

DISCOVERING THE EFFECTIVENESS OF THE OBJECTIVES OF TEACHING COMMUNICATIVE ARABIC LANGUAGE AT SULTAN SHARIF ALI ISLAMIC UNIVERSITY (UNISSA): FACULTY OF USHULUDDIN AS A CASE STUDY

Achmad Yani Bin Imam Subari¹, Siti Sara Binti Haji Ahmad²,
Rafidah Binti Haji Abdullah³, Hambali Bin Haji Jaili⁴,
Rafizah Binti Haji Abdullah⁵, Nur Basirah Binti Haji Rosmin⁶
Sultan Sharif Ali Islamic University (UNISSA)^{1,2,3,4,5 & 6}

ABSTRACT : This research tends to identify the effectiveness of the objectives of teaching communicative Arabic language at the faculty of Ushuluddin at Sultan Sharif Ali Islamic University (UNISSA) in Brunei Darussalam. The researchers distributed the questionnaire to the first-year students from the Faculty of Ushuluddin at Sultan Sharif Ali Islamic University (UNISSA) who studied the communicative Arabic subject in the year 2024, and the number is 12 students (as the number of all first-year students from the Faculty of Ushuluddin at Sultan Sharif Ali Islamic University who studied communicative Arabic language in the year 2024 is 30 students, and this sample represents 40% of all students). After obtaining the data needed for this research, they analyzed it quantitatively and evaluatively to obtain the required results. This research concluded that the positive aspects of the objectives of teaching communicative Arabic at Sultan Sharif Ali Islamic University (UNISSA) are evident in their clarity and specificity (90%), and that they aim to enable students to communicate in Arabic in terms of listening skill (90%), and It aims to enable students to communicate in Arabic in terms of reading skill at a percentage of (90%), while its purposes to enable students to communicate in Arabic in terms of speaking skill at a degree of (88.3%), and it aims to enable students to communicate in Arabic in terms of skill Writing rate (93.3%). The negative side appears in its lack of clarity and lack of specificity (10%), and that it does not aim to enable students to communicate in Arabic in terms of listening skill (10%), and it does not aim to enable students to communicate in Arabic in terms of reading skill (10%). (10%), and it does not aim to enable students to communicate in Arabic in terms of speaking skill at a rate of (11.7%), and it does not aim to enable students to communicate in Arabic in terms of writing skill at a rate of (6.7%).

Keywords: Goals, Language, Arabic, Communication.

I. INTRODUCTION

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language (teachingenglish.org.uk).

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language (David:1991).

Language teaching was originally considered a cognitive matter, mainly involving memorization. It was later thought, instead, to be socio-cognitive, meaning that language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching (CLT). It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, that gave rise to communicative language teaching, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence (William: 1981).

II. LITERATURE REVIEW

The Goals of the Arabic Language Teaching in The Light of the Communicative Approach

According to the communicative approach, the goal of teaching Arabic language is the ability to communicate in the target language (Sandra: 1997). This is in contrast to previous views in which grammatical competence was commonly given top priority (Stephen: 2003). Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interactions both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques, learn and practice the Target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach English, but rather works on developing sound oral/verbal skills prior to reading and writing (wikipedia.org).

The rise of CLT in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning. This increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that to motivate these students an approach with a more immediate reward was necessary (Rosamond: 1988).

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabi. When communicative language teaching had effectively replaced situational language teaching as the standard by leading linguists, the Council of Europe made an effort to once again bolster the growth of the new method. This led to the Council of Europe creating a new language syllabus. Education was a high priority for the Council of Europe, and they set out to provide a syllabus that would meet the needs of European immigrants. Among the studies used by the council when designing the course was one by the British linguist, D. A. Wilkins, that defined language using "notions" and "functions", rather than more traditional categories of grammar and vocabulary. The new syllabus reinforced the idea that language could not be adequately explained by grammar and syntax, and instead relied on real interaction (Richards, Jack; Rodgers and Theodore: 2014).

Classroom Activities: According to the Communicative Language Teaching Method

CLT teachers choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms (Rosamond: 1988).

