DISCOVERING THE EFFECTIVENESS OF THE CONTENT OF COMMUNICATIVE ARABIC LANGUAGE TEACHING AT SULTAN SHARIF ALI ISLAMIC UNIVERSITY: THE FACULTY OF ARABIC LANGUAGE AS A MODEL

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ABSTRACT

This research aims to identify the effectiveness of the content (courses) of the communicative Arabic language teaching curriculum at the Faculty of Arabic Language at Sultan Sharif Ali Islamic University in the Sultanate of Brunei Darussalam. The researchers distributed the questionnaire to 14 first-year students of the Faculty of Arabic Language Sultan Sharif Ali Islamic University who are studying Arabic communication in 2024 (As the number of all first-year students of the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who study Arabic communication in 2024 is 21 students, and this sample represents 66% of the total number). After obtaining the data needed for this research, they analysed it quantitatively and evaluatively to obtain the required results. This research has found that the positive aspects of the content of the communicative Arabic language teaching curriculum (courses) at the Faculty of Arabic Language and Translation at Sultan Sharif Ali Islamic University, appears 87.1% proportional to the objectives of the curriculum, that it is 88.6% commensurate with the students' language level, and that it is 84.3% commensurate with the students' age level. It contains exercises to develop the listening skill for daily communication by 82.9%, exercises to develop the reading skill for daily communication by 88.6%, exercises to develop speaking skill for daily communication by 92.9%, exercises to develop the writing skill for daily communication by 88.6%, and that it contains exercises to develop the four language skills with a balanced degree of 91.4%. It is 75.7% commensurate with the cultural background of the learners, 78.6% takes into account the individual differences between students, and progressively presents at 78.6% from the easiest to the most difficult. It contains the topics that students need for daily communication by 85.7%, it contains 87.1% of the grammatical rules that students need for daily communication, and contains 82.9% of the morphological rules that students need for daily communication. As for the negative aspect, the content of teaching communicative Arabic language at Sultan Sharif Ali Islamic University appears incompatible with the objectives of the curriculum by 12.9%, incompatible with the level of language students by 11.4%, and incompatible with the age level of students by 15.7%. It does not contain exercises to develop the listening skill for daily communication, by 15.7%, it does not contain exercises to develop the reading skill for daily communication by 11.4%, it does not contain exercises to develop the speaking skill for daily communication by 7.1%, it does not contain exercises to develop the writing skill of daily communication by 11.4%, and does not contain exercises to develop the four language skills with a balanced degree of 8.6%. It does not suit the background of learners by 24.3%, and does not take into account individual

differences between students by 21.4%. It does not progressively present from easiest to most difficult by 21.4%. It does not contain the topics that students need for daily communication 14.3%, it does not contain the grammatical rules that students need for daily communication by 12.9%, and does not contain the morphological rules that students need for daily communication by 17.1%.

Keywords: Content, Language, Arabic, Communicative.

1.0 INTRODUTION

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 (Ḥaji ʿOmar Sayf al-Din Saʿd al-KhairWa al-Din) 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 (Shamsuddin and Sara: 2017).

2.0 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.

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, Ikhlawlqa (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.

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).

3.0 METHODOLOGY

This research is quantitative research. The researchers distributed the questionnaire to 14 first-year students of the Faculty of Arabic Language Sultan Sharif Ali Islamic University who are studying Arabic communication in 2024 (As the number of all first-year students of the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who study Arabic communication in 2024 is 21 students, and this sample represents 66% of the total number). After obtaining the data needed for this research, they analysed it quantitatively and evaluatively to obtain the required results. This research has found that the positive aspects of the content of the communicative Arabic language teaching curriculum (courses) at the Faculty of Arabic Language and Translation at Sultan Sharif Ali Islamic University, appears 87.1% proportional to the objectives of the curriculum, that it is 88.6% commensurate with the students' language level, and that it is 84.3% commensurate with the students' age level

4.0 FIELD STUDY AND DISCUSSION

First: The extent to which the content of the Arabic language communication courses is commensurate with the objectives of the curriculum in the Faculty of Arabic Language at Sultan Sharif Ali Islamic University.

