Research Paper

Exploring Theeffectiveness of The Arabic Language Communication Content At The Sultan Sharif Ali Islamic University: Faculty Of Shariahas A Case Study

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ABSTRACT
In collaboration with the Faculty of Shari'aat the Sultan Sharif Ali Islamic University in the Sultanate of Brunei Darussalam, the goal of this study is to evaluate the efficacy of the curriculum's content for teaching Arabic. Researchers gave out identification to the 22 first-year students at Sultan Sharif Ali Islamic University in 2024 (of whom, 22 studied the Arab communication article in 2024; Once the data required for this study were collected, they underwent quantitative and quantitative analysis to get the necessary findings. The positive aspects of the curriculum content for Arabic language education at Sultan Ali Islamic University's Faculty of Communication studies have been identified by this research. Specifically, the curriculum content is 79.1% aligned with the curriculum's objectives, 80% language-related and corresponds to students' levels, 80% age-related, and 80% includes trainings to improve listening skills in everyday communication. It covers topics that students need for daily communication (80%), vocabulary that students need for daily communication (80%), formal rules that students need for daily communication (78.2%) and exchange rules that students need for daily communication (77.3%). It also corresponds to the cultural background of students (69.1%), takes individual differences between students into account (74.5%), and presents the material gradually from the easiest to the most difficult (73.6%). The negative aspect is that, at Sultan Sharif Ali Islamic University, the content of Arabic language instruction is 20.9% out of line with curriculum objectives, 20% out of line with students' language proficiency, 19.1% out of line with students' age, and 20% out of line with training for developing daily communication skills; it lacks training for developing daily communication reading skills (20.9%), daily communication speech skills (18.2%), and daily communication skills (20.9%). It fails to align with the cultural background of 30.9% of students, neglects the individual differences of 25.5% of students, does not progress from easiest to most difficult for 26.4% of students, and lacks subjects necessary for daily communication for 20% of students. It lacks the specific characteristics required by students for everyday communication, such as individualities (20%), regular rules (21.8%), and exchange rules (22.7%).
Keywords: *Content, Language, Arabic, Communicative.*

I. 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 (ḤajiʿOmarSayf 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).

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 DaudAbduh 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 (AbduhAr-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

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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 (HaniyyahAreef and LabukhBujmaleen, 2015).

II.   METHODOLOGY

In collaboration with the Faculty of Shari'aat the Sultan Sharif Ali Islamic University in the Sultanate of Brunei Darussalam, the goal of this study is to evaluate the efficacy of the curriculum's content for teaching Arabic. This research is quantitative research. Researchers gave out identification to the 22 first-year students at Sultan Sharif Ali Islamic University in 2024 (of whom, 22 studied the Arab communication article in 2024; Once the data required for this study were collected, they underwent quantitative and quantitative analysis to get the necessary findings.

FIELD STUDY AND DISCUSSION
One: The relevance of the content in Arabic language courses to the curriculum objectives at Sultan Sharif Ali Islamic University.

Figure 1:

How closely does the content taught in Arabic language courses align with the curriculum goals at Sultan Sharif Ali Islamic University?
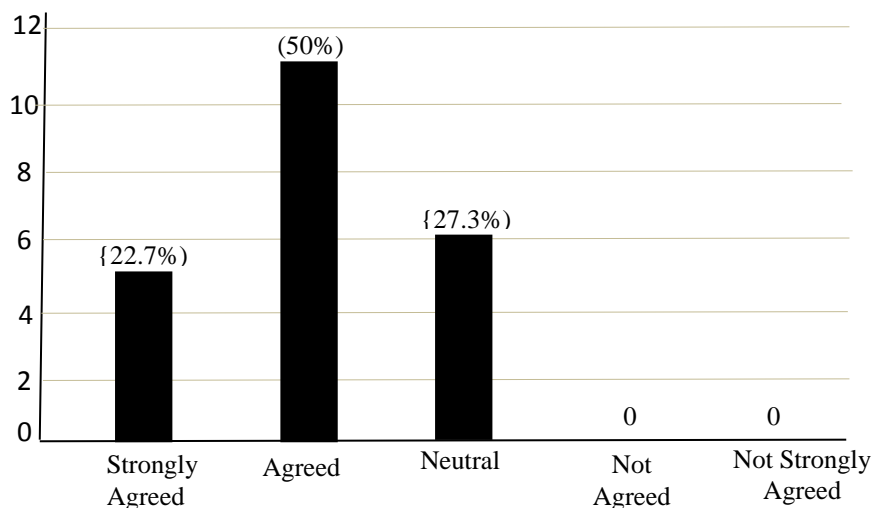
Based on the data presented, it is evident that 22.7% of the sample strongly agreed that the content of the Arabic language courses at the Sultan Sharif Ali Islamic University aligns with the objectives of the curriculum. Additionally, 50% of respondents expressed their agreement, whereas 27.3% were reluctant to do so. The analysis of these percentages is as follows:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree of options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (11 \times 4) + (6 \times 3)}{22 \times 5 = 110} \times 100$$

