Abstracts

Education Arabic as a second language is increasingly grown in Malaysia. In the Malaysian education system, teaching and learning Arabic has many purposes. Among its main purposes was to understand the contents of the al-Quran, Islamic religious teachings and thoroughly understand the Arabic terms used in the various fields of knowledge. However, teaching and learning Arabic is yet to reach the level. Various approaches and methods have been taken in the process of teaching and learning Arabic. In fact many members of the educators have been discussing about method teaching and learning Arabic. Method is something important in the success of a purpose of teaching and learning. This study aimed to review the methods and what approach has been applied by educators in the process of teaching and learning Arabic based on the four skills. The four skills are reading skills, speaking, writing and listening. But the study also looks at how method and approach that has been applied by educators to overcome the weaknesses of the students in understanding and mastering the Arabic language.

Keywords: Arabic language, teaching and learning, method and approach
Introduction

The Arabic language is the language that's very important and distinguished in comparison with other languages, especially in the Islamic side. The Arabic language is also considered as the oldest languages and always growth according to circulation era. Even the Arabic position in Islamic side is very special and unique as it is the Qur’an's language, in which the Quran was revealed with this language. In this regard, the origins of Islam and knowledge related thereto shall be in the Arabic language, revealed through intermediate Jibrail and delivered by the Prophet to his people to come down to us today in the language we have. Arabic is the official language throughout the world and one of the main languages used in the United Nations.

When the Arabic language is growing, so many scholars are keen to learn and to study Arabic. In addition they learn Arabic they will find a variety of secrets and the beauty behind this language through in-depth review. As it known that Arabic is a compulsory subject learnt by students who choose the field of Islamic studies as well as other subjects. Then a study about method teaching and learning Arabic has been discussed mainly on the basis of the four skills. Four Arabic language skills is reading, speaking, writing and listening. In each of these skills the students be exposed to various forms of text options, a wide range of activities related to speech, sermon, speech, lecture and debate, writing and listening activities.

Background of Learning Arabic in the Islamic World

Arabic is one of the oldest languages in the world. In accordance with the opinion of the Member languages, Arabic is one family of Semitic South language. Semitic language is the language used by the descendants of Prophet Nuh. Today, it is one of the world's languages. Speaker of the House is estimated to be more than 422 million worldwide. The population of Spanish speakers, developmentally and over time have placed Arabic as one of the major languages of the world. Malaysia has also taken steps to introduce the Arabic language at all levels of education, including higher education level (Al-Muslim 2012).

As it known that in the context of the history of the Arabic language to grow in tandem with the spread of Islam. Vice versa, when studying about Islam means learning the Arabic language as a mandatory condition to master the contents of Al-Quran and al Hadith as a primary source of Islam. Therefore, the Qur'an has been revealed in Arabic indicating that the occurrence of revolution learning function of the Arabic language. The main factor was learning the Arabic language religious factors, as well as other factors, namely economy, politics and literature. History has recorded that the Arabic language began to spread out of the Arab peninsula century 1 H or the 7th century a.d., following the motion the spread of Islam. At the time of the Abbasid Islamiyah education, Arabic became the official language used for the Arabic language that distinguishes all never any earlier, languages such as Persian, Yunnan, etc (Hasanul 2013).

In this regard, according to Wan Azura et.al (2006) Arabic is one of the major languages in the world. Languages ranked sixth in the world with an estimated 186 this speaker reserves emerged as one of the official languages of the United Nations.
Arabic is also growing as a world language in current global education. The establishment of units and education institutions in other Arab countries, such as in the United States, Britain, including Malaysia prove receipt of this language at international level.

The learning of foreign languages, especially Arabic is for expansion of the ability of the students in using the language of good oral and writing. The ability to use language in teaching world languages referred to debate skills (maharat al-lughah). The skills are divided into four skills: listening (maharat al-istima‘/listening skill), speaking (maharat al-muhadathah/speaking skill), read (maharat al-qiraah/reading skill) and write (maharat al-kitabah/writing skill). Listening and reading skills are categorized into receptive (al-maharat al-istiqbaliyyah/receptive skills) whilst the skills of speaking and writing are categorised into productive skills (al-maharat al-intajiyah/productive skills) (Chaedar 2011).

Brown (in Pringgawidagda, 2002) States that learning is the process of acquiring or obtaining knowledge of a subject or skill you learn, experience or instructional. Therefore, in order to learn a foreign language, one must work hard to master at least the elements of a new culture, a new way of thinking, as well as a new way of acting. Overall good engagement physics intellectual, emotional or even needed to be paid off in full in the express and receive order through a second language.

However, teaching and learning the Arabic language has undergone a lot of changes in line with the development of foreign languages in Europe, in the 20th century, in which the teaching and learning of foreign languages beginning research attention to appear various new methods in the teaching and learning of languages (Brown 2008, Fachrurozi 2010).