Figure 1: The content of the communicative Arabic language courses at the Sultan Sharif Islamic University is designed to align with the objectives of the curriculum.
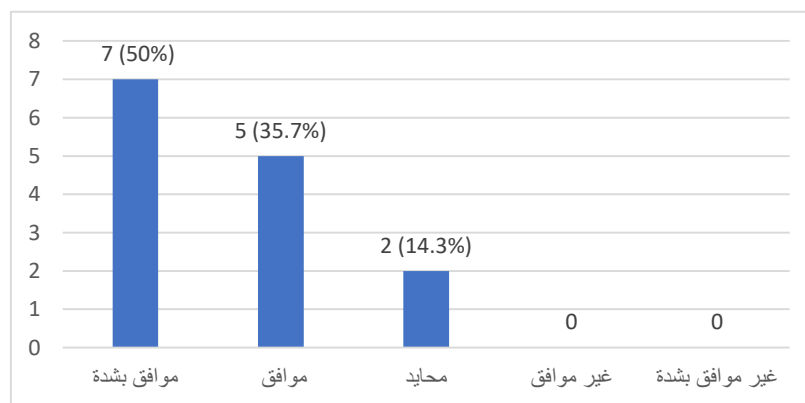
It is clear from the chart above that 50% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurate with the objectives of the curriculum, and 35.7% agreed with that, while 14.3% of them disagreed. The percentage is analysed in this way:

$$P(percentage) = \frac{\sum fi(\,frequency).\,xi(degree\ of\ options)}{N(Total)} \times 100$$

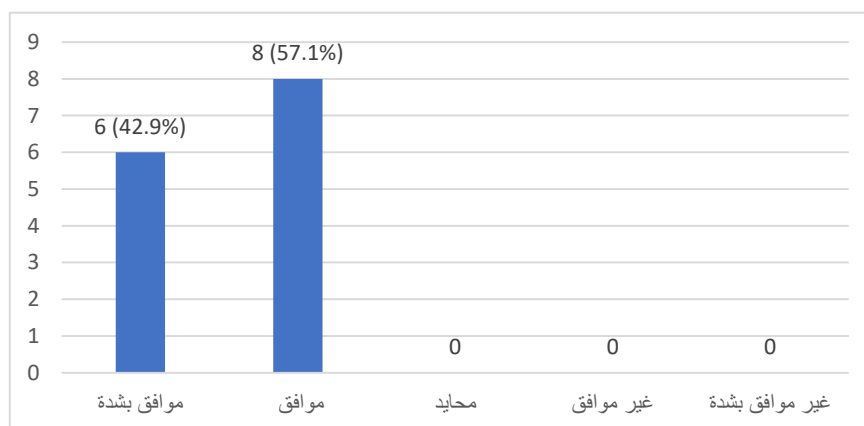$$P(\%) = \frac{(7 \times 5) + (5 \times 4) + (2 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(87.1\%) = \frac{35 + 20 + 6 = 61}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurate with the objectives of the curriculum. The number of respondents who agreed to this is 87.1%, and percentage of those of them who indicated the opposite is 12.9%.

The positive aspect at this point shows that 87.1% of the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is proportionate to the objectives of the curriculum. The downside is that it is 12.9% disproportionate.

Second: The extent to which the content of the communicative Arabic language courses is commensurate with the language level of students in the Faculty of Arabic Language at Sultan Sharif Ali Islamic University.

Figure 2: The content of the communicative Arabic language courses at the Sultan Sharif Islamic University is commensurate with the language level of the students.

It is clear from the chart above that 42.9% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurate with the students' language level, while 57.1% of them agreed to this. The percentage is analysed in this manner:

$$P(percentage) = \frac{\sum fi(\,frequency).\,xi(degree\ of\ options)}{N(Total)} \times 100$$

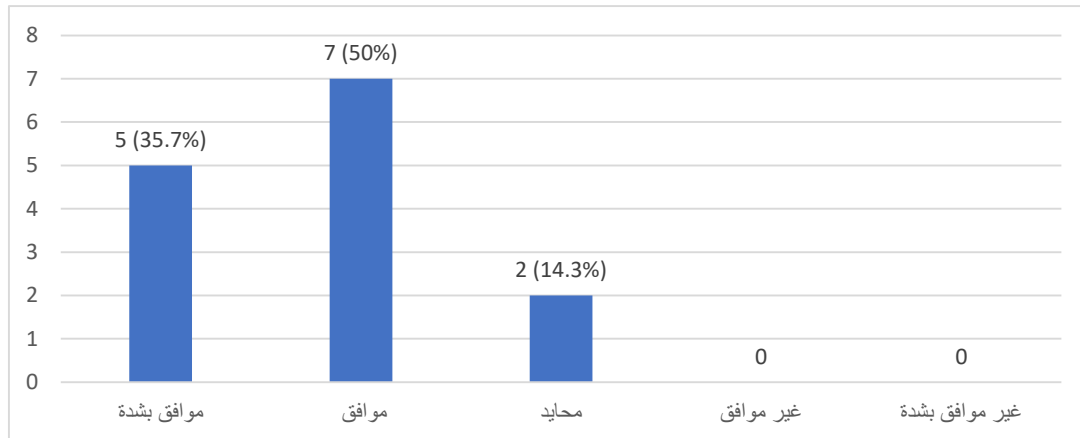$$P(\%) = \frac{(6 \times 5) + (8 \times 4)}{14 \times 5 = 70} \times 100$$

$$P(88.6\%) = \frac{30\ +\ 32 = 62}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurate with the language level of the students. The number of respondents who agreed to this is 88.6%, and 11.4% of them indicated the opposite.

