

Implementation of the Teaching of Arabic Language at the Faculty of Humanities, University of North Sumatra Indonesia

Maimun Aqsha Lubis¹

¹Universiti Kebangsaan Malaysia, Selangor, Malaysia

Correspondence: Maimun Aqsha Lubis, Faculty of Education, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia. Tel: 60-3-8921-6339. Email: draqsha@gmail.com

Received: August 16, 2013 Accepted: October 14, 2013 Online Published: November 28, 2013

doi:10.5539/ass.v9n16p154

URL: <http://dx.doi.org/10.5539/ass.v9n16p154>

Abstract

This study was aimed at identifying the implementation of language teaching especially the teaching of Arabic language at the Faculty of Humanities, University of North Sumatra Indonesia. In particular, it was also aimed at identifying the implementation of the techniques, practices and frequency of the usage of teaching and learning aids in the classroom. This research utilised the survey method where a sample of 91 students from the Faculty of Humanities, University of North Sumatra were involved. The study used questionnaires which were distributed to the student respondents to examine their evaluation toward the implementation of the teaching and learning of Arabic at the Faculty of Humanities. Data analysis used in this study comprised of descriptive statistics, namely frequency, mean and standard deviation by using SPSS version 18. The findings showed that the overall total for each research question in relation to the implementation of teaching and learning techniques from the perspective of the students was moderate ($m = 3.13$). The results also showed that the implementation of teaching and learning of Arabic in the classroom from the perspective of the students was also high ($m = 3.52$). The findings also demonstrated that the frequency of the use of teaching and learning aids in the classroom from the perspective of the students was low ($m = 1.78$). This study recommends that the lecturers need to have positive attitude toward learning and teaching techniques and implement the teaching and learning of Arabic using a more effective technique. In addition, the lecturers should also attempt to solve the problems faced in the teaching and learning of the Arabic language through a creative, innovative and effective use of instructional technology so that the students' Arabic language proficiency can be improved. Therefore, the latest teaching and learning techniques such as e-learning and mobile learning should be applied in the teaching and learning of Arabic at the Faculty of Humanities, University of North Sumatra, apart from improving the techniques and the frequency of usage of the existing techniques. This application will further strengthen and enhance proficiency in the language especially the mastery of the Arabic language among the students.

Keywords: faculty of humanities, implementation of the teaching of Arabic, teaching and learning in the classroom, instructional technology

1. Introduction

Arabic is an important language for the Muslim community because it is a language that is used a lot by the Muslim community, particularly in worship. This can be seen through the use of Arabic in the rituals of worship in Islam such as in prayers, pilgrimage and various other religious activities of the Muslims.

Teaching technique is an art that is constantly changing according to changes of time and place. It is a process or a way to deliver a piece of knowledge or skill to others that is carried out systematically. According to Abd. Halim et al. (2004), teaching method is a connecting or motivating tool of a two-way direction between the teacher and the students who are constantly interacting with and influencing each other. On the other hand, Zulkifli Din (2007) explained that teaching technique is not a static activity and it will not end at any specific level, but will continue to develop according to the suitability of a student's level of thinking, time and place, and that no one single technique can be considered appropriate in delivering knowledge as it will change in relation to the learning objectives to be achieved.

In the context of education, not many educational innovations that may lead to improvements in the existing process of the Arabic language education have been found. Nevertheless, the current world trend is rapid globalization which is in line with the fast diffusion of information. Therefore, according to Tilaar (1999), this

has resulted in an educational process that is none other than merely a ritual.

Teaching aids are the equipment used by the teacher to help him or her in delivering the teaching in the classroom. According to Kamaruddin (1997), teaching aids are not limited to textbooks, blackboard and pictures only but also cover all the materials used in teaching that can be seen, heard, held, read, told, felt, smelled, used and many others.

Wan Nor Rihan's (2000) research on the effectiveness of the use of teaching aids in the T&L process showed that all respondents (100%) agreed that the use of teaching aids by the teacher in the T&L process can provide a sense of enjoyment and can attract the students' interests in their studies. Other effects that were mentioned by the students include 80% who stated that the use of teaching aids facilitates them in understanding the teacher's teaching as well as helps them to focus their attention during the T&L process.

