Research Paper

Exploring the Effectiveness of the Arabic LanguageTeaching Methods in Indonesia:National University of Malang - Indonesiafor Sample.

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ABSTRACT: *The aim of this research work is to identify the effectiveness of the Arabic language teaching methods in Indonesia(National University of Malang for Sample)in terms of making use of Arabic as a medium of communication among the students in the light of the modern approaches in teaching and learning of Arabic language. This research is methodologically characterized as a descriptive, analytical, evaluative and field research work. In order to arrive at the purpose of this study, a questionnaire has been designed and carried out on a specimen from the teachers of the concerned university. Eventually, the study has arrived into a finding that the method used in the university is the Eclectic Method (i.e. Selective Method), except that translation is utilized extensively with it, and it might influentially cause the depreciation of the communication skill of the students, and the major intermediary language for the Arabic language teaching is the Indonesian language. However, its uncontrolled over-usage in the Arabic language teaching procedure may negatively cause the weakness of the students in the listening and speaking skills, since they could not get enough opportunity to practice them during language learning, in addition to the fact that the teachers might be employed as Arabic language teachers on the basis of their high conversance with the grammatical rules of Arabic language and not on their skills in the Arabic language communication medium.*
Keywords: *Methods, teaching, language, Arabic, Malang, University.*

I. INTRODUCTION

This is a descriptive analytical research which is purposely identifying the effectiveness of the methods of Arabic teaching in Indonesia(National University of Malang - Indonesia for Sample)as it was indicated in the abstract. The reason that prompted to the subject matter is manifested in the perception on the variation of the methods of Arabic teaching observed in the teachers of the institute concerned while teaching Arabic language for Non-Arabic Speakers. In order to successfully arrive into the objective of this study, a questionnaire has been designed and carried out on a specimen from among the teachers of the institute. Generally, in this research work, we have successfully treated modern trends in teaching Arabic language as well as concept, scopes and basis of evaluation in line with methods of Arabic teaching in Indonesia(National University of Malang for Sample). Meanwhile, the statistical solution, research findings, suggestions and recommendations were made.

The researcher observed variations in the methods of Arabic teaching in the university manifested in the teachers of the language. What are the basis which these methods rely on? What is the extent of their compatibility with the current trends in teaching Arabic Language as a language of communication for the students? This research is trying to identify the effectiveness of those methods of Arabic teaching applied in in Indonesia(National University of Malang for Sample)and the extent of its suitability with the modern trend in teaching Arabic language.

Also, the research was restricted, in its spatial scope, to the Arabic Language teachers of Indonesia(National University of Malang for Sample). Likewise, the research was limited, in its scientific scope, into the Arabic Language teaching methods in that university as applied by the Arabic Language Teachers.

The researcher made use of questionnaire and observation in data collection, as he prepared and forwarded to the teachers, a questionnaire aiming at identification of the current facts on some new conditions which are connected to the Arabic language teaching method in the university. As for the observation, the researcher viewed the Arabic teaching activity in the institute through class attendance during some Arabic class periods. That action enriched the research as the researcher could observe the class activities closely.

Arabic Language Teaching in the light of modern trend:
Concisely, methods of language teaching on two basis which are: Linguistic Theory and Language Teaching Theory. Linguistic theory is based on three trends which are known as Structural trend, functional trend and interactive trend. These trends investigate the nature of language competency which is the foundation of the modern methods in language teaching. But Language Teaching Theory is the second foundation upon which methods of language teaching rest as it answers two questions:

First: What are the linguistic, psychological and cognitive procedures to adopt for language learning? This method rests on inference, induction and testing of various hypotheses (assumptions).

Second: What are the necessary conditions which must be accomplished for successful teaching assistance? This method aims at circumstances which must be necessarily actualized, and based on the interest in the nature of teacher and the natural environment surrounding him in which language learning activity occurs. The modern trends in Arabic Language Teaching are guided by the principles on which Language Teaching generally relies; as it abides by the provisions which are necessarily accomplishable to assist student on the communication with the language for the purpose of executing its requirements. It also abides by the linguistic, psychological and cognitive procedures which are associated with the expressional learning in addition to the fact that is based on either both inference and induction or testing of various hypotheses. As, it pays attention to the circumstances which must be found for the purpose of realizing a good learning, it also takes notice of the nature of the teacher and the natural environment surrounding him in which the Language Learning occurs. Therefore, it is multifarious through the diversity of its theoretical and philosophical liberations as it was innovated by its theorists and those who contributed in its invention (Wajeeh Al-Mursi Abu Labn, 2014).