The positive aspect at this fact shows that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is 88.6% commensurate with the students' language level. The downside is that it is 11.4% proportionate.

Third: The extent to which the content of the communicative Arabic language courses is commensurate with the age level of students in the Faculty of Arabic Language at Sultan Sharif Ali Islamic University.

Figure 3: The content of the communicative Arabic language courses is commensurate with the age level of students at Sultan Sharif Ali Islamic University.

It is clear from the chart above that 35.7% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurate with the age level of the students, and 50% of them agreed to that, while 14.3% were neutral. The percentage is analysed in this mode:

$$P(percentage) = \frac{\sum fi(\,frequency).\,xi(degree\ of\ options)}{N(Total)} \times 100$$

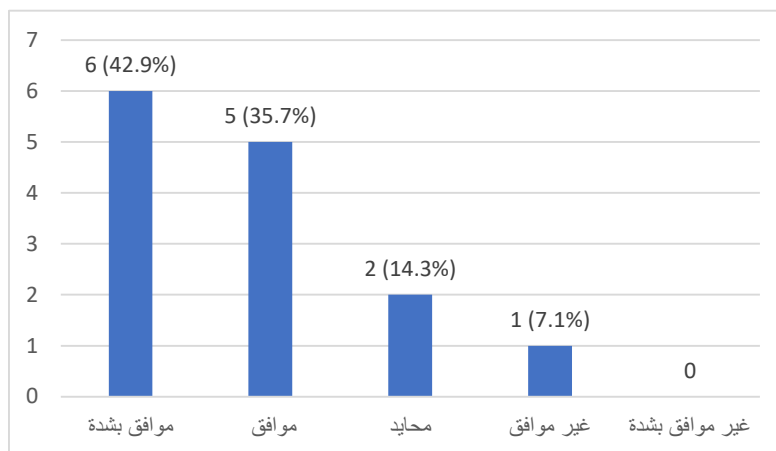$$P(\%) = \frac{(5 \times 5) + (7 \times 4)\ + (2 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(84.3\%) = \frac{25\ +\ 28\ +\ 6 = 59}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurate with the students' age level. The number of respondents who agreed to this is 84.3%, and 15.7% of them indicated the opposite.

The positive aspect at this fact indicates that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is 84.3% commensurate with the students' age level. The downside shows 15.7% disproportionate

Fourth: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the listening skill for daily communication.

Figure 4: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the listening skill for daily communication.

It is clear from the chart above that 42.9% of the sample strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the listening skill for daily communication, 35.7% of them agreed to that, while 14.3% are indifferent, and 7.1% of them did not agree to that. The percentage is analysed in this mode:

$$P(percentage) = \frac{\sum fi(\, frequency). \, xi(degree \, of \, options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (5 \times 4) + (2 \times 3) + (1 \times 2)}{14 \times 5 = 70} \times 100$$
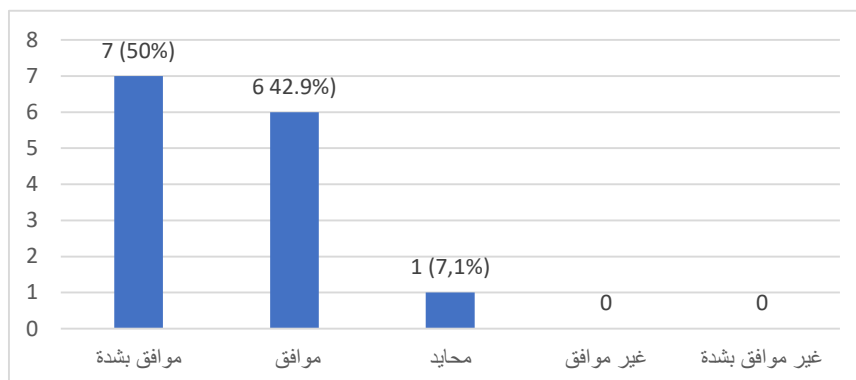
$$P(82.9\%) = \frac{30 + 20 + 6 + 2 = 58}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the listening skill for daily communication. The number of respondents who agreed to this is 82.9%, and 17.1% of them indicated the opposite.