Role-play: According to the Communicative Language Teaching Method

Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.

Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class. Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills (Rosamond: 1988).

Interviews: According to the Communicative Language Teaching Method

An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the TL.

Example:

1. The instructor gives each student the same set of questions to ask a partner.
2. Students take turns asking and answering the questions in pairs.

This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits. This is an activity that should be used primarily in the lower levels of language classes, because it will be most beneficial to lower-level speakers. Higher-level speakers should be having unpredictable conversations in the TL, where neither the questions nor the answers are scripted or expected. If this activity were used with higher-level speakers it wouldn't have many benefits (Klaus: 2007).

Group work: According to the Communicative Language Teaching Method

Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting, for example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL. Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity (Klaus: 2007).

III. RESEARCH METHODOLOGY

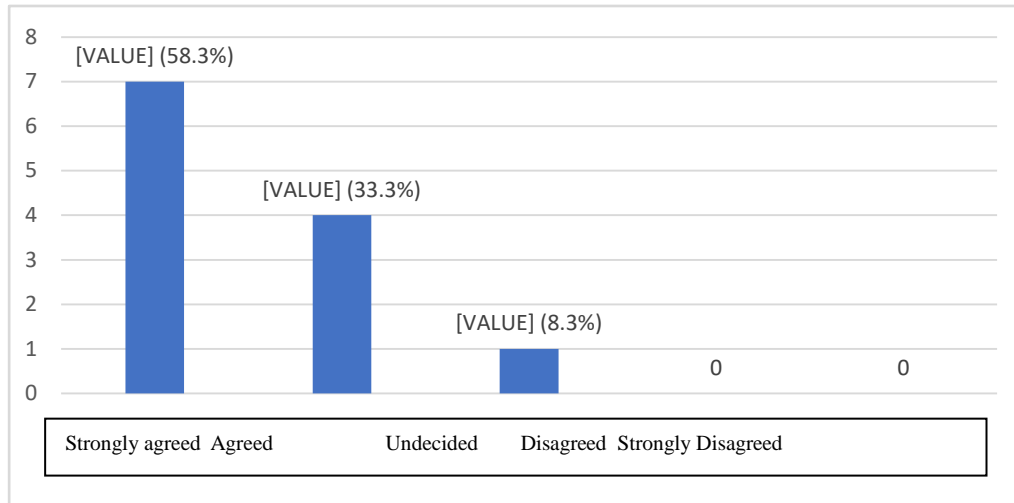
This research tends to identify the effectiveness of the objectives of teaching communicative Arabic language at the faculty of Ushuluddinat Sultan Sharif Ali Islamic University (UNISSA) in Brunei Darussalam. The researchers distributed the questionnaire to the first-year students from the Faculty of Ushuluddin at Sultan Sharif Ali Islamic University (UNISSA) who studied the communicative Arabic subject in the year 2024, and the number is 12 students (as the number of all first-year students from the Faculty of Ushuluddin at Sultan Sharif Ali Islamic University (UNISSA) who communicative Arabic language in the year 2024 is 30 students, and this sample represents 40% of all students). After obtaining the data needed for this research, they analyzed it quantitatively and evaluatively to obtain the required results.

IV. RESEARCH FINDING AND DISCUSSION

First: The extent of clarity of the objectives of teaching communicative Arabic at the Faculty of Ushuluddinat Sultan Sharif Ali Islamic University.

Figure (1)

The goals of teaching communicative Arabic at the Faculty of Ushuluddinat Sultan Sharif Ali Islamic University are clear and specific:



It is clear from the previous figure that (58.3%) of the sample strongly agreed that the objectives of teaching communicative Arabic at Sultan Sharif Ali Islamic University are clear and specific, and (33.3%) of them agreed with that, while (8.3%) of them is undecided about that. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of repetitions}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