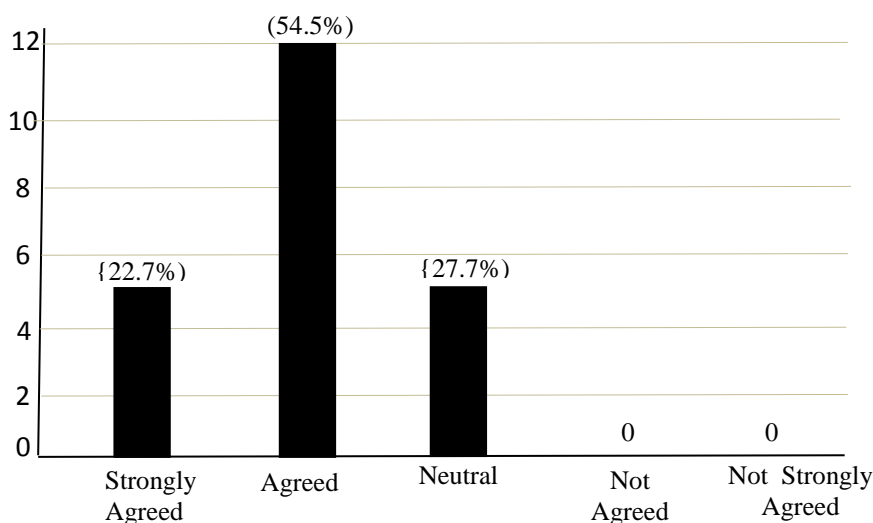$$P(79.1\%) = \frac{25 + 44 + 18 = 87}{110} \times 100$$

The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University aligns with the curriculum objectives. 79.1% of the samplers acknowledged this alignment, whereas 20.9% indicated otherwise.

These numbers indicate that the majority finds the content proportional to the curriculum objectives (79.1%) but highlights a minority that perceives disproportionality (20.9%).

Second: The extent to which the content of the Arabic language courses is relevant to the linguistic level of students at the Sultan Sharif Ali Islamic University.

Figure 2:

The extent to which the content of the Arabic language courses is relevant to the linguistic level of students at the Sultan Sharif Ali Islamic University

In the previous figure, it is evident that a significant portion of the sample, totaling 77.2%, either strongly agreed or agreed that the content of the Arabic language courses at Sultan Sharif Ali Islamic University should align with the students' language proficiency level. On the other hand, 22.7% expressed reluctance towards this notion. To illustrate this percentage breakdown:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree of options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (12 \times 4) + (5 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80\%) = \frac{25 + 48 + 15 = 88}{110} \times 100$$

The Arabic language communication courses at the Sultan Sharif Ali Islamic University are tailored to suit the proficiency level of the students, with 80% of the respondents expressing agreement. However, 20% of the participants indicated the opposite.

This suggests that the content of the courses generally matches 80% of the students' language proficiency while 20% find it to be disproportionately challenging.

Third: The extent to which the content of the Arabic language courses is relevant to the age level of students at the Sultan Sharif Ali Islamic University.

Figure 3:

The extent to which the content of the Arabic language courses is relevant to the age level of students at the Sultan Sharif Ali Islamic University
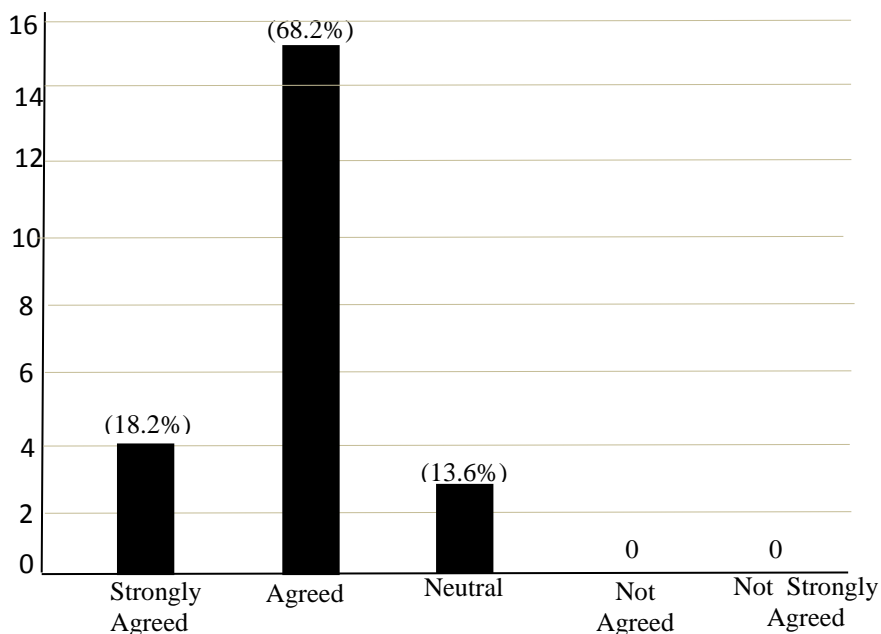
Based on the data shown in the previous figure, it is evident that 18.2% of the sample strongly agreed that the content of the Arabic language courses at Sultan Sharif Ali Islamic University is suitable for the age level of students. Additionally, 68.2% of the sample agreed to this, while 13.6% expressed reluctance. This percentage calculation can be explained as follows:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).\,xi(Degree of options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (15 \times 4) + (3 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80.9\%) = \frac{20 + 60 + 9 = 89}{110} \times 100$$

After performing calculations, it shows that 80.9% of the sampled individuals believe that the Arabic language communication courses at the university are well-suited to the students' age level. On the contrary, 19.1% feel otherwise.

This indicates that there is a majority consensus (80.9%) in favor of the alignment, despite the notable minority (19.1%) expressing opposition.