The positive aspect at this point indicates that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University, contains exercises to develop the listening skill for daily communication by 82.9%. The downside is that they are 15.7% unavailable.

Fifth: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the reading skill for daily communication.

Figure 5: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the reading skill for daily communication.

It is clear from this chart that 50% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University that contains exercises to develop the reading skill for daily communication. 42.9% agreed, while 7.1% were indifferent. The percentage is analysed in this manner:

$$P(percentage) = \frac{\sum fi(\,frequency).\,xi(degree\ of\ options)}{N(Total)} \times 100$$

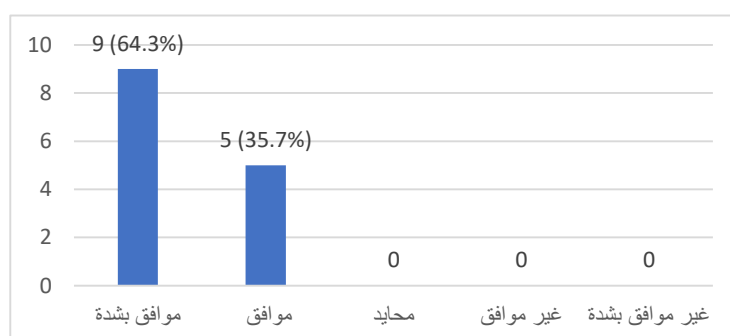$$P(\%) = \frac{(7 \times 5) + (6 \times 4)\ + (1 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(88.6\%) = \frac{35\ +\ 24\ + 3 = 62}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the reading skill for daily communication. The number of respondents who agreed to this is 88.6%, and 11.4% of them indicated the opposite.

The positive aspect at this point shows that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University, which contains exercises to develop the reading skill for daily communication is 88.6%. The downside is that they are 11.4% not available

Sixth: The content of the Arabic communication language courses at Sultan Sharif Ali Islamic University contains exercises to develop speech skill for daily communication.

Figure 6: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop speaking skill for daily communication.

It is clear from the chart above that 64.3% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop speaking skill for daily communication, while 35.7% of them agreed to that. The percentage is analysed in this mode:

$$P(percentage) = \frac{\sum fi(\,frequency).\,xi(degree\;of\;options)}{N(Total)} \times 100$$

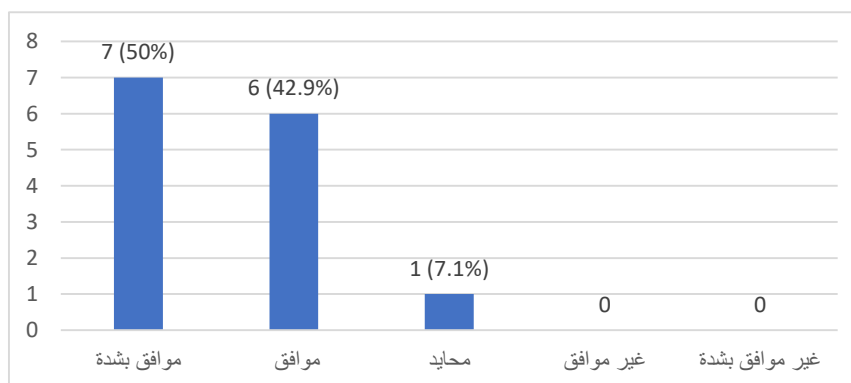$$P(\%) = \frac{(9 \times 5) + (5 \times 4)}{14 \times 5 = 70} \times 100$$

$$P(92.9\%) = \frac{45\;+\;20 = 65}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop speaking skill for daily communication. The number of respondents who agreed to this is 92.9%, and 7.1% of them indicated the opposite.

The positive aspect at this point indicates that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University, which contains exercises to develop speaking skill for daily communication is 92.9%. The downside is that they are 7.1% unavailable

Seventh: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the writing skill for daily communication.

Figure 7: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the writing skill for daily communication.