2. Research Question

This research was carried out to examine the lecturers' implementation of the teaching and learning of Arabic at the Faculty of Humanities, University of North Sumatra from the aspects of techniques, practices and teaching aids. The research questions formed in the research became the platform for the direction of the research. The questions are as follows:

- 1) How is the implementation of the Arabic language teaching techniques from the perspective of the students?
- 2) How is the implementation of the Arabic language teaching and learning practices in the classroom from the perspective of the students?
- 3) What is the frequency of the use of Arabic language teaching and learning aids in the classroom from the perspective of the students?

The research design of this study is descriptive in nature. Research sampling was selected through simple random sampling, consisting of 91 students of various background from the Faculty of Humanities, University of North Sumatra. This research utilised quantitative research method where the questionnaire was used as the main research instrument to gather data.

Data analysis was performed using descriptive statistics to comprehensively describe the respondents' profiles related to the independent variable. The statistics used included frequency, mean and standard deviation.

The section on research findings and discussion contains the summary and explanation based on theories and relevance to previous studies that either support or do not support the findings of this research as well as its implication on the parties involved. In the conclusion section, the findings of this study are summed up briefly and concisely. It is hoped that this research can be a reference as well as an exposure for all the parties involved.

3. Research Findings and Discussion

3.1 Implementation of the Arabic Language Teaching and Learning Techniques from the Perspective of the Students

Referring to the students' evaluation of the implementation of the Arabic language teaching and learning techniques by the lecturers as a whole, the total score was at the moderate level (mean 3.13, SD 0.768). Based on the students' evaluation, a total of 14 techniques were found to be frequently used by the lecturers in their Arabic language T&L. However, the top three techniques are giving the freedom to the students to voice their opinion on the subject matter, opening a question and answer session at the end of the lesson, and giving the freedom for the students to interact with one another to complete assignments/tasks. According to the students' perception, other techniques that were often used by lecturers are encouraging students to ask questions when the lecturer explains the lesson, giving the teaching materials so that students can discuss in their groups, giving instructions to the students before the discussion session, providing guidance to the students during their discussion session, using the question and answer technique when giving explanation on the lesson, repeating the key points of the lesson several times and asking the students to repeat the important points uttered by the lecturer until they are fluent and confident. The T&L technique that was least used by the lecturers is querying or probing the students before providing them with the explanation.

The students' evaluation of the lecturer's Arabic language teaching and learning technique implementation on the whole was at the moderate level. This shows that the students gave positive views on the implementation of the Arabic language teaching and learning techniques that were used by the Arabic language lecturers. The effectiveness of a teaching and learning process greatly depends on the methods and strategies of teaching and learning practised. According to Rashidi and Abdul Razak (1995), teachers need to select and use appropriate methods to help the students and their own self in order to achieve the planned teaching objectives. Juwita (2003)

also suggested that teachers use various teaching and learning approaches such as teacher-centred approach, student-centred approach and material-oriented approach. The teacher's selection and planning in determining the approach, method, technique and activity in a lesson to achieve the objective is named as teaching strategy (Ismail Suardi Wekke, 2012).

The findings on the implementation of Arabic language teaching and learning techniques from the perspective of the students can be seen in Table 1 below:

Table 1. Mean score and standard deviation of the implementation of Arabic language teaching and learning techniques from the perspective of the students

Statements	Mean	S.D.	Interpretation
1B. The lecturer performs interesting teaching techniques.	3.43	0.956	High
2B. The lecturer encourages the students to ask while the lecturer explains the lesson.	3.69	0.856	High
3B. The lecturer opens the question and answer session at the end of the lesson.	3.91	0.740	High
4B. The lecturer encourages the students to ask questions.	3.52	0.935	High
5B. The lecturer provides teaching materials so that the students can discuss them in groups.	3.68	0.713	High
6B. The lecturer gives freedom to the students to interact with one another to complete the assignment/task.	3.76	0.799	High
7B. The lecturer gives instructions to the students before the discussion session.	3.69	0.903	High
8B. The lecturer provides guidance for the students during their discussion session.	3.71	0.922	High
9B. The lecturer uses question and answer technique while giving explanation of the lesson.	3.69	0.784	High
10B. The lecturer repeats the important points of the lesson a few times.	3.76	0.923	High
11B. The students will repeat the important points expressed by the lecturers until they are fluent and eloquent.	3.57	0.944	High
12B. The lecturer queries/probes the students before providing explanation.	3.09	0.915	Moderate
13B. The lecturer gives the freedom to the students to express their opinions on the subject matter.	4.08	0.806	High
14B. The lecturer performs the role play technique in the teaching of Arabic language.	3.43	0.871	High
15B. The lecturer varies the techniques of teaching the Arabic language.	3.38	0.892	Moderate
Students' overall perception	3.13	0.768	Moderate

