Arabic Grammar Teaching Methods in University of Fatoni, Thailand

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Abstract: Grammar teaching and learning is a vital component in Arabic language. This is because without the grammatical aspects, one will not be able to understand what is meant by the sentence. Thus, methods and techniques of teaching grammar are considered to be important for teachers to ensure the mastery of Arabic language skills among students. The used of accurate methods and techniques will contribute to the successful outcome in teaching and learning process. This quantitative study was carried out to study the methods used by teachers in the teaching of Arabic grammar in Arabic Learning Centre, at Yala Islamic College of Fatoni University. Survey was conducted using a questionnaire as an instrument involving a total of 130 samples of 70 men and 60 women. Results showed that the method used by the teacher in teaching Arabic grammar practice indicated a mean value of 3.65 with a standard deviation of 1:32 which seen at the moderate stage.

Keywords: Arabic Grammar Teaching, Arabic Language Centre, Higher Education, Education in Thailand, Teaching Techniques.

Introduction

A person's ability to use Arabic language either speaking or writing is dependent on the extent to which they had knowledge about grammar, as mentioned by Ibn Khaldun in his book Muqaddimah Ibn Khaldun (1975) that grammar play as the most important part among the other knowledge in the field of Arabic. Even the grammar in language can be likened as the heart in the human body. Thus, the deterioration and weakness in mastery the Arabic grammar would affect hugely the Arabic language as a whole.

Effective and creative teaching requires combination of several components which have relations like approaches, methods, techniques and so on. Richard and Lockhart (1994) state that teaching is a complex process. To understand how teachers manage the class, it is necessary to examine their beliefs and thinking process which will determine their actions that will be taken in the classroom (in Wong Seet Leng 2005). The needs to prepare the lesson appropriately like the use of teaching materials should be taken seriously by the teachers. According Limas Dodi (2013), the success of a teaching can be measured by the extent to which students can master such materials. Nik Mohd Rahimi (1999) also admitted that some of the factors that obstruct the effectiveness of Arabic teaching and learning is due to the ineffective technique that involves which consider the used of teaching aids.

The discretion approaches which can be exploited creatively by the teachers will provide the positive respond to the students. In fact, this technique is closely related to the classroom teaching and learning strategies. Nowadays there are many kind of the techniques used in grammar teaching and learning strategies in the classroom (Nik Nik Hasan Basri Ad. Kadir, 2003).

According to Zulkifli Hamid (1996) knowledge of a language depends on two main aspects that is, the knowledge about the structure or grammar and the knowledge of how to use that language in the circumstance of the different conditions. With regards to the importance of Arabic grammar, researcher will examine the grammar teaching practices among teachers at the Arabic Learning Centre in Yala Islamic College.

Yala Islamic College, founded by local scholars and the study offered specialized in Islamic studies with a passion and clear goal which to build and advance the field of Islamic studies. In Yala Islamic College there was Arabic Learning Center established in 1998 as a center for language remedial studies to the Faculty of Arabic language, Syariah and Usuluddin. Among of its objectives are:

- To update the Arabic language lessons for students who register with the faculty which have connection with Arabic such as Shari'a, Usuluddin and Arabic Language Faculty.
- To produce studies and research in the form of pamphlets, papers and so on which related to the field of Arabic.
- Providing Intensive Arabic courses to the public for those who are interested to learn Arabic.
- Contribute in providing, developing curriculum and pedagogy in Arabic.

Methodology of Teaching Arabic Grammar

Teaching grammar is intended to teach children, pupils and students to know and be able to use the grammatical sound system in that language. Basically the teaching of grammar implemented through all aspects of the language such as verbal, reading, comprehension and writing activities (Mohd. Hilmi Hj. Ismail, 1982) he said, when teaching grammar, grammatical items can be taught through verbal training first, then drilling activities and finally followed by writing exercises.

Mohammad Abd al-Qadir Ahmad (1983 – 1967) explained about some of the objectives in grammar teaching and learning in his book namely "Turuq Ta'lim Al-lughat Al-Arabiyyat" which are as follow:

- Being aware and perceive about the utterances and writing from any grammatical errors, and then it will become habitual action to use the language correctly.
- Train the students to use observation and reflection techniques, building up the skills of extracting the grammar rules or laws through inductive approach.
- Helping the students to comprehend the meaning correctly and quickly.
- Helping them in using the grammar in speaking and writing in different situations.
- Creating the basic principles to be followed in the use of language through the variety of exercises.