It is clear from this chart that 50% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the writing skill for daily communication, and 42.9% of them agreed to that, while 7.1% were neutral in that. The percentage is analysed in this manner:

$$P(percentage) = \frac{\sum fi(\,frequency).\,xi(degree\;of\;options)}{N(Total)} \times 100$$

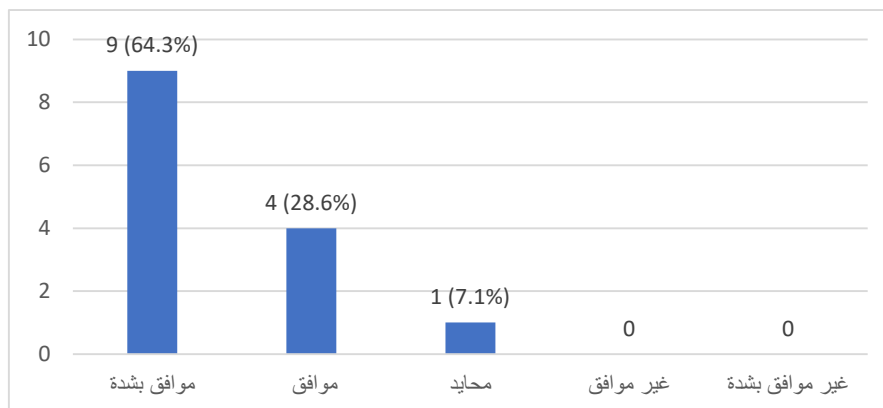$$P(\%) = \frac{(7 \times 5) + (6 \times 4) + (1 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(88.6\%) = \frac{35 + 24 + 3 = 62}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the writing skill for daily communication, and the number of respondents who agreed to this is 88.6%, and 11.4% of them indicated the opposite.

The positive aspect of this fact shows that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University, which contains exercises to develop the writing skill for daily communication is 88.6%. The downside is that they are 11.4% unavailable.

Eighth: The content of the Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the four language skills to a balanced degree.

Figure 8: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the four language skills at a balanced degree.

It is clear from the above chart that 64.3% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the four language skills at a balanced degree, 28.6% of them agreed, while 7.1% of them were indifferent. The percentage is analysed in this mode:

$$P(percentage) = \frac{\sum fi(\,frequency).xi(degree\ of\ options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(9 \times 5) + (4 \times 4) + (1 \times 3)}{14 \times 5 = 70} \times 100$$
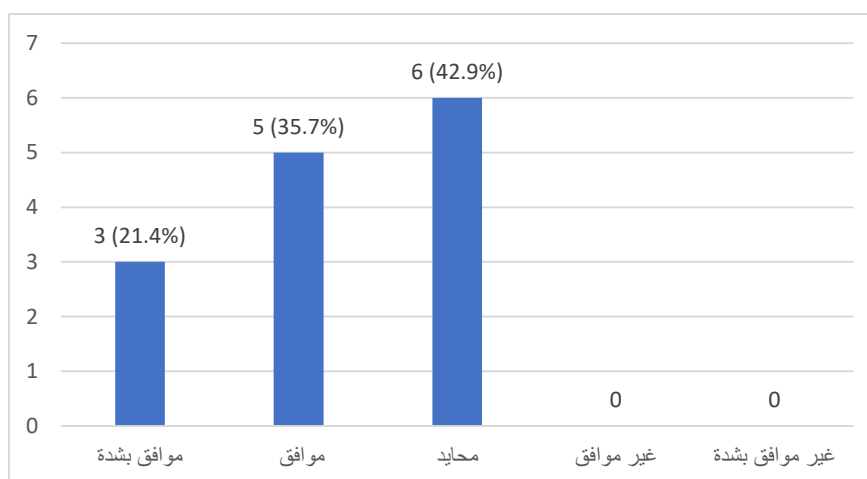
$$P(91.4\%) = \frac{45 + 16 + 3 = 64}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains exercises to develop the four language skills at a balanced degree. The number of respondents who agreed to this is 91.4%, and 8.6% of them indicated the opposite.

The positive aspect at this point shows that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University which contains exercises to develop the four language skills at a balanced degree is 91.4%. The downside is that they are 8.6% not available.

Ninth: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurate with the students' cultural background.

Figure 9: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurate with the learners' cultural background.