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

$$P(90\%) = \frac{12 \times 5 = 60}{60} \times 100$$

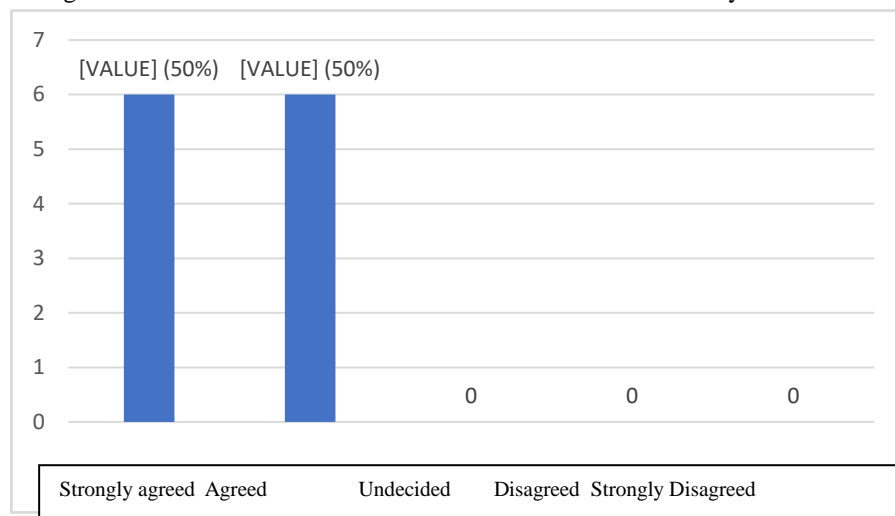
This means that the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University are clear and specific. The number of sample members who agreed to this reached a percentage of (90%), and some of them indicated the opposite, and their percentage was (10%).

The positive aspect of this point appears in the clarity of the objectives of teaching communicative Arabic at Sultan Sharif Ali Islamic University, which are set at a rate of (90%). The negative side appears in its lack of clarity and lack of specificity (10%).

Second: The extent to which students are enabled to communicate in Arabic in terms of listening skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University.

Figure (2)

The level to which students are enabled to communicate in Arabic in terms of listening skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University.



It is clear from the previous figure that (50%) of the sample strongly agreed that enabling students to communicate in Arabic in terms of listening skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University, and (50%) of them agreed to that. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of repetitions}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (6 \times 4)}{\frac{12 \times 5 = 60}{30 + 24 = 54}} \times 100$$

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

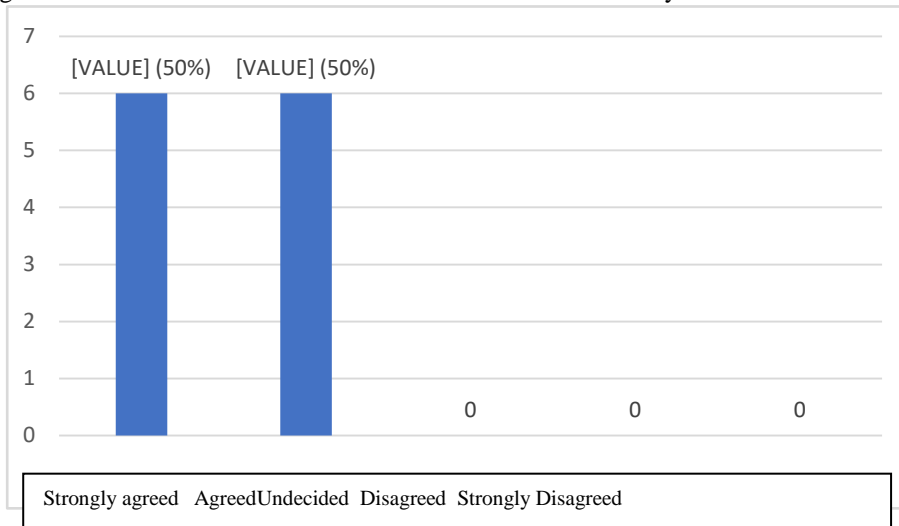
This means that the objectives of teaching communicative Arabic at Sultan Sharif Ali Islamic University are to enable students to communicate in Arabic in terms of listening skill. The number of sample members who agreed to this reached a percentage of (90%), and some of them indicated the opposite, and their percentage was (10 %).