Arabic Language Teaching Procedure in the light of current trends has outstepped, from traditional concept which was based on instructive dictation to the learner as immensely spotted in the available theoretical knowledge characterized with the demands for restitution during examinations, to a teaching method in which student is supposed to acquire ability on how to successfully utilize and employ knowledge in the various communicative stances. For Arabic Language to attain the realization of that effort, its teaching must necessarily be based on an accurate projection which can take the necessity in compliance with the modern inlets into consideration in language teaching and learning, and which can select the appropriate introduction for the nature of Arabic Language and the characteristics of its teaching and learning, in view of the fact that teaching access is the pivot in which the philosophy of Arabic Language is being crystallized. Also, it is expected that the principles of the formation of the linguistic program, content arrangement, fixation of appropriate teaching methods, teaching aids and evaluation systems together with means should be fixed through it in order to ensure the success of the teaching and learning procedure.
Therefore, the modern trends and approaches in Arabic Language Teaching and Learning have become multifarious as it is striving to realize the aim.

The Most Prominent Trends Are The Followings:
1- Communicative Trend
2- Integrative Trend
3- Functional Trend

Before entering into those new approaches, definitions and exposition of their merits in Arabic Teaching and Learning, it is inevitable to emphasize that modern teaching arena is not restricted to the trends. However, choosing them for special study here is based on the opinion of the specialists that these three trends are the most suitable in Arabic Language Teaching and Learning (Haniyyah 'Areef and LabukhBujmaleen: 2015).

First: Communicative Trend in Arabic Language Teaching:
This approach is based on the purpose that language is part of life, as it fundamentally focused on simplification of communicative procedure among the societal individuals since the means of linguistic communication is language through its written and verbal vocabularies. Also, the meanings indicated by those vocabularies portray the motive while the reaction of the receiver depicts the response. Meanwhile, all of them constitute the result of reasonable and functional activities between the two parties of the communicative

procedure. Therefore, communication commences when the sender develops interest in sending a message which may be out of a response to a specific inducement or out of initiation through the posing of another exciting impulse in the domain of verbal or written communication. That means the role of the sender is manifested in the symbolic constructions. In contrary, the receiving party is perceived in a trying effort to understand the spoken illustrations or written symbols which are contained in the message with an attempt to comprehend it in the light of his capacities and experiences. The meaning of that is that the role of the receiver is manifested in the emancipation of these symbols. Based on that, it is inferred that communication may be either spoken or written, direct or indirect. Whatever category of communication that may be engaged, man is always in need of it, and he is therefore mandated to study Arabic Language Teaching from this angle.

On this basis, the concerned people in Arabic teaching have agitated for its inclusion in teaching module in the light of the concept of communication theory and its parts. In addition, the agitators appealed for necessary study of communication activities on the basis that it is an integrated system in which various elements are mutually overlapping, interacting and interpenetrating in the sphere of the targets of the communication procedures.

The linguistic communication is constituted from major elements which are collectively integrative in order to realize the objective for the sake of which the communication is made available. These elements are: Sender, Receiver, Linguistic message, Sending Channel, Linguistic code and Communication environment. Each element must necessarily be featured with inevitable conditions in order to insure the success of linguistic communication procedure. According to the Traditional Teaching Methods, language curriculum development and selection of its contents were made on the basis of principles and linguistic patterns, but according to this modern communicative approach, selection of contents is outstandingly based on the commutative attitudes, not on linguistic principles (Muhsin Ali Atiyyah: 2008).