It is clear from this chart that 21.4% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is commensurable with the cultural background of the learners, 35.7% of them agreed, while 42.9% were indifferent. The percentage is analysed in this form:

$$P(percentage) = \frac{\sum fi(\,frequency).\,xi(degree\ of\ options)}{N(Total)} \times 100$$
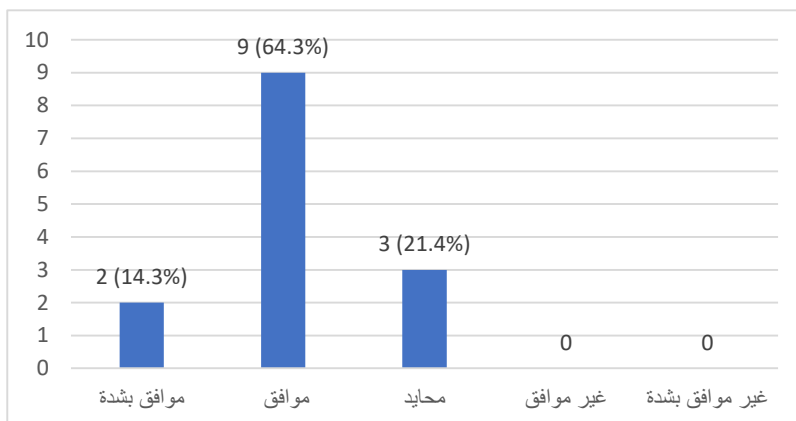
$$P(\%) = \frac{(3 \times 5) + (5 \times 4) + (6 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(75.7\%) = \frac{15\ +\ 20\ +\ 18 = 53}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is proportionate to the cultural background of the students. The number of respondents who agreed to this is 75.7%, and 24.3% of them indicated the opposite. The positive aspect at this point indicates that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is 75.7% proportionate to the cultural background of the learners. The downside is that they are 24.3% not proportional.

Tenth: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University takes into account the individual differences among students.

Figure 10: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University takes into account the individual differences between students.

It is clear from this chart that 14.3% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University, takes into account the individual differences between students, and 64.3% of them agreed to that, while 21.4% were neutral. The percentage is analysed in this pattern:

$$P(percentage) = \frac{\sum fi(\,frequency).\,xi(degree\ of\ options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(2 \times 5) + (9 \times 4) + (3 \times 3)}{14 \times 5 = 70} \times 100$$
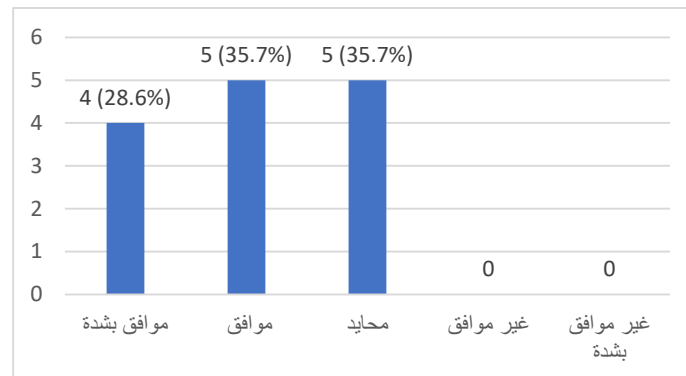
$$P(78.6\%) = \frac{10\,+\,36\,+\,9 = 55}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University takes into account the individual differences among students. The number of respondents who agreed with this is 78.6%, and 21.4% of them indicated the opposite.

The positive aspect at this point indicates that 78.6% of the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University, takes into account the individual differences among students. The downside is that they are 21.4% not accountable.

Eleventh: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is progressively presented from the easiest to the most difficult.

Figure 11: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is progressively presented from the easiest to the most difficult.

It is clear from this chart that 28.6% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is progressively presented from the easiest to the most difficult, 35.7% of them agreed to that, while 35.7% were neutral. The percentage is analysed in this mode:

$$P(percentage) = \frac{\sum fi(\ frequency).\ xi(degree\ of\ options)}{N(Total)} \times 100$$

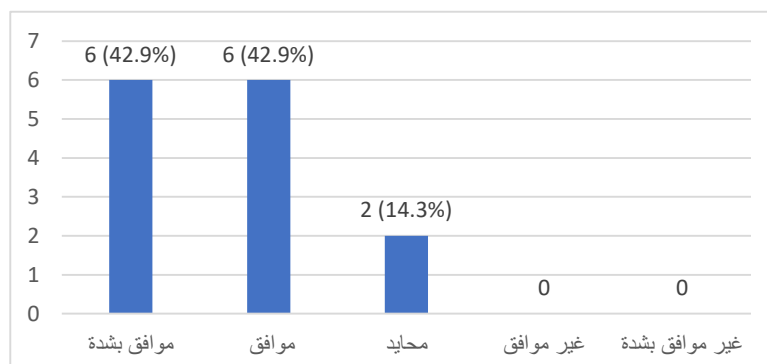$$P(\%) = \frac{(4 \times 5) + (5 \times 4) + (5 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(78.6\%) = \frac{20\ +\ 20\ +\ 15 = 55}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is progressively presented from the easiest to the most difficult, and the number of respondents who agreed to this is 78.6% and 21.4% of them indicated the opposite.