Fourth: The content of the Arabic language courses at the Sultan Sharif Ali Islamic University contains trainings to develop the skills to listen to daily communication.
Figure 4:
The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains trainings to develop the skills of listening to daily communication
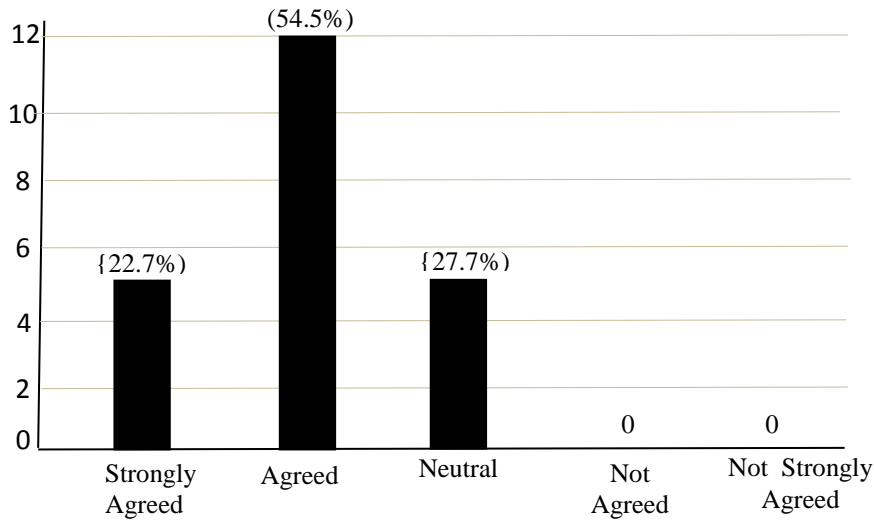
Upon reviewing the figure above, it is evident that 22.7% of the participants strongly supported the content of the Arabic language communication courses at Sultan Sharif Ali Islamic University. These courses are designed to enhance listening skills for daily communication. Additionally, 54.5% of the participants expressed their agreement with the content, while 22.7% were hesitant to do so. This breakdown provides a comprehensive analysis of the data.

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree of options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (12 \times 4) + (5 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80\%) = \frac{25 + 48 + 15 = 88}{110} \times 100$$

The communication courses offered at Sultan Sharif Ali Islamic University focus on enhancing listening skills for everyday communication in Arabic. 80% of the participants agreed with the approach, while the remaining 20% expressed different views.
The content of the Arabic language communication courses at Sultan Sharif Islamic University, which include trainings to develop the daily communication skills of 80%, reflects the positive aspect at this point. Their low availability rate (20%) is indicative of their negative side.

Fifth: The content of the Arabic language courses at the Sultan Sharif Ali Islamic University contains trainings for the development of reading skills for daily communication.
Figure 5:
The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains trainings for the development of reading skills for daily communication.
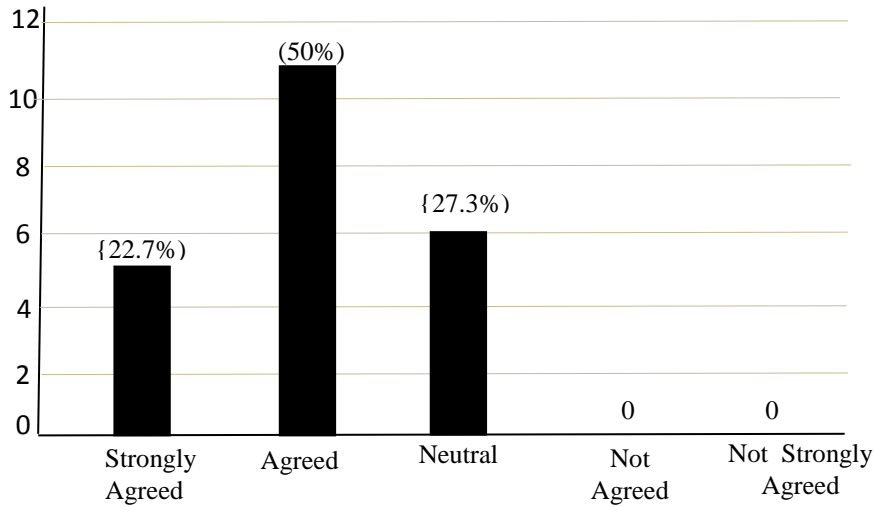
The above figure shows that, of the sample, 22.7% strongly agreed with the content of the Arabic language courses offered by the Sultan Sharif Ali Islamic University. These courses include trainings aimed at developing reading skills for everyday communication. Of the sample, 50% agreed with the content, while 27.3% disagreed. The following is an analysis of this percentage:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree of options)}{N(Total)} \times 100$$
$$P(\%) = \frac{(5 \times 5) + (11 \times 4) + (6 \times 3)}{22 \times 5 = 110} \times 100$$
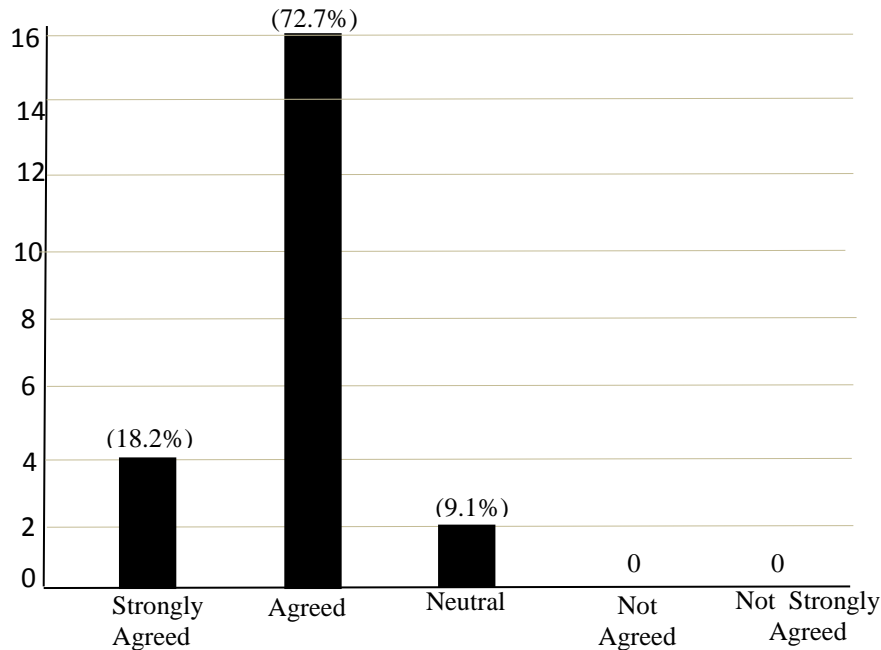$$P(79.1\%) = \frac{25 + 44 + 18 = 87}{110} \times 100$$

