains the individual differences of the students in the Sultan Sharif Ali Islamic University with 80%, while the negative part shows that the content does not, with just 20%.

11- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION IS PRESENTED GRADUALLY TO THE STUDENTS FROM THE EASIER TO THE HARDER IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY

Chart 11



It shows from above chart that 58.3% samples strongly agree that the content of Arabic language communication is presented gradually to the students from the easier to the harder in the Sultan Sharif Ali Islamic University, 33.3% agree, and 8.3% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(90\%) = \frac{(7 \times 5) + (4 \times 4) + (1 \times 3)}{\frac{12 \times 5 = 60}{35 + 16 + 3 = 54}} \times 100$$

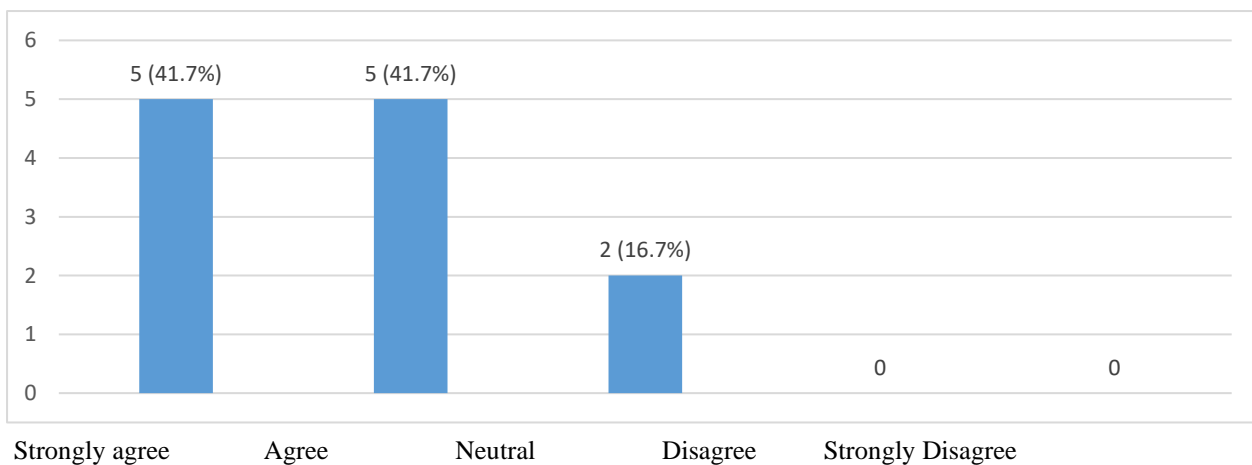
$$P(90\%) = \frac{60}{54} \times 100$$

This means that the content of Arabic language communication is presented gradually to the students from the easier to the harder in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 90% while the disagree sample is 10%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication is presented gradually to the students from the easier to the harder in the Sultan Sharif Ali Islamic University with 90%, while the negative part shows that the content does not, with just 10%.

12- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS TOPICS NEEDED BY THE STUDENTS FOR DAILY INTERACTION, IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY.

Chart 12



It shows from above chart that 41.7% samples strongly agree that the content of Arabic language communication contains topics needed by the students for daily interaction, in the Sultan Sharif Ali Islamic University, 41.7% agree, and 16.7% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}). xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (5 \times 4) + (2 \times 3)}{12 \times 5 = 60} \times 100$$

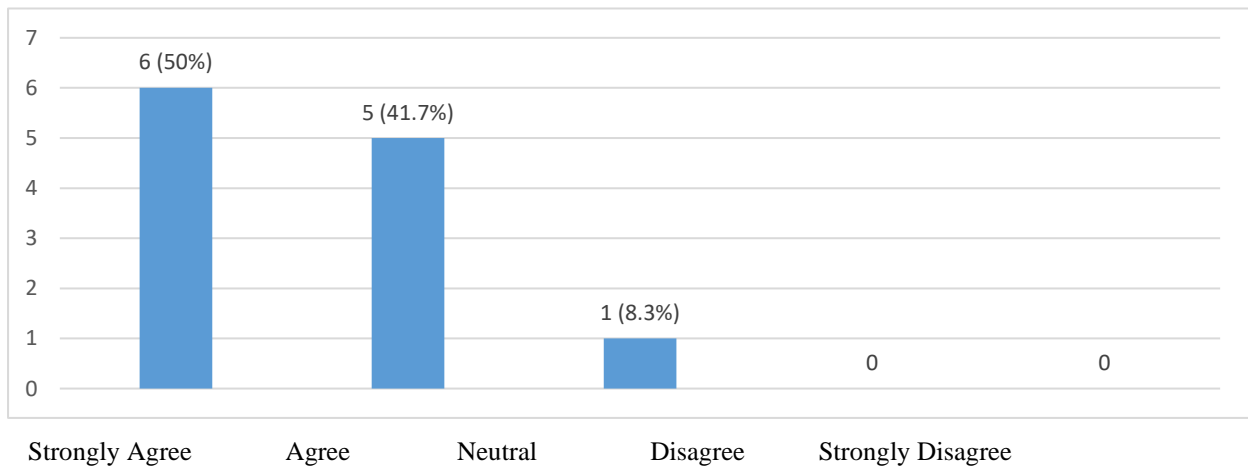
$$P(85\%) = \frac{25 + 20 + 6 = 51}{60} \times 100$$