The positive aspect at this point shows that 78.6% the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is progressively presented from the easiest to the most difficult. The downside is that they are 21.4% not so presented.

Twelfth: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains topics that students need for daily communication.

Figure 12: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains topics that students need for daily communication.

It is clear from this chart that 42.9% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University that contains topics that students need for daily communication, and 42.9% of them agreed to that, while 14.3% were neutral. The percentage is analysed in this mode:

$$P(percentage) = \frac{\sum fi(\ frequency).\ xi(degree\ of\ options)}{N(Total)} \times 100$$

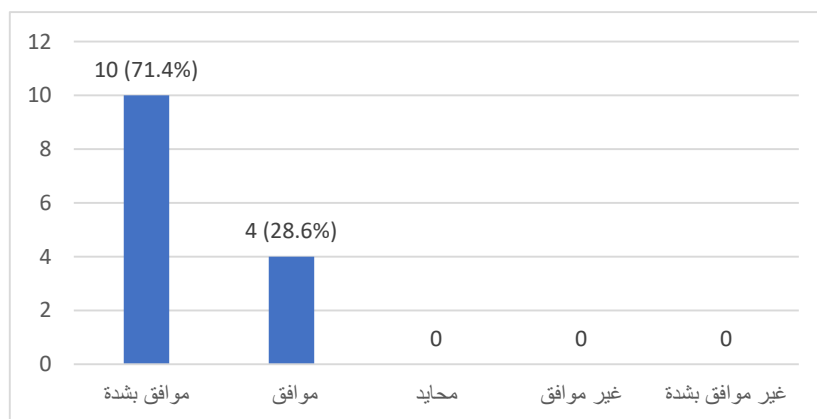$$P(\%) = \frac{(6 \times 5) + (6 \times 4) + (2 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(85.7\%) = \frac{30 + 24 + 6 = 60}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains topics that students need for daily communication, and the number of respondents who agreed to this is 85.7%, and 14.3% of them indicated the opposite.

The positive aspect of this point indicates that 85.7% of the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains topics that students need for daily communication. The downside is that they are 14.3% not containing such topics.

Thirteenth: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the vocabulary that students need for daily communication.

Figure 13: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the vocabulary that students need for daily communication.

It is clear from this chart that 71.4% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the vocabulary that students need for daily communication, and 28.6% of them agreed to that. The percentage is analysed in this mode:

$$P(percentage) = \frac{\sum fi(\ frequency).\ xi(degree\ of\ options)}{N(Total)} \times 100$$

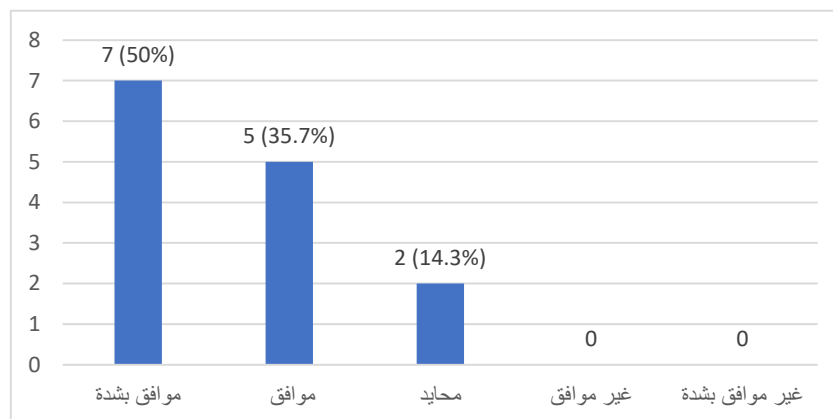$$P(\%) = \frac{(10 \times 5) + (4 \times 4)}{14 \times 5 = 70} \times 100$$

$$P(94.3\%) = \frac{50 + 16 = 66}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the vocabulary that students need for daily communication. The number of respondents who agreed to this is 94.3%, and 5.7% of them indicated the opposite.

The positive aspect at this point shows that 94.3% of the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the vocabulary that students need for daily communication. The downside is that they are 5.7% not containing such vocabulary.

Fourteenth: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the grammatical rules that students need for daily communication,

Figure 14: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the grammatical rules that students need for daily communication.