This indicates that instruction in the field of Arabic language communication at the Sultan Sharif Ali Islamic University includes instruction on how to improve one's reading comprehension for everyday communication. Even after accounting for those who said otherwise, 79.1% of samplers agreed to this, while 20.9% did not.
79.1% of students at Sultan Sharif Ali Islamic University's Arabic language communication courses include instruction on how to improve reading comprehension for everyday communication, which is a positive reflection of this point. A lack of availability (20.9%) seems to be the drawback.

Sixth: The content of the Arabic language courses at the Sultan Sharif Ali Islamic University contains trainings for the development of speech skills for daily communication.
Figure 6:
The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains trainings for the development of speech skills for day-to-day communication

The above figure makes it evident that 18.2% of the sample strongly agreed with the trainings for speech skills development for everyday communication that are included in the Arabic language courses at Sultan Sharif Ali Islamic University. Of the sample, 72.7% agreed with this content, while 9.1% were hesitant to do so. The following is an analysis of this percentage:

$$P(Percentage) = \frac{\sum fi (\text{Nos of Repetition}). xi (Degree\, of\, options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (16 \times 4) + (2 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(81.8\%) = \frac{20 + 64 + 6 = 90}{110} \times 100$$

This indicates that instruction in speech development for everyday communication is a part of the Arabic language communication courses at Sultan Sharif Ali Islamic University. 81.8% of samplers, including those who said otherwise, agreed to this, while 18.2% did not.
The content of the Arabic language communication courses at Sultan Sharif Ali Islamic University, which include instruction to improve speech skills for everyday communication, reflects the positive aspect of this point by 81.8%. The apparent drawback is an 18.2% non-availability rate.

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

Figure 7:

The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains trainings to develop the writing skills for daily communication.
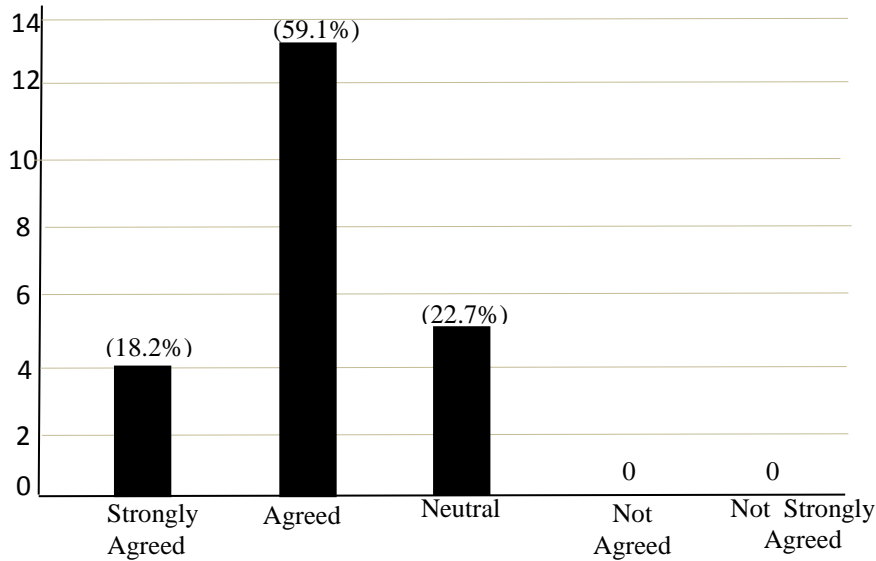
It is clear from the above figure that (18.2%) of the sample strongly agreed to the content of the Arabic language courses at the Sultan Sharif Ali Islamic University, which contain trainings to develop the writing skills for daily communication, and 59.1% of them so agreed, while (22.7%) were reluctant to do so. This percentage is analysed in this way:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree\,of\,options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (13 \times 4) + (5 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(79.1\%) = \frac{20 + 52 + 15 = 87}{110} \times 100$$

This indicates that trainings for enhancing writing abilities for everyday communication are included in the content of the Arabic language communication courses at Sultan Sharif Ali Islamic University. Including the 20.9% who said otherwise, 79.1% of samplers said they agreed with this.

The Sultan SharifAli Islamic UniversityArabiclanguage communication courses, which include instruction to hone writing abilities for everyday communication, exhibit a positive aspect at this point, with 79.1% of the students completing them. The drawback seems to be a 20.9% availability rate.