Also, Ahmad 'Iyd 'Awd held the view that for successful language teaching as communication medium, proficiency in communication must necessarily be taken care of. However, communication itself is a serious complex skill; as it encompasses more than mastery of language structures. Therefore, it is necessary to take into consideration that the spoken communication is appropriate in line with various stages, like purpose of the talker, relation between the talker (speaker) and the receiver, attitude, subject matter and linguistic context. Therefore, language teaching for communication, as it aims to prepare learners for the acquisition and development of the four language skills, consolidation on communication skills and exploitation of linguistic principles for the purpose of discharging specific communicative functions on particular situations, it also works on the creation of individual and collective natural situations for direct communication through a language content in which there will be focus on training for oral conversation at first instance. Then there is expectation that it will give training on the remaining language skills whereby the learner will become conversant with social meanings applicable to various language structures and be able to select language expressions which are suitable for different communicative situations. For this, the communicative approach in language teaching requires emplacement and linguistic activities in the position of practical exercise where the reliance on the memorization of the theoretical principles is excluded. It also provide opportunity to students to use language practically, pay stable attention to all language skills and avoidance of strictness on one side at the expense of other sides. Language is comprehensively integrative and any defect that inflicts any part or sort of it will penetrate to the whole language, and it may cause its total malfunction in the performance of its major role which is manifested in communication and mutual understanding, exchange of experiences, skills and views. Purpose of that is that communication approach is much concerned with the use of language, pursuit of various systems and exercising of its principles as well as emplacing it in the position of practical application.

Second: Integrative Trend In Arabic Teaching:

Antwan Sayyaah (2006) wrote that the Integrative Method in Arabic Language Teaching is not peculiar to the Grammatical teaching, but rather it goes beyond it to the language learning through its various activities; whereby the grammatical teaching is supposed to be accomplished by their means, through the literal texts whether poetical or prosodic as well as the reading and dictation teaching. This means that pupil should be taught speaking, listening, reading and writing skills together with textual tasting and criticism simultaneously without separation between them in a way that language is presentable to learner as learning subject based on its nature and integrative perception whereby the artificial separations among its branches are invalidated. However, this system does not concede from knowledge except the integrative kind of it in view of the fact that it is the perfect method for the realization of the fact in which we live, the effective means for solving problems and hard situations which confront us in our lifetimes.

Muhsin Ali Atiyyah (2008) added that this approach is built on the idea of correlation between various subjects and interaction with them erupting from unification of knowledge. The approach necessitates the review of the curriculum arrangement on its originators whereby the barriers are terminable among the various subjects which are integrative with each other, to the extent that various experiences are forwarded in a

collaborative portrait leading to consolidation of learner to comprehend the relations between teaching subjects and the expertise imparted on the learner.

Integration is a term used for a system of the arrangement of the elements of linguistic expertise provided to students as well as teaching manner that can ensure its connectivity and unification in order to enable them perceive the interrelationships and their exploitation in their linguistic delivery. This is achievable through an integrative linguistic content in which the guidance exercises and linguistic drillings, linguistic principles with language skills, type of required performance through a poetical or prosodic text, or oral or written conversational situation are interconnected. It must also include teaching language through a method in which the procedural activities are based on integration, exercise, drilling and evaluation of students originally. Thus, language teaching by the method of integrative approach and the nullification of the separations and artificial restrictions between its branches are required necessities, because language teaching to pupil through the sectional method may wrongly inspire to him that each language section is completely independent of other sections of such language. Eventually, this can generate incorrect understanding of language and its arrangement orders, in addition to the fact that it will not promote a balanced development in regard to the learner, in view of the possibility of teacher's favouritism of a particular section of knowledge like reading or dictation or grammar at the expense of other sections. Likewise, sectionalism in language teaching is discouraged under this approach, as it doesn't prepare learner on how to effectively use language in different situations in view of the fact that it is fractional language learning (Ahmad 'Iyd 'Awd: 2000).

Nihaad Al-Musa (2003) asserted that it is not necessary for teacher to dictate a poetical or prosodic portion or Quranic verses, in repetition, for the purpose of memorization in spite of the fact that the meaning is neither comprehended nor used to. It is not a good attitude in Language Teaching whereby teacher is expected to dictate on his students, portion which is not envisaged by them. It is not a linguistic teaching attitude as well, the method where student is required to write an expression in truncation with imperfect meaning in beautiful handwriting….. This is because all such attitudes and the likes will restrict language to vocal expression or written symbol only, whereas language is never like that. Vocal is nothing except as an instrument and nothing is symbol except as a means; both are instruments and means in a connotative explanation or establishment of feeling or expression of a situation.