It is clear from this chart that 50% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the grammatical rules that students need for daily communication, and 35.7% of them agreed to that, while 14.3% of them were neutral. The percentage is analysed in this manner:

$$P(percentage) = \frac{\sum fi(frequency).xi(degree\ of\ options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(7 \times 5) + (5 \times 4) + (2 \times 3)}{14 \times 5 = 70} \times 100$$

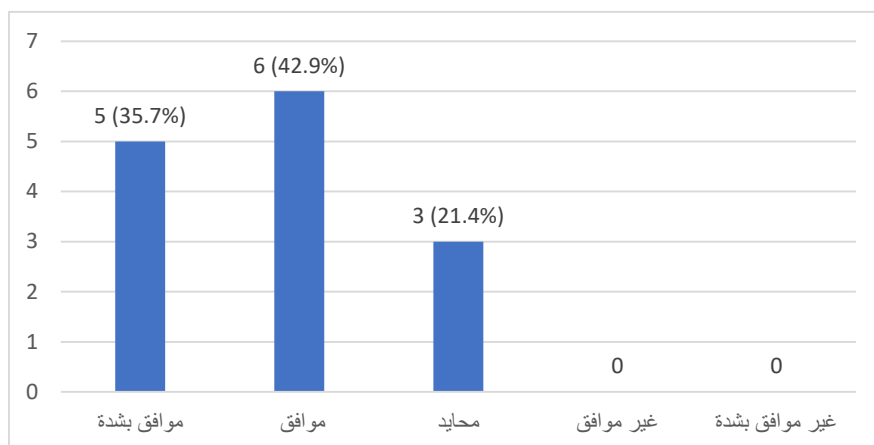$$P(87.1\%) = \frac{35 + 20 + 6 = 61}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the grammatical rules that students need for daily communication,

and the number of respondents who agreed to this is 87.1%, and 12.9% of them indicated the opposite.

The positive aspect of this point shows that 87.1% of the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the grammatical rules that students need for daily communication. The downside is that they are 12.9% not containing such rules.

Fifteenth: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the morphological rules that students need for daily communication.

Figure 15: The content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the morphological rules that students need for daily communication.

It is clear from this chart that 35.7% of the samples strongly agreed that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the morphological rules that students need for daily communication, and 42.9% of them agreed to that, while 21.4% of them were neutral. The percentage is analysed in this manner:

$$P(percentage) = \frac{\sum fi(\,frequency).xi(degree\ of\ options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (6 \times 4) + (3 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(82.9\%) = \frac{25 + 24 + 9 = 58}{70} \times 100$$

This means that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the morphological rules that students need for daily communication. The number of respondents who agreed to this is 82.9% and 17.1% of them indicated the opposite.

The positive aspect at this point indicates that 82.9% of the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University contains the morphological

rules that students need for daily communication. The downside is that it is 17.1% not containing such rules.

5.0 CONCLUSION

The positive aspect at this point indicates that the content of the communicative Arabic language courses at Sultan Sharif Ali Islamic University is 87.1% proportionate to the objectives of the curriculum, that it is 88.6% commensurate with the language level of students and that it is 84.3% commensurate with the level of students' age. The content contains 82.9% exercises to develop the listening skill for daily communication, 88.6% exercises to develop the reading skill for daily communication, 92.9% exercises to develop the speaking skill for daily communication, 88.6% exercises to develop the writing skill for daily communication, and that it contains 91.4% exercises to develop the four language skills at a balanced degree. This also indicates that it is commensurate with the cultural background of the learners, by 75.7%, and that it takes into account the individual differences between students, by 78.6%. It progressively presents from the easiest to the most difficult by 78.6%, it contains the topics that students need for daily communication by 85.7%, and it contains the grammatical rules that students need for daily communication by 87.1%. It also contains the morphological rules that students need for daily communication by 82.9%.

As for the negative aspect, it appears that the content of teaching the communicative Arabic language at Sultan Sharif Ali Islamic University is 12.9% incompatible with the objectives of the curriculum, 11.4% incompatible with the language level of students, and 15.7% incompatible with the age level of students. It does not contain exercises to develop the listening skill for daily communication by 15.7%, it does not contain exercises to develop the reading skill for daily communication by 11.4%, it does not contain exercises to develop the speaking skill for daily communication by 7.1%, it does not contain exercises to develop the writing skill for daily communication by 11.4%, and that it does not contain exercises to develop the four language skills with at a balanced degree by 8.6%. The content does not suit the background of learners by 24.3%, it does not take into account individual differences between students by 21.4%, it does not progressively present from easiest to most difficult by 21.4%, it does not contain the topics that students need for daily communication by 14.3%, it does not contain the grammatical rules that students need for daily communication by 12.9%, and it does not contain the morphological rules that students need for daily communication by 17.1%.

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