Arabic language teaching is considered to be difficult to be carried out without based on grammar learning. Student's competency is not the same as one another. Therefore, the suitable method for some students may not be appropriate for other students. Therefore, teachers should take into account the level of preparedness and student's ability to choose several methods that can be utilized by all students. Learning Arabic grammar in facilitated way need to be focused on correcting the sentences either speaking or writing from the very simple sentences and move to the longer sentences and more complex.

Teaching Arabic grammar typically used traditional methods which are usually exposed to the students of non-Arabs. Usually this method memorized by the students and they will read the complete sentences in Arabic in accordance with the grammatical rules that have been learned. The weakness of this method is it will deprive students from adding the new vocabulary which is concerned to be the predominant to master the language. This type of method will cause them to be passive in terms of communicating the language even though they are highly proficient in grammatical rules (Mahmood Al-Aqah Kamel, 1985).

According to Mohd. Salahudin Majaawir (1974), the correct approach and method in teaching arabic grammar should not be focused only in grammar and separated from the language teaching as a whole. It is because according to Abd. Al-Ghaffar Hamid Hilal (1991) the purpose of learning grammar is to rectify the language used by students either in their communication or writing and also including their reading so that they will keep on the right tract in accordance with the correct grammatical rules.

Fathi Yunus, Mahmood Naqah (1977), emphasize about the students who were at the beginner level should not be burdened exhaustively in grammatical rules to make them become expertise in Arabic language. This is because these skills are specific skills that should be mastered by the scholars who specialize in the field of Arabic studies. Daily Arabic learning and its use are focus more on the communication aspect through the mastery of vocabularies. With such situation, they are able to write and compose in Arabic writing. In learning Arabic language, drilling activities must be given to the students to enrich their vocabulary and build up confidence among them in using the language (Rusdi Ahmad Tu'aymah, Mahmood Kamel Al-naqah, 1983). Through this way, the feeling of boredom among students in learning Arabic language can be avoided. The excessive focus on grammatical rules which considered to be as reinforcement exercise that can strengthening the memory also should be avoided because current research suggests that this method fails to build up the skills in mastery the Arabic language among students. Grammar can be mastered by explaining grammar rules indirectly with the other skills. Generally, the mastery of language includes reading, writing, and communicating skills.

Research Objective
Determine the method used by the teachers in Arabic Learning Centre, at Yala Islamic College.

Research Methodology
As mentioned above, this study carried out in Arabic Learning Centre in Yala Islamic College. The reason for choosing this place is because of the vision that leads to excellence and as a premier institution in teaching and learning language in Thailand. In fact, this institution strongly emphasizes especially on teaching and learning Arabic course.

The study used survey method in collecting the data and researcher will review Arabic grammar teaching at this place. The selection of the participants are based on the purpose of the study. As we knew that this study aimed to determine the grammar teaching practices, thus, the participants involved were students who will evaluate their own teachers in Arabic grammar teaching. The respondents who participated in the study is 130 people and consisted of 60 male and 70 of the female students.

In this study, researcher will use questionnaire as an instrument. This questionnaire has two parts: Part A and Part B. In Part A of this questionnaire is related to respondent's personal information. In Part B of is about the aspect of teaching methods. In terms of teaching methods researcher revealed 10 items related to methods of teaching Arabic grammar. All of these items are developed by researcher based on Arabic Grammar teaching in Yala Islamic College.

In this study, researchers used 30 students who will evaluate their teachers in Arabic grammar teaching at Yala Islamic College, which consist of male and female students. The reliability of the items that contain in section B are at the level of 0.8172.
For analytical purposes, all findings that has been gathered by researcher described by Table 1 below.