3.2 Implementation of Arabic Language Teaching and Learning Practices in the Classroom from the Perspective of the Students

Overall, the implementation of the Arabic language teaching and learning practices in the classroom by the lecturers from the perspective of the students was found to be at a high level (mean 3.52, SD 0.829). The T&L practice most frequently performed by the lecturers is ending the T&L session by making conclusion. Not forgetting, lecturers also gave homework and assessed students' findings at the end of the T&L session. Apart from that, based on the students' perception, other practices that were also often performed by the lecturers are going through the tasks given to the class before starting T&L, starting T&L with an interesting introduction, using drilling technique on the students and monitoring the practice activities carried out in the classroom.

Nevertheless, lecturers are recommended to begin and end their T&L session with the recitation of du'a or prayers because according to the students' perception, this practice is not done on a routine basis by the lecturers. The implementation of the Arabic language teaching and learning practices in the classroom from the perspective of the students on the whole was at the high level. This shows that the implementation of the Arabic language teaching and learning practice by the Arabic language lecturers in the classroom from the perspective of the students is positive. This research finding coincides with the findings of Mohd Aderi Che Noh (2004) who found

that effective teaching practices have the function of producing effective learning in the classroom. In addition, students must be actively involved in the teaching process that takes place in the classroom and teacher's teaching must be planned with consideration given to student diversity.

This finding also supports the findings of Zubaidah Begam (2007) who mentioned that excellent academic performance is the determination of a person's understanding of the teaching and learning process. Indirectly, this achievement will determine a brighter future. Therefore, in order to realize the expectation, learning environment that is conducive is really vital. Moreover, the society today is so concerned about academic achievement because excellent academic results are the yardstick of a student's future career.

Based on the discussion above, it clearly shows that the use of the correct teaching and learning styles is really important in enhancing students' academic results. This achievement will prove the extent to which a student's learning is style is effective or otherwise. The improvement in and deterioration of a student's academic achievement is actually very closely related to the teaching and learning process in the classroom. The direct experience encountered by a person enables the words or symbols received to give meaning to him or her. In this matter, a material cannot produce any change on the learning on its own but a teacher who is adept at using the material can give a lasting impact.

Findings in connection to the implementation of the Arabic language teaching and learning practices in the classroom from the perspective of the students are summarised in Table 2 below:

Table 2. Mean score and standard deviation of the implementation of Arabic language teaching and learning practices in the classroom from the perspective of the students

	Statements	Mean	S.D.	Interpretation
1B.	The lecturer has sufficient skills to implement the T&L of the Arabic language.	3.62	0.916	High
2B.	The lecturer has sufficient knowledge to implement the T&L of the Arabic language.	3.64	0.925	High
3B.	The lecturer carries out the T&L based on the planning that has been made.	3.58	0.883	High
4B.	The lecturer carries out the T&L based on the textbook.	3.68	0.847	High
5B.	The lecturer questions the students on the previous lesson before starting to teach the new topic.	3.45	0.858	High
6B.	The lecturer records the evaluation results in the Teaching Record Book.	3.43	0.885	High
7B.	The lecturer reviews the task given to the class before starting the T&L.	3.34	1.269	Moderate
8B.	The lecturer begins the T&L session with recitation of du'a or prayer.	3.30	1.269	Moderate
9B.	The lecturer begins the T&L steps with an interesting introduction.	3.36	1.160	Moderate
10B.	The lecturer uses the lecture approach in delivering the contents of the lesson.	3.56	0.957	High
11B.	The lecturer uses drilling technique on the students.	3.34	0.922	Moderate
12B.	The lecturer monitors the practice activity carried out in the classroom.	3.37	0.950	Moderate
13B.	The lecturer guides the practice activities carried out in the classroom.	3.47	0.993	High
14B.	The lecturer provides worksheets while the T&L is carried out in the classroom.	3.53	0.779	High
15B.	The lecturer allocates time for the students to carry out in group activities.	3.60	0.905	High
16B.	The lecturers evaluates the students' findings at the end of the T&L.	3.70	0.850	High
17B.	The lecturer gives additional activities in the T&L.	3.62	0.711	High
18B.	The lecturer ends the T&L session by making conclusions.	3.82	0.811	High
19B.	The lecturer gives homework at the end of the T&L.	3.76	0.735	High
20B.	The lecturer ends the T&L session with recitation of prayers or du'a.	3.30	1.287	Moderate
	Students' overall perception	3.52	0.829	High