Also, Sa'eed Muhammad Muraad (2002) viewed that it is impossible for student to speak while still consulting dictionary first to be provided with vocabularies needed in that particular situation, then proceeds to consulting grammatical principles so as to understand how to operate and consult sentences, rather the expression is expected to be perfectly prompt, integrative and correlative.

Likewise, Ahmad Haykal (2010) held the view that teaching grammatical principles, rhetorical sciences, expressive critical studies, knowledge of literary periods, literary figures, literary arts, commentary of poetical and prosodic texts plus illustration of aesthetical and stylistic spots therein, are beneficial and desired altogether, but it cannot successfully teaches Arabic alone. It cannot also give opportunity to learner to have language competency, whatever effort he makes. With that language competency, learner is expectedly able to speak his language accurately or write it properly or read it correctly. Neither principles of syntax and morphology alone can facilitate speaking skills of learner on his language nor any of rhetorical principles nor do expressive critical studies aid him on the writing skills of that language. Rather, the combination of these and those regulations and instruments only assist, facilitate, help and simplify, but can neither produce nor achieve excellent results. The only system which can produce and achieve good result is that linguistics competency that performs its function in a way that man cannot feel its effect, and which occurs- after its perfection for him like all other special abilities endowed to him.

Muhammad SalihSamak (1998) also observed that the ancient Arabic Scholars noticed the importance of the idea of integration among branches of language teaching to the growing youth through the literary texts selected as basic focus whereby various types of linguistic researches would support. They would be adopted as explicative device for the vocabularies of text and explanation of their expressions. Also they served as illustration of whatever the text might contain like rhetorical forms, grammatical theorems, historical indications, geographical connections and the clarification of the possible merits and demerits…in addition to a report on the life of poet or writer or owner of text, whatever characteristics and impacts on language and literature he might acquire, as well as the extent of being influenced and influential plus citation of situations and occasions in which the text was composed. However, the author might digress, whereby the authenticity of his view may only be supported by the citation of other texts endorsing it, and the quoting of other texts that are identical with the treated text in terms of the subject matter…… If the text is a poem, the writer may treat the clarification of its meter and rhyme. Among the scholars who adopted the integrative approach in their writings were *Al-Jaahiz* in his book (*Al-Bayan wa At-Tabyiin*), *Al-Mubarrid* in his book (*Al-Kaamil*) and *Al-Qaali* in his book (*Al-'Amaali*).

Nihaad Musa (2003) stated that the application of this method in Arabic Language Teaching is not rooted from the modern scholars, but rather it was originated from the ancient Arabs whose language teaching method

always relies on text which might be Quranic text, or poetical divan or collections of literary works or a number of various texts around which lexicography, morphology, syntax, rhetoric revolve. The book *Al-Kaamil* of **Al-Mubarrid** is mostly an obvious evident example of this method, because **Al-Mubarrid** had selected in his book, a large number of patterns from among selected poems, sermons, wisdoms, prophetic statements and narrated stories sufficiently. He used to conclude each text with necessary clarification required in terms of the meaning of the strange words, analytical parsing of the smooth spots and the discovering of the structural secrets and expression skills.

The integrative approach is one of the most important modern trends- although it has roots from the ancient Arabic Language Studies- as it depends, in Arabic Language Teaching, on literary texts accurately selected for actualization of the targeted purposes. On one hand, it is a good subject for reading and valid for teaching mode of expression in terms of its two sides; verbal and written. On the other hand, it is considered as an excellent sphere (field) for functional application of language, syntax and morphology, aside from being a fertile field for rhetorical and critical studies. Thus, this appropriate alternative approach of the Language Teaching Method serves as branches which is based on fragmentation and partitioning of language course to activities which are independent from each other. Each activity has its method, periods and recommended books, even each has its mode of evaluation, characterized with unclear functions and unrealized objectives (Haniyyah 'Areef and LabukhBujmaleen 2015).

Third: Functional Trend in Arabic Language Teaching:

Haniyyah 'Areef and LabukhBujmaleen (2015) stated that the basic function of teaching in life, is to consolidate individual on adaptation with other individuals of the society in which he lives and to equip him with assisting means on that action. Absolutely, there is no doubt that the most important one among those means is the language through which communication is actualized.