The positive aspect of this point appears in enabling students to communicate in Arabic in terms of listening skill, one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University, at a rate of (90%). The negative side appears in its lack of empowerment (10%).

Third: The extent to which students are enabled to communicate in Arabic in terms of reading skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University.

Figure (3)

The level to which students are enabled to communicate in Arabic in terms of reading skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University



It is clear from the previous figure that (50%) of the sample strongly agreed that enabling students to communicate in Arabic in terms of reading skill is one of the aims of teaching communicative Arabic at Sultan Sharif Ali Islamic University, and (50%) of them agreed to that. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of repetitions}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (6 \times 4)}{\frac{12 \times 5 = 60}{30 + 24 = 54}} \times 100$$

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

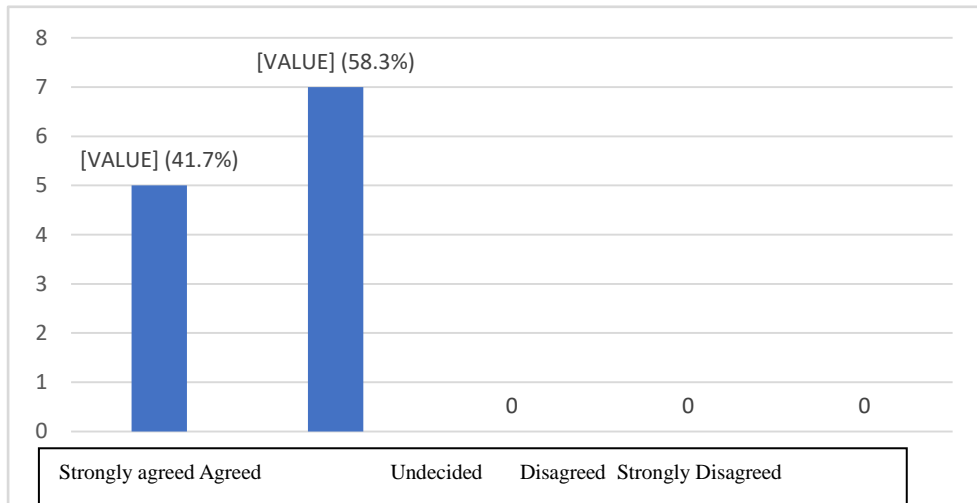
This means that the objectives of teaching communicative Arabic at Sultan Sharif Ali Islamic University are to enable students to communicate in Arabic in terms of reading skill. The number of sample members who agreed to this reached a percentage of (90%), and some of them indicated the opposite, and their percentage was (10 %).

The positive aspect of this point appears in enabling students to communicate in Arabic in terms of reading skill, one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University, at a rate of (90%). The negative side appears in its lack of empowerment (10%).

Fourth: The extent to which students are enabled to communicate in Arabic in terms of speaking skill is one of the goals of teaching communicative Arabic at the Faculty of Ushuluddinat Sultan Sharif Ali Islamic University.

Figure (4)

The extent to which students are enabled to communicate in Arabic in terms of speaking skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University



It is clear from the previous figure that (41.7%) of the sample strongly agreed that enabling students to communicate in Arabic in terms of speaking skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University, and (58.3%) of them agreed to that. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of repetitions}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