3.3 Frequency of Use of Arabic Language Teaching and Learning Aid in the Classroom from the Perspective of the Students

On the whole, the frequency of use of Arabic language teaching and learning aids in the classroom from the perspective of the students was at the low level (mean 1.78, SD 0.807). The findings indicate that the three teaching aids that were most commonly used by the lecturers based on the perception of the students are the blackboard, dictionary and textbooks. Nevertheless, the frequency of usage of the materials was still at the moderate level. According to the findings of Kamarul Azmi and Ab. Halim (2007), the misunderstanding that occurs in defining the function of teaching aids stems from the level of practice and usage that becomes even less during the conduct of the teaching and learning process. Therefore, Arabic language lecturers should carry out innovation in teaching by using multimedia teaching aids in accordance with the latest information technology development. Although the use of traditional teaching aids such as blackboard, dictionary and textbooks is still relevant, the use of the latest technology is seen as capable of helping the effectiveness of the T&L process. Among the multimedia oriented teaching aids that can be used by the lecturers are computers, Arabic language software, internet network, websites and blogs.

The reality according to Farrant (1977) is that to produce Teaching Aids that can have the best effect on T&L requires the application of a number of features suited to the environment and situation. Among them are the teaching aids must clarify vague ideas, clarify the parts that are difficult to understand, be huge and clear, have attractive colours and the accurate size, be durable, have the most impact and be inexpensive. These features are the basis in the selection of teaching aids that will be used by the teachers in all T&L in school. The features mentioned above are also among the factors that influence the use of teaching aids in T&L. Additionally, there are also other factors such as the factor of management and administration, equipment and location, the importance of usage as well as preparation and usage. This matter is in accordance with the opinion of Siti Fatimah and Ab. Halim (2010) who stated that these factors are used as an excuse by most of the Islamic education teachers who do not use teaching aids even though the reality of the impact of its use encompasses all potentials. The importance of its usage is a solution to the problem of lack of manpower and time in the process of T&L preparation. Apart from that, teaching aids can also attract the interests of the students as well as increase the students' motivation for them to give their full attention to the teacher's teaching in the classroom.

The findings of this research support the findings of Abdul Rahim Hamdan and Hayazi Mohd Yasin (2010), that is in a classroom, each individual has psychological and intellectual capability that differs from one another. Hence, the teaching planned needs to be appropriate, organised (according to the student's level) and supported (with teaching aids) to stimulate the individual's potential development to the maximum level.

Table 3. Mean score and standard deviation of frequency of use of Arabic language teaching and learning aid in the classroom from the perspective of the students