This means that the content of Arabic language communication contains topics needed by the students for daily interaction, in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 85% while the disagree sample is 15%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains topics needed by the students for daily interaction in the Sultan Sharif Ali Islamic University with 85%, while the negative part shows that the content does not, with just 15%.

13- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS PIECES OF WORD NEEDED BY THE STUDENTS FOR DAILY INTERACTION, IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY.

Chart 13



It shows from above chart that 50% samples strongly agree that the content of Arabic language communication contains pieces of word needed by the students for daily interaction, in the Sultan Sharif Ali Islamic University, 41.7% agree, and 8.3% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}). xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (5 \times 4) + (1 \times 3)}{12 \times 5 = 60} \times 100$$

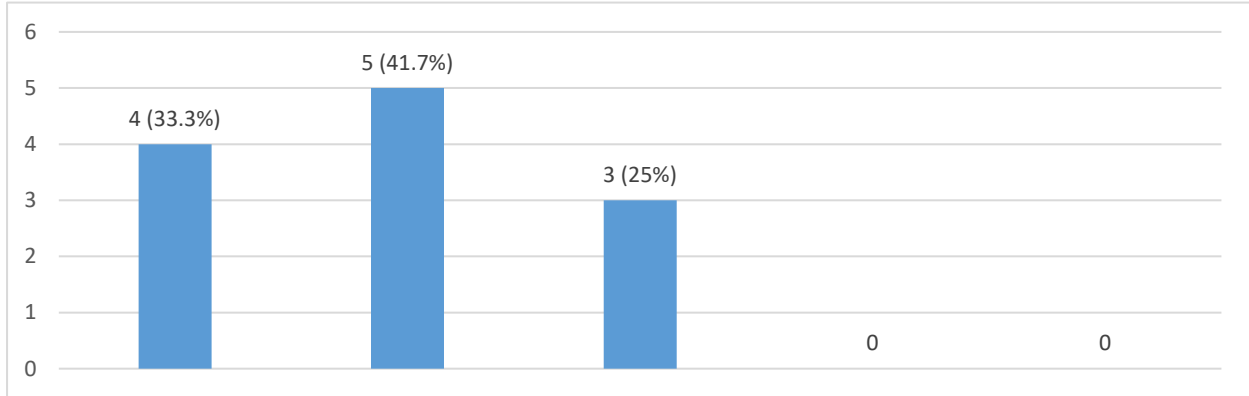
$$P(88.3\%) = \frac{30 + 20 + 3 = 53}{60} \times 100$$

This means that the content of Arabic language communication contains pieces of word needed by the students for daily interaction, in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 88.3% while the disagree sample is 11.7%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains pieces of word needed by the students for daily interaction in the Sultan Sharif Ali Islamic University with 88.3%, while the negative part shows that the content does not, with just 11.7%.

14- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS SYNTACTICAL RULES NEEDED BY THE STUDENTS FOR DAILY INTERACTION, IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY.

Chat 14



Strongly Agree Agree Neutral Disagree Strongly Disagree

It shows from above chart that 33.3% samples strongly agree that the content of Arabic language communication contains syntactical rules needed by the students for daily interaction, in the Sultan Sharif Ali Islamic University, 41.7% agree, and 25% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (5 \times 4) + (3 \times 3)}{\frac{12 \times 5 = 60}{20 + 20 + 9 = 49}} \times 100$$