Table 1. Interpretation Table of Arabic Grammar Teaching Practices Level

Total of Mean Score	Level
1.00 – 2.33	Low
2.34 – 3.66	Medium
3.67 – 5.00	High

Data Analysis

To answer the first research question, that is; what is the method used by the teacher in Arabic grammar teaching in Yala Islamic College, table 2 shows the mean value of all the methods used by teachers in the teaching of Arabic grammar is 3.65 with standard deviation of 1.32. This shows that grammar teaching methods used by teachers at the medium level.
From the 10 items listed in this section, 6 item indicated the high level of agreement (3.67-5.00), while the 4 items indicated moderate level and no items are recorded as having low level.

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Table 2. Methods used by the teachers in Arabic grammar teaching

METHOD	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree	Mean	Standard Deviation	Level
Deductive	17 (13.1%)	7 (5.4%)	10 (7.7%)	50 (38.5%)	46 (35.4%)	3.77	1.33	High
Elicitation	36 (27.7%)	9 (6.9%)	7 (5.4%)	43 (33.1%)	35 (26.9%)	3.24	1.59	Medium
Give example and followed by discussion	5 (3.8%)	11 (8.5%)	20 (15.4%)	42 (32.3%)	52 (40%)	3.96	1.11	High
Connecting the old topic with the new one	11 (8.5%)	11 (8.5%)	20 (15.4%)	43 (33.1%)	45 (34.6%)	3.76	1.24	High
Draw conclusion and example	12 (9.2%)	7 (5.4%)	18 (13.8%)	42 (32.3%)	51 (39.2%)	3.86	1.25	High
Deep elaboration	15 (11.5%)	16 (12.3%)	14 (10.8%)	42 (32.3%)	43 (33.1%)	3.63	1.35	Medium
Discuss the topic of grammar simply needed only	24 (18.5%)	10 (7.7%)	19 (14.6%)	44 (33.8%)	33 (25.4%)	3.40	1.42	Medium
Start with the easy topic and followed by the difficult	9 (6.9%)	8 (62.%)	12 (9.2%)	35 (26.9%)	66 (50.8%)	4.08	1.21	High
Memorization	30 (23.1%)	15 (11.5%)	24 (18.5%)	35 (26.9%)	26 (20%)	3.09	1.45	Medium
Interpretation	15 (11.5%)	7 (5.4%)	18 (13.8%)	44 (33.8%)	46 (35.4%)	3.76	1.30	High
Total Mean						**3.65**	**1.32**	**Medium**

Item 8 indicated with the highest levels of mean value that is 4.08 with a standard deviation of 1.21. 50.8% strongly agree that their teachers start with the easy topic and followed by the more difficult topic. This item is confirmed by item 3 with a mean of 3.96, where 40% stated that they strongly agreed with their teacher wrote on the whiteboard the examples and followed by the discussion with students about these examples.

While items 5 and 1 also are considered on a high level with a mean of 3.86 and 3.77, where 39.2% agreed that teachers engaged the students to draw conclusion from the lessons along with examples of complete sentences and 35.4% stated that teachers used deductive methods in teaching Arabic grammar.

Item 4 and 10 are included in a high level with the same mean value of 3.76 where 34.6% strongly agree that teachers connected the topics that have been studied with a new topics and 35.4% also agree that teachers used translation methods in Arabic teaching method.

For items that are in the medium level, the result shows the items 6 and 7 indicated the mean value of 3.63 with 33.1% strongly agree that teachers explain in depth about the aspects of Arabic grammar and 3.40 with 25.4% want their teachers discussing the grammar topics with simply needed only. For item 2 and 9, it showed the mean value are 24.3 with 26.9% stated that teachers using the elicitation method and 3.09 with 20% stated that their teachers asked the students to memorize the grammar rules that have learned.

The Methods Used By the Teachers in Arabic Grammar Teaching

The results showed that the method used by the teacher in teaching Arabic grammar at the moderate level. The overall mean for the methods used by teachers in the teaching of Arabic grammar is 3.65 with standard deviation of 1.32. The findings showed that teachers often use the method which starting with the easy topic and followed by the more difficult one with the mean of 4.08 and standard deviation of 1.21. The results shows gradually approach should be implemented by teachers in teaching and learning. These findings are consistent with studies conducted by Ahmad Mohamed Kilani (2001) which he stated that learning Arabic grammar should be carried out by stages starting from easier and then followed up with more difficult topics. Similarly, Ali Ahmad Madkur (2002), Walid Ahmad Jabir (2002) and Ahmad Rushdi Ta'imah (1989), which emphasizes the need to identify the topics according to their level and starting from the easiest topics to the more difficult one.