Eighth: The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains trainings to develop the four language skills in a balanced manner.
Figure 8:
The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains trainings to develop the four language skills in a balanced manner
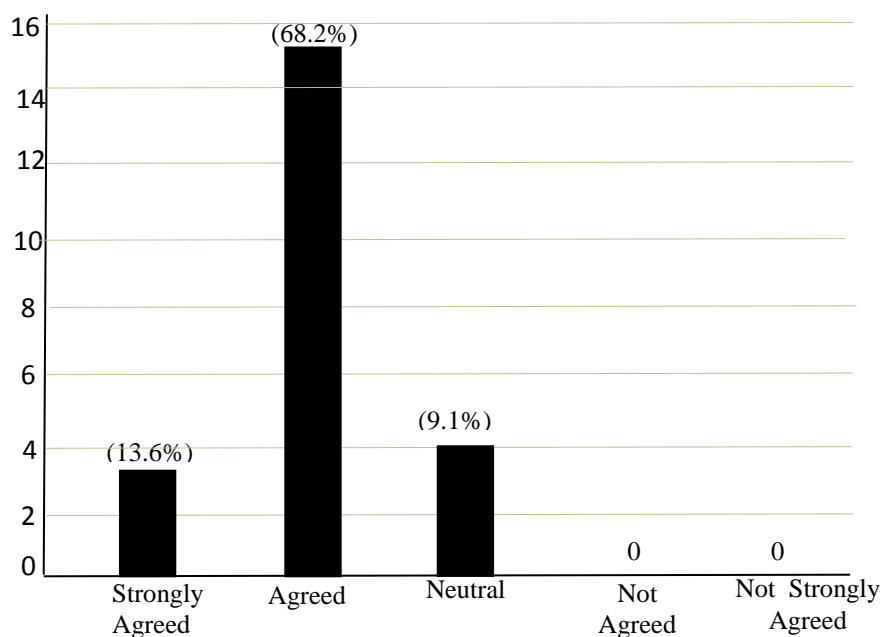
It appears from the above figure that (13.6%) of the sample strongly agreed to the content of the Arabic language courses at the Sultan Sharif Ali Islamic University, which contain trainings to develop the four language skills in a balanced manner, and (68.2%) of them agreed to it, while (18.2%) were reluctant to do so. This percentage is analysed in this way:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree of options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (15 \times 4) + (4 \times 3)}{22 \times 5 = 110} \times 100$$

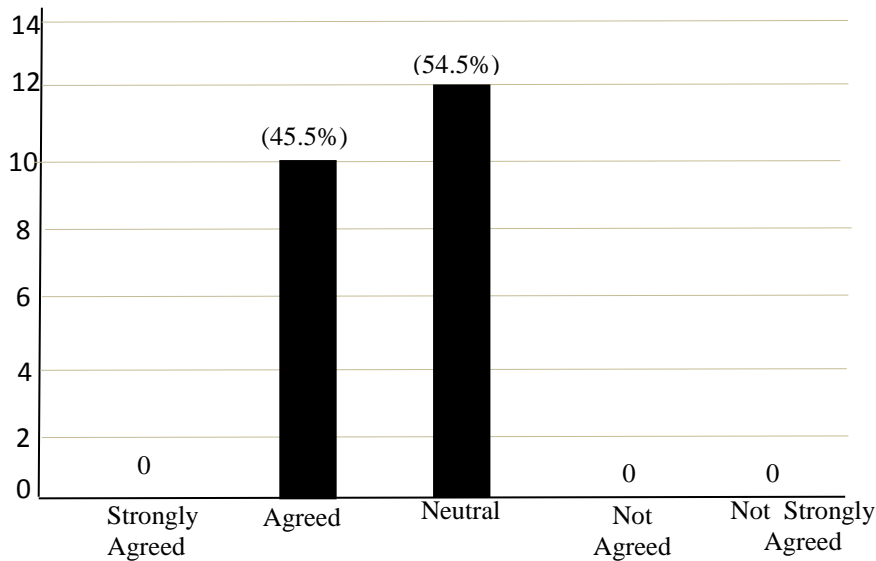$$P(79.1\%) = \frac{15 + 60 + 12 = 87}{110} \times 100$$

This means that the content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains trainings to develop the four language skills in a balanced manner. The number of samplers who agreed to this was 79.1%, including those who indicated otherwise, and their proportion (20.9%).
The positive aspect at this point is reflected in the content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University, which contain trainings to develop the four language skills in a balanced manner, by 79.1%. The downside appears to be a lack of availability (20.9%).

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

Figure 9:

The content of the Arabic language courses at the Sultan Sharif Ali Islamic University is consistent with the cultural background of the scholars.

It is clear from the above figure that 45.5% of the sample approved the content of the Arabic language courses of the Sultan Sharif Ali Islamic University, corresponding to the cultural background of the scholars, while 54.5% disagreed. This percentage is analysed in this way:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree of options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(10 \times 4) + (12 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(69.1\%) = \frac{40 + 36 = 76}{110} \times 100$$

This means that the content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University is commensurate with the cultural background of the scholars. The number of samplers who agreed to this was 69.1%, including those who indicated otherwise, and 30.9%.

The positive aspect of this point is reflected in the content of the Arabic language communication courses of the Sultan Sharif Islamic University, which correspond to the cultural background of the scholars (69.1%). The downside shows a 30.9% lack of availability.

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

Figure 10:

The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University takes into account individual differences among students
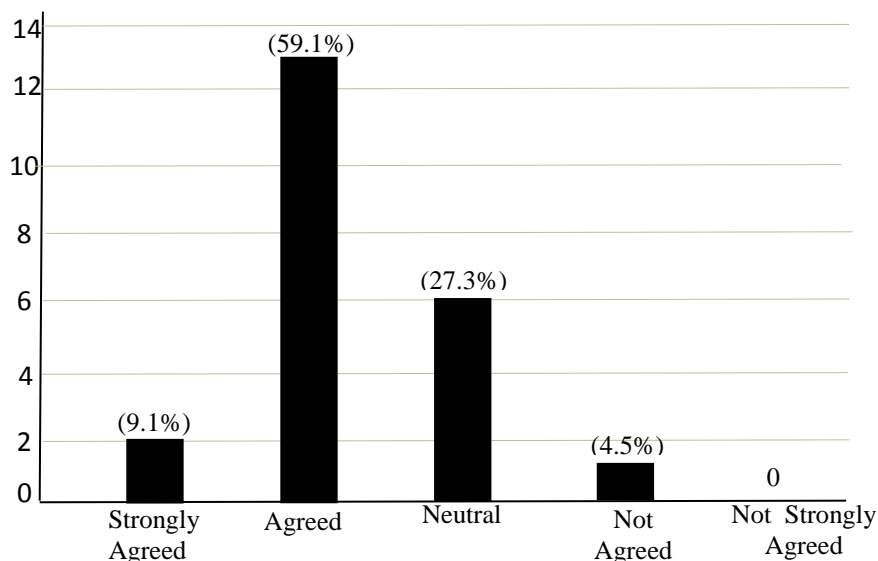
Taking into consideration the individual differences among students, it is evident from the above figure that, 9.1% of the sample strongly agreed with the content of the Arabic language courses offered by the Sultan SharifAli Islamic University; 59.1% of them agreed with it, whereas 27.3% disagreed and 4.5% agreed. The following is an analysis of this percentage:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degreeofoptions)}{N(Total)} \times 100$$