Muhsin 'Ali 'Atiyyah (2008) also viewed that the basis of the functional trend in Arabic Language Teaching is its functioning feature in life and the fact that it is a means for effectiveness of communication among human beings for the purpose of transaction with various life affairs. As language is attached with this role, it is necessary to welcome the need of the individual to exploit it in the situations from which life is formed. The purpose of the functional teaching is manifested in the actualization of student language competency whereby he would be able to carry out accurate language exercise through its natural practical functions.

Al-Mursi Abu Laban (2014) wrote that language is a functional means of expression. Methods of communication are based on this direction as it mostly pays attention to the meaning and communication in language. It also provides secondary functions to the syntactical functions, as the language teaching relies on it based on meaning and communicational functions. Functional matter is considered one of the most important modern approaches in the teaching of National languages, as language is viewed as a social medium which is characterized with a social function. What prompts to that, is the awareness of the importance of effective language communication for the possible deliberation of the human affairs inside and outside of the community. This awareness grew during wars and in days of sufferance which humanity went through during the two world wars. Likewise, there were undeniable impacts on this trend towards pragmatism or philosophy of instrumentality. Thus, the major function of teaching in pragmatism is to consolidate individual to adapt with the community in which he resides and to equip him with means or instruments which can aid him on that, and language with its four branches, serves as one of those means and instruments. All this produces an effect on school life to the extent the real communication has eventually becomes the essence of any program prepared for the teaching of language branches. Hence, language is not a mere memorization of group of words and sentences, or group of theories and principles. Rather, language learning- in addition to the above- is an effective use of language vocabularies, structures and principles in various social occasions.

Both Lars and Freeman (1988) asserted that this trend refers to the functional theory of language teaching, it emphasizes on the training of students on language comprehension and inspires its application for the performance of certain functions in the natural situations.

Language practise is perfectly accomplished according to this trend in order to present some suggestions or to illustrate standpoint or for discrepancy or for perfection or to surrender for some matters, or for excuse of a human action. The essence of this trend collectivism in most of the language teaching programs which demonstrate communication theories. It is commonly known in the curriculums that the society in which learner lives is one of the most important fields from which the teaching objectives derive. Therefore, it is necessary that the objectives should pay attention to the capacitation and fortification of the learner on the accomplishment of the societal demands or the functions and necessities which the society demands. The meaning of this in relative to language expression, is that teaching should pay attention to fortification of pupils so as to accomplish all the branches of language activity which the society demands from them. Based on this, the functional trend in language expression learning indicates the exploitation of language in life situations

which could prompt us to written or verbal expression. Likewise, language communication is a manifestation of the applications of the functional trend in the field of methods of expression teaching, as the symptoms of choice of language communication approach has successfully surfaced in the English Language Teaching in Britain since the beginnings 70s of this century. That was after the studies and researches had established the defects of the traditional methods like audio oral method and oral audio method in realizing the pursued goals.

Both Smith Moro (Smith Moro 1980) and his colleague E. Berad (E. Berad 1991) emphasized that application of the communication approach had been accomplished for the English Language Teaching in Britain in the year (1975 C.E.) while it was a reaction to the phases of defect and criticism which were attached to the previous approaches, mostly rested on theory of language construction as conceived by (Chomsky) and which relied on language discharging in the endocrine forms.

Also, the educational ethics have cited various factors which have great effective impact on the supremacy of communication approach in the teaching of languages. The factors include:

a- The findings of scientific researches established that the contents of the curriculums were extremely far from realistic life and could not account for the students' needs.

b- Formidable criticism to which oral audio styles (MAO) and audio-visual styles were subjected.

c- Formidable criticism which was directed to Chomsky; initiator of language construction which used to provide language competency onto communication competency.

d- The interest of the responsible international conferences on language in developing textbooks so as to realize communication competence. Actually, exploitation of the International Union of Linguistics which worked fervently for the development of the curriculums was accomplished through persistent efforts.

e- Modification of the true state of teaching in Europe, aside from the growth of communication and interference among the European nations, is a manifestation of serious need for language teaching in the light of the approach of linguistic communication to the youths and adults.