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

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

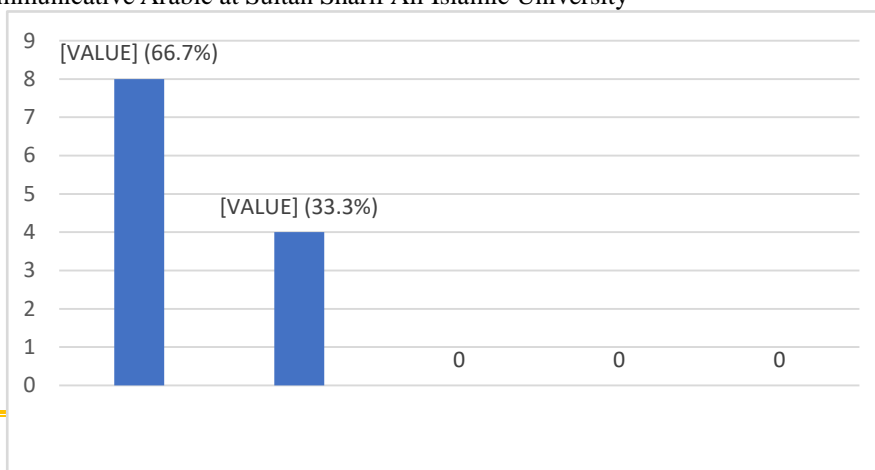
This means that the objectives of teaching communicative Arabic at Sultan Sharif Ali Islamic University are to enable students to communicate in Arabic in terms of speaking skills. The number of sample members who agreed to this reached a percentage of (88.3%), and some of them indicated the opposite, and their percentage (11.7%).

The positive aspect of this point appears in enabling students to communicate in the Arabic language in terms of speaking skills, one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University, with a rate of (88.3%). The negative side appears in the lack of ability to communicate in Arabic in terms of speaking skill at a rate of (11.7%).

Fifth: The level to which students are enabled to communicate in Arabic in terms of writing skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University.

Figure (5):

The extent to which students are enabled to communicate in Arabic in terms of writing skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University



It is clear from

Strongly agreed	Agreed	Undecided	Disagreed	Strongly Disagreed
-----------------	--------	-----------	-----------	--------------------

 that enabling students to communicate in Arabic in terms of writing skill is one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University, while (33.3%) of them agreed to that. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of repetitions}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

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

$$P(93.3\%) = \frac{40 + 16 = 56}{60} \times 100$$

This means that the objectives of teaching communicative Arabic at Sultan Sharif Ali Islamic University are to enable students to communicate in the Arabic language in terms of writing skills. The number of sample members who agreed to this reached (93.3%), and some of them indicated the opposite, and their percentage (6.7%).

The positive aspect of this point appears in enabling students to communicate in the Arabic language in terms of writing skill, one of the goals of teaching communicative Arabic at Sultan Sharif Ali Islamic University, with a rate of (93.3%). The negative side appears in its lack of empowerment (6.7%).

V.CONCLUSION

This research submits that the positive aspects of the objectives of teaching communicative Arabic in the College of Ushuluddinat Sultan Sharif Ali Islamic University (UNISSA) are apparent in its' clarity and specificity (90%), and that it enables students to communicate in Arabic in terms of listening skill (90%).), and also aims to enable students to communicate in Arabic in terms of reading skill at a rate of (90%), similarly, it aims at enabling students to communicate in Arabic in terms of speaking skill at a rate of (88.3%), and it purposes to enable students to communicate in the language Arabic in terms of writing skill (93.3%).

The negative side appears in its lack of clarity and lack of specificity (10%), and that it does not aim to enable students to communicate in Arabic in terms of listening skill (10%), and it does not aim to enable students to communicate in Arabic in terms of reading skill at a rate of (11.7%), and it does not aim to enable students to communicate in Arabic in terms of speaking skill at a rate of (11.7%), and it does not aim to enable students to communicate in Arabic in terms of writing skill at a rate of (6.7%).

REFERENCES:

- [1] Bax, Stephen (2003). "The end of CLT: a context approach to language teaching". *ELT Journal*. 57 (3).
- [2] Brandl, Klaus (2007). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, NJ: Phil Miller. ISBN 9780131579064. <https://www.teachingenglish.org.uk/article/communicative-approach>
- [3] https://en.wikipedia.org/wiki/Communicative_language_teaching
- [4] J., Savignon, Sandra (1997). *Communicative competence: theory and classroom practice: texts and contexts in second language learning*. McGraw-Hill. ISBN 9780070837362.
- [5] Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. ISBN 0948003871.
- [6] Nunan, David (1991). "Communicative Tasks and the Language Curriculum". *TESOL Quarterly*. 25 (2).