$$P(\%) = \frac{(2 \times 5) + (13 \times 4) + (6 \times 3) + (1 \times 2)}{22 \times 5 = 110} \times 100$$

$$P(74.5\%) = \frac{10 + 52 + 18 + 2 = 82}{110} \times 100$$

This indicates that the Sultan Sharif Ali Islamic University's Arabic language communication courses take individual student differences into consideration. 25.5% of samplers and 74.5% of samplers, including those who said otherwise, agreed to this.

The content of the Arabic language courses at the Sultan Sharif Ali Islamic University reflects the positive aspect of this point by accounting for individual student differences by 74.5%. A lack of availability of 25.5% is displayed on the negative side.

Eleventh: The content of the Arabic language courses at the Sultan Sharif Ali Islamic University is gradually presented from the easiest to the most difficult.
Figure 11:
The content of the Arabic language courses at the Sultan Sharif Ali Islamic University is gradually presented from the easiest to the most difficult.
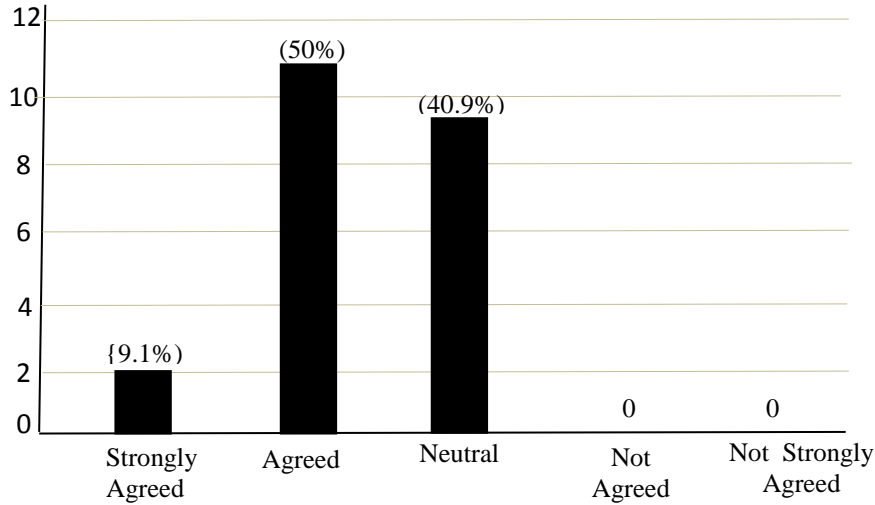
It is clear from the above figure that 9.1% of the sample strongly agreed to the content of the Arabic language courses of the Sultan Sharif Ali Islamic University, which are gradually presented from the easiest to the most difficult, and 50% of them have agreed to this, while 40% are reluctant to do so. This percentage is analysed in this way:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree of options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(2 \times 5) + (11 \times 4) + (9 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(73.6\%) = \frac{10 + 44 + 27 = 81}{110} \times 100$$

This indicates that the Sultan Sharif Ali Islamic University's Arabic language communication courses gradually present the material from the simplest to the most complex. There are now 73.6% of samplers who have consented to this, while 26.4% have indicated otherwise.
At this point, the Sultan SharifAli Islamic University'sArabiclanguage communication courses exhibit a positive aspect in that their content gradually progresses from the easiest to the most difficult (73.6%). There is a 26.4% downside.

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

Figure 12:

The content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains the subjects that students need for daily communication.
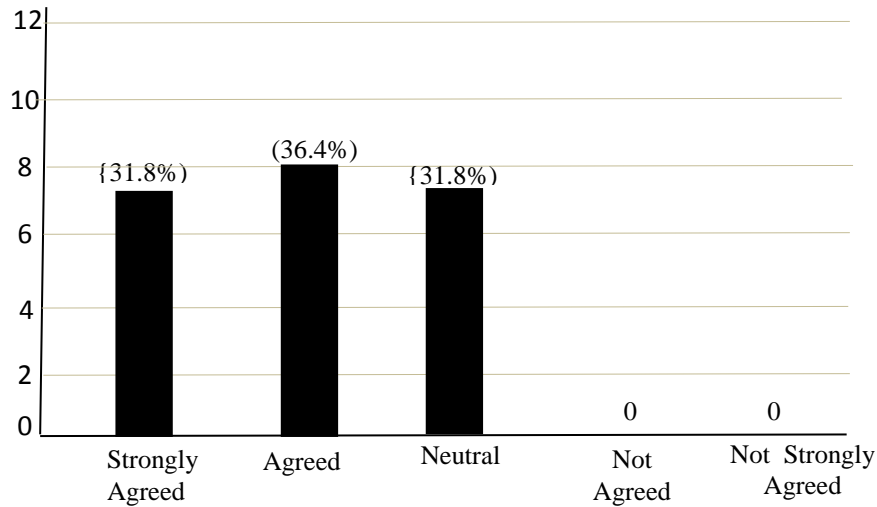
It is clear from the above figure that (31.8%) of the sample strongly agreed to the content of the Arabic language courses of the Sultan Sharif Ali Islamic University containing the subjects that students need for daily communication, and 36.4% of them agreed to, while 31.8% disagreed. This percentage is analysed in this way:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degree of options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(7 \times 5) + (8 \times 4) + (7 \times 3)}{22 \times 5 = 110} \times 100$$