This approach has derived benefits from the factual information of language sociability. It emphasizes that the familiarity with aspects of life in the society will assist pupil on the language understanding and comprehension whether in connection with the acquisition of language skills or constructions, with emphasis that language book should explain every visibilities in the environment of the pupil, as well as it must reflect all aspects of the culture of the particular society, in addition to social applications of the language. Likewise, it should give consideration to the historical dimensions of certain society, as the emphasis should perfected on the dissemination doctrines and values in the contents of the linguistic texts provided to students. In this context, there is suggestion for the perfection of rectification of some prevailing ideas which are widespread in society towards some of its social classes. That is achievable during the invention of the contents of the language books.

It is noticeable that language teaching is generally tending towards preparing pupil for confrontation with the social situational occasions, as well as the focus ought to be perfected in language teaching on the importance of its application in various situations of life, while the application should change to a skill that can perform accurately and automatically. There is also a strong relationship between communication approach and functional approach as some scholars perceives that language is an origin and root for whatever we can envisage about the factors of societal composition, like common history, collective religion, mutual civility, concurrent management and concerted action. Thus, there wouldn't be an historical imagination without language, as no religion without language. So, language is a communicative method that appears in four skills known as: (Listening, speaking, reading and writing), while grammar and rhetoric serve as common factors between those skills.

The basis of this theory is the attention paid to the functionality of this language and its role in the life of mankind. Eventually, this theoretical view resulted in creation of attention to the act of communication, its components (Message, Medium, Sender and Receiver), determination on message intimation and how the shape of each aspect should be based on. Similarly, the theoretical view also resulted on attention for to the practical usage of language and application of its activities instead of the focus on the memorization of grammatical principles. The most important matter is in giving opportunity to pupils to use language functionally whereby the role of textbook will be explicitly in action- especially in the primary level- in order to create lively circumstances and situations in the course of the of a particular cultural content that is accurate for an intermingling with appropriate language content within which the application of language skills and mastery that can be accomplished.

In view of this, language educationists have been advocating for the integration of language skills like listening, speaking, reading and writing into the language program taught to pupils. They also observe that the development of any language skill is regarded as a development for other skills. And among the directions of the teaching of reading and writing is the focus on language acquisition through attention to the four skills;

listening, speaking, reading and writing as each one of the skills enhances other skill. Thus, the language acquisition in the shade of this approach will be moving from totality to divisibility with focus on language acquisition in its natural situations.

This approach concentrates on the communication features meant for expression, while the supporters of the approach regard the expression as communication processes which require audience or readers besides the writer. Learning of the expression skills according to this approach could not be done except through the mastery of the skills and exploiting them communicatively for the realization of the functions which aimed at. Therefore, the absolute purpose of the learner is the **CommunicativeCompetence** which consists of grammatical, oratorical, strategic, linguistic and social competences.

Grammatical competence indicates the knowledge of traditional linguistic principles, while oratorical competence implies arrangement of language text, its coherence and soundness. But sociolinguistic competence has to do with suitability of the constructed expression for the intended meaning and the composed context.

For the purpose of perfection of communication between individuals, it is inevitable to have basic elements through which communication has to occur. The basic elements are message, sending and receiving; as there is no sending without message, no message without sender, so also, there are no message and sender without receiver. Many previous studies had even emphasized, in the curricular domain and various methods of languages teaching, that the communication approach is one of the suitable trends for language teaching in general sense and for expressive eloquence especially; as it depends on the functional application of language on a basis of gradation. It also focuses on language teaching within socio lively situations, pays attention to language arts by integration and equalization, and relies as well, on cognitive theories in psychology and transformational generative grammatical principles etc.

Educational ethics have mentioned many factors which have great positive impact in the supremacy of the linguistic communication trend in the teaching of languages. Among such factors are: the findings of some scientific researches have affirmed that curriculum contents are extremely far from the realistic life and have not been able to construe the needs of students. With the changing in the reality of education in Europe, apart from the communication growth and interference among European nations, there is apparent emerging of serious touching need for the language teaching for the youths and adults in the light of the communicative style. Among the most important features of the communicative style is its concentration of the language functionality and application within four skills (Listening, Speaking, Reading and Writing) in a sound linguistic context.