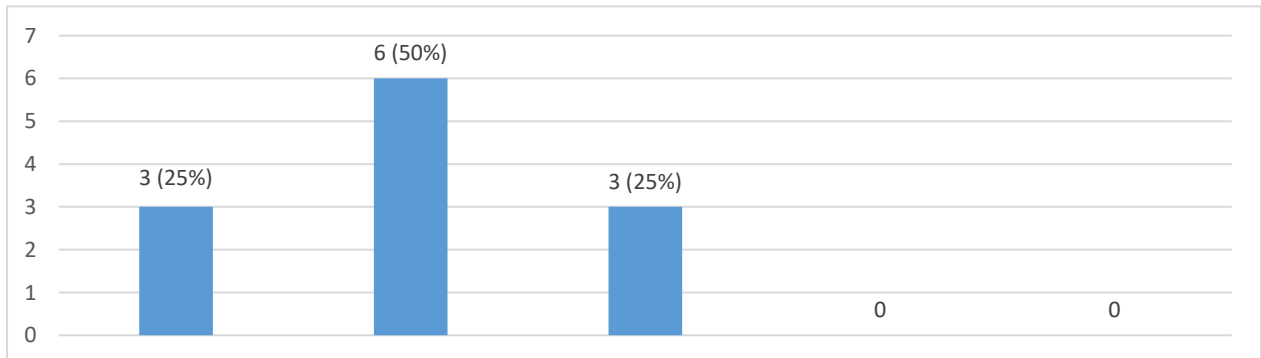
$$P(81.7\%) = \frac{60}{60} \times 100$$

This means that the content of Arabic language communication contains syntactical rules needed by the students for daily interaction, in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 81.7% while the disagree sample is 18.3%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains syntactical rules needed by the students for daily interaction in the Sultan Sharif Ali Islamic University with 81.7%, while the negative part shows that the content does not, with just 18.3%.

15- THE CONTENT OF ARABIC LANGUAGE COMMUNICATION CONTAINS MORPHOLOGICAL RULES NEEDED BY THE STUDENTS FOR DAILY INTERACTION, IN SULTAN SHERIF ALI ISLAMIC UNIVERSITY.

Chart 15



Strongly Agree Agree Neutral Disagree Strongly Disagree

It shows from above chart that 25% samples strongly agree that the content of Arabic language communication contains morphological rules needed by the students for daily interaction, in the Sultan Sharif Ali Islamic University, 50% agree, and 25% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}).xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (6 \times 4) + (3 \times 3)}{12 \times 5 = 60} \times 100$$

$$P(80\%) = \frac{15 + 24 + 9 = 48}{60} \times 100$$

This means that the content of Arabic language communication contains morphological rules needed by the students for daily interaction, in the Sultan Sharif Ali Islamic university, and the number of the “agree” sample is 80% while the disagree sample is 20%.

The positive part of this sampling techniques shows that the content of teaching Arabic language communication contains morphological rules needed by the students for daily interaction in the Sultan Sharif Ali Islamic University with 80%, while the negative part shows that the content does not, with just 20%.

V. CONCLUSION

At this juncture, the positive aspects shows that content of teaching Arabic Language Communication in Sultan Sharif Ali Islamic University commensurate with the aims and objectives of the method (85%); that it commensurate with the language level of students (88.3%); that it commensurate with the age level of student (83.3%); that it contains exercises on listening skill improvement for daily interaction (86.7%); that it contains exercises on reading skill improvement for daily interaction (90%); that it contains exercises on speaking skill improvement for daily interaction(88.3%); that that it contains exercises on writing skill improvement for daily interaction (86.7%); that it contains exercises on four language skills' improvement for daily interaction on balanced level (83.3%); that it commensurate with educational background of students (80%); that it maintain individual differences between the students (80%); that it is presented gradually to the students from the easier to the harder (90%); that it contains topics needed by the students for daily interaction (85%); that it contains pieces of word needed by students for daily interaction (88.3%); that it contains syntactical rules needed by students for daily interaction (81.7%); that it contains morphological rules needed by students for daily interaction (80%); on the negative part, it shows that the content of teaching Arabic language communication does not commensurate with the aims and objectives of the method in the Sultan Sharif Ali Islamic University (15%); that it does not commensurate with language level of students (11.7%), that it does not commensurate with the age level of students (16.7%); that it does not contain exercises on listening skill improvement for daily interaction (13.3%); that it does not contain exercises on reading skill improvement for daily interaction (10%); that it does not contain exercises on speaking skill improvement for daily interaction (11.7%); that it does not contain exercises on writing skill improvement for daily interaction (13.3%); that it does not contain exercises on four language skills improvement on balanced level (16.7%); that it does not commensurate with educational background of the students (20%); that it does not maintain individual differences of the students (20%); that it is not presented gradually from the easier to the harder (10%) that it does not contain topics needed by students for daily interaction (15%); that it does not contain pieces of word needed by students for daily interaction (11.7%); that it does not contain the syntactical rules needed by students for daily interaction (18.3%); that it does not contain the morphological rules needed by students for daily interaction (20%).

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