	Statements	Mean	S.D.	Interpretation
1D.	Textbooks	3.10	1.499	Moderate
2D.	Workbooks	2.25	1.313	Low
3D.	Radio	1.65	1.079	Low
4D.	Arabic Recorded Cassette	2.13	1.185	Low
5D.	Television	1.20	0.542	Low
6D.	Arabic Language Films	1.26	0.534	Low
7D.	Computer	1.25	0.550	Low
8D.	Arabic Language Software	1.65	1.068	Low
9D.	Internet Network	1.49	0.899	Low
10D.	LCD	1.47	0.835	Low
11D.	Pictures	1.53	0.861	Low
12D.	Flashcards	1.25	0.676	Low
13.	Lab/Language Room	1.55	0.946	Low
14.	OHP/visualiser	1.68	0.880	Low
15.	Manila cards	1.18	0.660	Low
16.	Blackboard	3.60	1.794	High
17.	Websites	1.66	1.204	Low
18.	Worksheets	2.11	1.345	Low
19.	Mahjung Paper	1.13	0.562	Low
20.	Rolled boards	1.19	0.576	Low
21.	Blog	1.33	0.790	Low
22.	Newspaper/Magazines	1.64	0.931	Low
23.	Authentic/Real-life materials	1.35	0.721	Low
24.	Charts	1.21	0.624	Low
25.	Al-Qur'an	2.46	1.352	Moderate
26.	Handouts/Printouts	1.79	1.111	Low
27.	Dictionary	3.14	1.560	Moderate
	Overall students' perception	1.78	0.807	Low

4. Conclusion

This research is related to the implementation of Arabic language teaching at the Faculty of Humanities, University of North Sumatra in terms of the aspects of techniques, practices and usage of teaching aids. This research has shown the importance of the use of techniques, practices and teaching aids in the teaching and learning of Arabic language. In confronting the cyber-world and information technology, it is necessary that the three aspects are not isolated from the stream of latest technologies so that the process of teaching and learning can be carried out effectively and gives a positive impact on the students.

This study has shown that the lecturers need to have positive attitude toward T&L techniques and implement T&L of Arabic using more effective techniques. In addition, the lecturers should also put in the effort to overcome the problems faced in the teaching and learning of Arabic through teaching that is creative, innovative and of high quality so that the students' proficiency of the Arabic language can be enhanced. Therefore, techniques, practices and teaching aids need to be implemented in the learning of Arabic in order to further strengthen Arabic language proficiency among the students.

Many previous studies on the techniques of T&L have been carried out involving languages other than Arabic. Therefore, the findings from previous studies have given new information in the aspect of the use of suitable techniques, practices and teaching aids in the classroom. Consequently, the teaching and learning techniques used need to be re-evaluated by the lecturers so that they can use effective techniques and teaching aids in their T&L of Arabic in the classroom such as using websites, multimedia courseware, cd-rom courseware and many others. Additionally, positive and systematic teaching and learning practices should also be given consideration because positive practices have the potential as a catalyst in the effectiveness of the delivery of any language teaching and learning. The administrators of the Faculty of Humanities should also give full support toward the implementation of teaching so that the set goals can be achieved.

References

- Azizan, R., & Habib, A. R. (1995). *Pengajaran dalam bilik darjah, kaedah & strategi*. Kajang: Masa Enterprise.
- Farrant, J. S. (1977). *Prinsip dan amali pendidikan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- Fatimah, S., & Halim, A. (2010). Persepsi guru terhadap penggunaan bahan bantu mengajar berasaskan teknologi multimedea dalam pengajaran j-QAF. *Journal of Islamic and Arabic Education*, 2(2), 53-64.
- Hamdan, A. R., & Yasin, H. M. (2010). *Penggunaan alat bantu mengajar (ABM) di kalangan guru-guru teknikal di Sekolah Menengah Teknik Daerah Johor Bahru, Johor*. Fakulti Pendidikan: Universiti Teknologi Malaysia.
- Kamarul Azmi, J., & Ab Halim, T. (2007). *Pendidikan Islam: Kaedah Pengajaran dan Pembelajaran*. Johor: Penerbit Universiti Teknologi Malaysia.
- Noh, M. A. C. (2004). Amalan pengajaran tilawah al-Quran: satu tinjauan terhadap persepsi guru di Sekolah Menengah Harian Malaysia. *Journal of Islamic and Arabic Education*, 1(1), 57-72.
- Wekke, I. S. (2012). *Amalan pengajaran dan pembelajaran Bahasa Arab di Pesantren Immim Makassar, Indonesia*. Tesis Phd. Fakulti Pendidikan UKM: Bangi.
- Zakaria, Z. B. M. (2007). *Hubungan gaya pembelajaran dengan pencapaian akademik: Tinjauan di kalangan pelajar-pelajar sarjana muda pendidikan tahun pertama, UTM, Johor*. Tesis. Universiti Teknologi Malaysia.

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/3.0/>).