Linguistic communicative trend rests on language teaching within realistic lively situations in which student can practically use language through four skills which are listening, speaking, reading and writing in a sound linguistic context, so learning of styles and principles would not constitute a goal on itself, but rather for the knowledge of how student will be able to carry out the skills in his daily life activities. Surely, the Arabic Language Teaching in the light of that is an old objective which is perceivably linked to Al-Jaahiz and Abdul Qaahir Al-Jurjaanietc.

On the other hand, the great linguist Wilkins (Wilkins, 1982) contributed in the support for the adoption of linguistic communicative trend in English Language Teaching, when he prepared a paper in which he affirmed that the most important absolute functions of language is the communicative function. He later followed it up with a book named Al-Muqarraraat Al-Qawmiyyah from which he brought out a linguistic content into the light of the linguistic communicative approach, he also recommended the adoption of it in language teaching of the beginners.The educational ethics also hint that the trend of linguistic communication may be defined through multifarious terms, but the most important terms are: Cognitive Approach, Functional Approach, Understandable Functional Approach and lastly Communicative Approach. For the purpose of the realization of the effectiveness of communication, it is necessary that every individual must be hospitably well-acquainted with his language, competent on comprehensive understanding and instructiveness. At this juncture, there is apparent surface of the need for the development of attention into linguistic communication and attention with language teaching in the light of this approach which rests on philosophical basis and principles which can distinguish it from others previously discussed.

The most important among those basis according to the hints of the previous researches and studies, are:
a- Learner is the centre of attention in teaching procedure: That indicates the fact that learner is the target in the teaching process.
b- Language learning must necessarily be connected with the needs and objectives of the teachers.

Among the objectives of Arabic Language Teaching in the light of the communicative trend is the development of the communicative competence, as it is considered as the first objective of language teaching, in addition to the attention to the development of the four skills of language arts (Listening, Speaking, Reading and Writing) with focus on the strong relationship between two sides of the receiving and sending. Also the objectives include attention to Arabic Language Teaching and Development through the use of some class

activities like companionship and groups (Collaborative Learning) and the method of problems solution. It also emphasized that language teaching within realistic lively situations increases the incessant incentive of student for learning, as well as it provides independence and subjectivity outside the class. By virtue of it, student should be able to cull from whatever he hears and reads after that.

There is no doubt in the fact that school curriculum must inevitably have a learning content that can explain its philosophy and principles and contribute largely to the realization of its objectives.

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 writers 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. Many studies had been carried out on this domain like that of Walkar James (Walkar James 1988) which targeted the act of complete wiping out of the verbal linguistic communicative exercises in the elementary teaching. His study emphasized the importance the real possession of those skills in the development of the writing skills and problems solution.

But the study carried out by **Ali Abdul Fattah** (1989) has emphasized efficacy of the proposed program in writing expression on the development of the creative functional expression by the pupils of the primary six class. Whereas the study carried out by **Sa'dAr-Rasheed** (1994) headed for the formation of a proposed program in the development of writing skills in the Secondary Level.

Also, the study carried out by Williams (Williams, 199) made an attempt to offer a discovery research inspection on the development of linguistic communication through a class teacher during his application of the strategized question and answer inside the learning class. The study eventually affirmed the effectiveness of the strategy in the advancement of the linguistic communicative skills on those students.

The study carried out by **'AadilTawfeeq** (1995) which drove at an analysis of group of books (EnFrancaisAssi) asserted that for the French Language Teaching in the Secondary Schools in the light of communication skills- the greatest importance in the curriculums should be conferred on the written expression and perusal comprehension. The study executed by **Saabir Abdul Mun'im** (1998) aimed at formation of a proposed integrative syllabus for Arabic Language Teaching and explanation of its impact on the linguistic performance for the class one of the secondary school students. Whereas the study done by (Fayzuh As-Sayyid 1998) drove at evaluation of Arabic Language Tests for the completion of the General Secondary Education in the light of the linguistic communicative approach, as it provided a set of criteria of good linguistic selection or referred indirectly to inconsideration of those tests of the linguistic communicative standards.