Another method frequently used by teachers were writing the examples on the whiteboard and followed by the discussion with the students about these examples with the mean of 3.96 and standard deviation 1.11. In addition, this study showed that teachers let the students to make conclusion from the grammar rules that have learned along with the examples of complete sentences with the mean of 3.86 and standard deviation 1.25. It shows that the practice of teaching must be done in two-way interaction between teachers and students or between the students themselves in learning process. This is consistent with the approach suggested by Sami Ammar (2002) which states that teachers can engage students with activities and discussions among themselves by analyzing the example of the sentence that has been given. After the discussion is over, students will sums up based on the grammar methods that had been learned. Through this approach, the teacher only acted as counselor in helping students.

As we seen from this study, the mean and standard deviation recorded was 3.77 and 1.33 is deductive method used by teachers in the teaching of grammar. According to Rosni Bin Samah and Arnida Binti A Bakar (2008), deductive method is a method of teaching and learning which emphasis on the aspect of functions and methods of Arabic grammar. Then the process of analyzing the function and method by using the example and subsequently applying the knowledge they have learned by example regardless of whether in the form of reading or listening. In other words, this method is used to provide an introduction of information to the students from general to be more specific. Extracted from Rosni Bin Samah and Arnida Binti A Bakar (2008) that Husni Abdul Hadi Asri submitted three approaches to teaching grammar amongst which is the deductive method. However, according to Shooshtari and Shahri (2014), by simply giving input through the explanation it is consider as useless. He used the method where the teacher will detect problematic structure in sentence and assign the students which from this way they will be encouraged to use specific sentence structure. From this way, students may make mistakes, but they have a chance to make a proper comparison between the exact or correct structure and their own incorrect structure.

This study also shows the translation method to the native languages still be implemented among the teachers, with the high level of mean score of 3.76 and standard deviation of 1.30. The findings showed that the very traditional grammar translation method still widely being implemented among teachers of Arabic in line with the findings of a study conducted by Ridwan (2006) with 92.8% of respondents agree that they use the translation method into their own language as a means of explaining the meaning of the word. This is contrary to the communicative approach in language teaching. This condition will make the learning process becomes sluggish and bored as specified by Kamilah Mohamad (2000).

The mean and standard deviation recorded was 3.76 and 1.24 of this study were found to be used by teachers in teaching Arabic grammar that is the methods of connecting the old topic that have been learned with new topic. This method is able to stimulate student's minds when they learn a new topic. Sami Ammar (2002) suggests this method could be implemented by raising the question to students in order to know their level of knowledge regarding the topic.

The findings also indicate the method requires students to memorize the grammar rules that have been learned at the medium level with the mean of 3.09 and standard deviation 1.46. The result showed that the memorization of grammar rules still being implemented and used by the teachers.

Suggestions

Based on the discussion and conclusion that have been carried out, the researcher wanted to give some suggestions and recommendations that can be implemented by the various parties to improve the quality of teaching Arabic grammar among teachers and to improve the mastery of Arabic grammar among students.

In this study, the students showed their concerned about the methodology of teaching. Thus, the grammar teachers need to work harder, be willing to sacrifice time and energy to do the best for their students. Thus, the grammar teacher should diversify their teaching methods in accordance with the objectives of the grammar itself.
Teachers need to increase their readings regarding with the studies that have been conducted especially related to the practice of teaching Arabic grammar. It is because, at least it can provide ideas for teachers to improve their instructional practices in the classroom.

Therefore, teachers needs to be more open and ready to accept changes that will give benefit in their method of teaching grammar. Grammar teacher should use the best approaches and techniques in order to attract students, eliminate student's sense of boredom and be competitive with the other teaching methods from the other teachers who have achieved excellence in their teaching experiences.

Conclusion
The problems regarding to teaching Arabic grammar is very broad field. Researcher have touched on many key aspects of the problems and hope that it can be used as a guide by the parties concerned. Researchers also hope that more detailed follow-up studies can be done, especially issues related to classroom management in teaching Arabic grammar.

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