**Method of Teaching and Learning Arabic**

In the process of teaching Arabic various approaches have been taken. In fact many members of the educators have been discussing about method effective language teaching. Method is an important part of in the success in teaching. Therefore, educators have tried various forms of method while operating this subject is to overcome the weaknesses of the students in understanding and mastering this language. According to Suwardi (1975) generally in the language teaching, one of the elements most frequently observed is teaching method. Teaching method is often used as a benchmark of success in language teaching as a method which determines the content and how to teach languages.

Jack (1985) has defined the method as a form of specialisation and the relationship between theory and practical. He has combined three key elements that make up an effective method in any teaching process. The elements are the approaches, form or manner and rules. Even though these elements have different interpretations, but it is closely interrelated and need to be differentiated observations. A previous figure, Anthony stated that the process of language teaching is a combination of approaches, method and techniques.

Jack (1985) also defines the approach as an assumption, belief, and theories about the nature of language and studying nature, reference material and it build basic theories.
to what should have been done by a teacher in the classroom. The ways or approaches were defined as relationship of language and theories of the learning process either by the form and function of the teaching materials or with the activities performed, in the context of the entire teaching arrangements. The procedure covers the techniques and training conduct classes’ consequent and effective approaches and specific way.

For Rushdie (1986) method teaching means a form of the approach followed by the teachers who achieved with external field restructuring for students in order to realize the purpose of an education. The educators felt in the activity of teaching and learning the role of teachers and students are equally important. According to Mok Soon Sang (2003) teachers act as advisors in the teaching and learning activities, while students play a role as a student and recipient of teaching teachers.

According to the cognitive approach (Chomsky), learning the language is a process mastered the patterns of phonology, syntax and lexical language. This theory emphasizes the importance of students understanding of the structure of the language. The convenience of the students learning a second language will result in cognitive mastery of the language structure easy to grow. Language teaching must be advanced with oral activities. This means that teaching should start from listening skills, then speaking, reading and writing. This method will produce an effective second language teaching (Meor Mohd Aiyub 2002).

Therefore, learning the Arabic language is intended to make students able to dominate the fourth skill of speaking; listening, reading, writing and speaking and is able to use it to communicate simply. Learning the elements of language like vocabulary, spelling, grammar, and spelling is one of the aspects of the underpinning to the mastery of the skills of the fourth (Mahmud 1985). The recommended approach used in learning Arabic is a communicative approach. Littlewood in Nababan (1987) explained the approach of communicative is an approach that integrates the functions of language and grammar. Communicative approach is the approach based on the thought that affordability is wield language in communicating objectives that should be achieved in learning languages.

However, according to Zawawi and Muhammad Azhar (2005) expressed in language teaching communicative according to Richards and Rodgers (1986), an approach that aimed to make the capability of communicative is the goal of teaching the language and build procedures that can teach the four language skills involving the association between language and communication. The language is a functional system. Language is a tool to express the functional meaning. The primary function of language is to interact and communicate.

According to Tomiyana (1980) noted that the communicative approach emphasizes students’ abilities and the ability to communicate using the target language. The student can communicate what pleases with the understanding without having to fear in terms of grammatical accuracy. This approach is also seen to create an effective way of teaching the four skills of speaking, listening, writing and reading. Seaton (1982) also explains that the language is communication and language is activities. Basically there are four types of activities: listening, speaking, reading and writing. Communicative approach has provided a systematic in identifying the importance of a
language learned. The characteristics according to the perspective of the communicative are:

1. Language is a system for expressing meaning.
2. The primary function of language is to interact and communicate.
3. The structure of the language describing the functions and uses of communication.
4. The Base Unit language not just elements of grammar and structure, but also consists of the function and meaning of communicative.

Therefore, in teaching and learning the Arabic language skills which stages, not just acquire and learn the language. Arabic language teachers have to work hard to practice the language with students until students secured a proper language and able to adopt them as soon as possible. Then, in language teaching, one thing that should be noted is the process of language acquisition, the methods used must be able to meet language acquisition rather than the elaboration of a language. In the context of teaching the Arabic language among students it is necessary very concerned but understanding of the values of communication in the Arabic language should also be addressed (Puan Juriah 1993).

**Conclusion**

Learning the Arabic language is a key factor to understand the contents of the Koran, Islamic religious teachings and thoroughly understand the Arabic terms used in the various fields of knowledge, especially relating to Islamic studies. From the study it was found that in teaching and learning Arabic various approaches and appropriate method in conveying the lessons were applied by educators. With the availability of a wide range of approaches and this method can help students master the language. Therefore, communicative approach was used in the process of teaching and learning the Arabic language which is based on the four language skills. The four language skills are listening, speaking, reading and writing. Four of these skills help students to master the language in stages. Each of these skills to guide the students to understand and master the language as soon as possible. As such, the approach communicative has provided a systematic way for mastering Arabic.

**Reference**