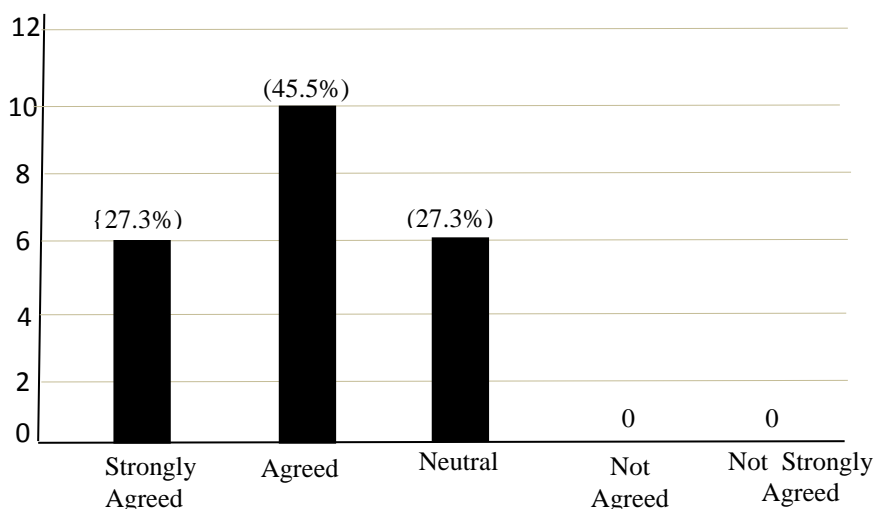$$P(80\%) = \frac{35 + 32 + 21 = 88}{110} \times 100$$

Accordingly, the subjects covered in the Arabic language communication courses at Sultan Sharif Ali Islamic University are those that students require for everyday communication. After accounting for those who said otherwise, the percentage of samplers who agreed to this was 80%.

80% of the subjects covered in the Arabic language courses at the Sultan Sharif Ali Islamic University are relevant to daily communication, which is a positive reflection of this point. Their unavailability (20%) represents the negative aspect.

Thirteenth: The vocabulary needed for daily communication is included in the content of the Arabic language courses offered by Sultan Sharif Ali Islamic University.

Figure 13:

The vocabulary needed for everyday communication is covered in the Sultan Sharif Ali Islamic University's Arabic language communication courses.

The above graph shows that, of the sample, 45.5% agreed and 27.3% were reluctant to agree that the vocabulary covered in the Arabic language courses at the Sultan Sharif AliIslamic University is what students need for daily communication. Of them, 27.3% strongly agreed with this statement. This percentage is examined as follows:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degreeof options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (10 \times 4)(6 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(80\%) = \frac{30 + 40 + 18 = 88}{110} \times 100$$

Accordingly, the vocabulary needed for everyday communication is covered in the Arabic language communication courses at Sultan Sharif Ali Islamic University. Together with the percentage (20%) of samplers who said no, 80% of samplers agreed to this.
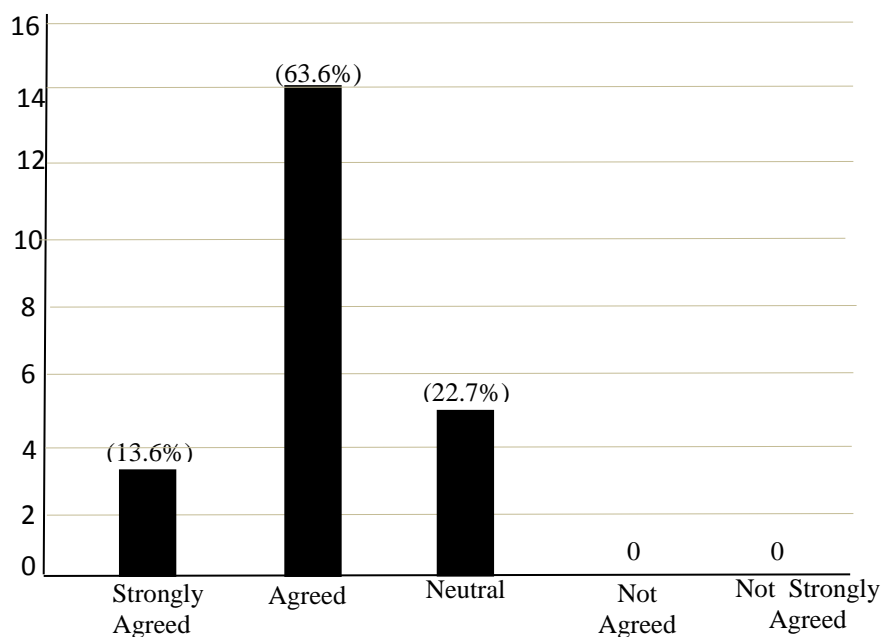
The Sultan Sharif Ali Islamic University'sArabiclanguage communication courses encompass the vocabulary that students require for everyday communication, accounting for 80% of the content. This is a positive reflection of the point made by the instructor. Their unavailability (20%) is a negative reflection of them.

Fourteenth: Students who wish to learn the grammar rules necessary for everyday communication can find them in the Arabic language courses offered by Sultan Sharif Ali Islamic University.
Figure 14:
Students can learn the grammatical rules necessary for everyday communication in the Arabic language communication courses offered by Sultan Sharif Ali Islamic University.

The above figure makes it evident that 13.6% of the sample strongly agreed with the content of the Sultan Sharif Ali Islamic University's Arabic language courses, which contain the grammatical rules that students need for everyday communication. Of the sample, 63.6% strongly agreed with the content, while 22.7% were hesitant to agree. This percentage is examined using the following methodology:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degreeofoptions)}{N(Total)} \times 100$$
$$P(\%) = \frac{(3 \times 5) + (14 \times 4) + (5 \times 3)}{22 \times 5 = 110} \times 100$$
$$P(78.2\%) = \frac{15 + 56 + 15 = 86}{110} \times 100$$

This means that the content of the Arabic language communication courses at the Sultan Sharif Ali Islamic University contains the grammatical rules that students need for daily communication. The number of samplers who agreed to this was 78.2%, including those who indicated otherwise, 21.8%.
The positive aspect of this point is reflected in the content of the Arabic language communication courses of the Sultan Sharif Ali Islamic University, which contain the grammatical rules that students need for daily communication, at 78.2%. The downside is 21.8% non-availability.

Fifteen: The Sultan Sharif Ali Islamic University's Arabic language curricula embody the essential principles that learners require for everyday discourse.
Figure 15:
Students at Sultan Sharif Ali Islamic University can find all the essential rules for everyday communication in the content of their Arabic language communication courses.
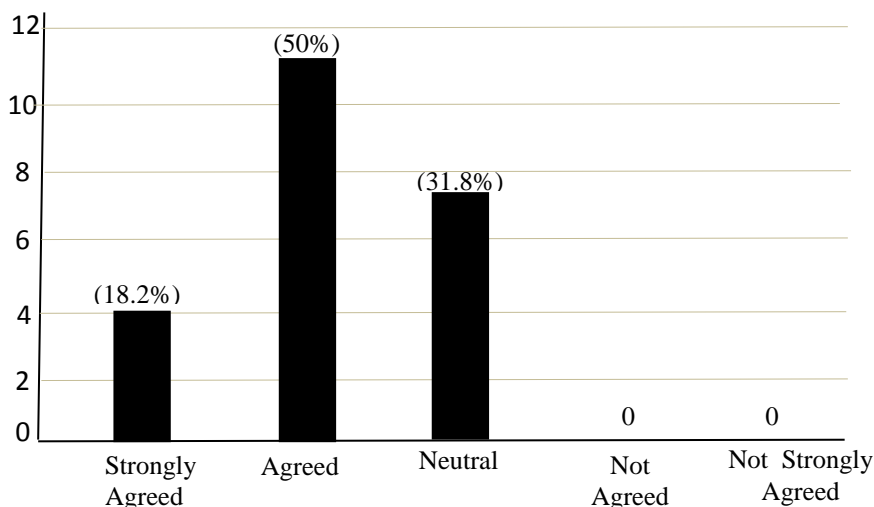
From the above figure, it is evident that 18.2% of the sample strongly agreed with the content of the Sultan Sharif Ali Islamic University'sArabiclanguage courses, which contain the basic rules that students need for everyday communication. Of those who agreed to agree, 31.8% were hesitant. We analyze this percentage as follows:

$$P(Percentage) = \frac{\sum fi(\text{Nos of Repetition}).xi(Degreeof options)}{N(Total)} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (11 \times 4) + (7 \times 3)}{22 \times 5 = 110} \times 100$$

$$P(77.3\%) = \frac{20 + 44 + 21 = 85}{110} \times 100$$

This indicates that the basic rules required for daily communication are included in the content of the Arabic language communication courses offered by Sultan Sharif Ali Islamic University. Including those who said otherwise, 77.3% of samplers said they agreed to this, while 22.7% did not.
The positive aspect of this point is reflected in the content of the Sultan Sharif Ali Islamic University's Arabic language communication courses, which, at 77.3%, contain the basic rules that students require for everyday communication. There is a 22.7% drop.

III.   CONCLUSION

The good news is that the content of the Arabic language communication courses at Sultan Sharif Ali Islamic University is currently 79.1% in proportion to the curriculum's objectives, 80% in line with students' language proficiency, 80.9% in line with students' age, and contains instruction for the development of daily communication skills by 80% and daily communication reading skills by 79.1%, respectively, that it includes instruction for improving daily communication speech skills by 81%, that it incorporates instruction for improving daily communication skills by 79.1%, that it includes instruction for improving four language skills by a balanced degree of 79.1%, that it corresponds to students' cultural backgrounds by 69%, that it considers individual differences among students by 74%, that it becomes progressively more accessible than the most challenging (73.6%), and that it includes instruction for improving four language skills by a balanced degree of 79%. 78% of the total number of students, which is related to the total number of students, is required, and it contains 78% of the subjects that students need for daily communication, according to the percentage of students who need it. Additionally, 78% of the subjects are included in the curriculum.

The Sultan SharifAli Islamic University's Arabiclanguage instruction has a content that is unbalanced with respect to the curriculum's objectives by 20.9%, students' language levels by 20%, students' ages by 19.1%, and it lacks training for the development of everyday communication skills by 20%. These are the negative

aspects of the program.It lacks training for the development of language skills for everyday communication by 18.2%; it lacks training for the development of four language skills by 20.9%; it does not take into account students' individual differences by 25.5%; it does not gradually offer the most difficult content first (26.4%); it does not include the subjects that students need for everyday communication by 20%; it does not contain the vocabulary that students need for everyday communication by 20%; and it does not contain the standard rules that students need for everyday communication by 21.8%. as well. The exchange rules that students require for regular communication are absent from it (22.7%).

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