The study undertaken by **Mahmoud Abdul Haafiz** (1999) aimed at the evaluation of the books of the primary level in the light of linguistic communicative approach and proposed a unit in the light of the findings which were conclusively accomplished. The study of **RanyaShaakir**(2004) suggested a proposed program for the augmentation of the verbal expression skills on female teaching students in the department of Arabic Language in the light of linguistic communicative approach. Meanwhile, the study accomplished by **SuufiyaaNabeel** (2006) maintained the efficacy of a proposed program for English Language for Specific Purposes (ELSP) in the light of linguistic and communicative demands for the hostelry secondary schools students.

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.

This is totally similar to what was propounded by **Ali Nu'aymi** (2004) that language cannot be successfully taught through the dictation of a set of grammatical principles to students in various educational levels, instructing them to memorize and demanding for restitution in various examinations, because that style will not train student on the use and application of language in different situations in which he lives. Thus, teaching of grammatical principles of language is a means and not a goal in itself, hence the purpose grammatical teaching is the linking of language with various life situations in such a manner that the individual can possess ability on sound expression with the perception of the function of each sound in word, function of each word in sentence and function of sentence in subject matter. Hence, the individual will supposedly perceive function of language while expressing his engagements and various needs. That can never be, except through the linkage of the teaching of syntactical rules and principles with functional aspects of the language which can actuate language skills on the pupils audibly, readably, vocally and graphically. That can be done through the exploitation of grammatical principles of language in all its levels accurately. Thus, the grammatical principles of language, yardsticks of imprints and rhetorical rules are not independent skills which student needs to pursue essentially, but rather for the accuracy of his basic language skills which are listening, speaking, reading and writing.

Abdur Rahman Al-Hajj Salih (2007) also asserted that the issue of content teaching selection itself is a basic component in the language teaching and learning process, since it is necessary that the content should be based on scientific and functional foundations. He alerted that consideration should be given to the language content which is being presented to the learner, thereupon there is a question on what is compulsory to know from the elements and linguistic mechanisms at a specific teaching level which pursues the following aspects:

a- Not everything in language like vocabularies, structural formations and indicative intents are suitable for baby or teenager in a specific conditional stage of his developing stages.
b- Learner is not in need of every linguistic standing rules for expression of his intentions, rather words which indicate common conceptions and scientific technical or civilizational meanings which are contemporarily required are sufficient for him.
c- It is impossible for learner to exceed maximum of the vocabularies and structural sentences during the period of his language learning at a specific level. Even it is necessary for him to be satisfied with a specific quantity in all lessons he learns. If not, he will suffer from memorial indigestion, even serious mental confinement which may deny him to further his language studies.

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.

Thus, the selection of the grammatical subject courses is accomplishable without the attachment of the basic elements in the teaching activity headed by a teacher. He had arrived at a finding in the research he conducted that the selection of grammatical content in the Algerian curriculums and subject courses does not reflect a scientific syllabus, rather it relies on personal and subjective appraisements, and this is what led to a disorder and chaos in the tabulation of grammatical topics in the school syllabuses. It also led to lack of its establishment on subjective basis founded on selective basis on the criterion of circulation and recurrence. Generally, the grammatical subjects courses in schools focused on the comprehensive cognitive aspect which can result into congestion of the curriculums with intense subject matters containing a large volume of terms, definitions and language principles (Muhammad Saari: 2001).

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 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 be in need of the particular language (Haniyyah 'Areef and LabukhBujmaleen: 2015).

After the survey of the most important modern trends in Arabic Language Teaching and Learning, the question which comes up here is: Which one among these trends is the best in Arabic Teaching?

The basic purpose of teaching any language, whether to the natural speakers of it or to non-speakers, is surely to ensure that the student acquires communicative ability with such language in the various natural situations in the society. Ordinary baby may acquire knowledge of language sentence incorrectly from the linguistic angle only, rather as the appropriate sentences for the various social situations. Precisely, such baby can exercise a lot of efforts on the production of good expression for himself and participate in oral and written communicative situations equally. This expressive effort is an inseparable part of his situation and values in life. Likewise, it is an incentive for him for the exploitation of language as it is part and parcel of his powerful effort

on the use of language and its likes among the means of expression in the various communicative situations (Naïf Kharma and 'Ali Hajjaj: 2015).

The potential practicable observation during the review of the three directions (trends) is the focus on the need for the transformation from the traditional teaching of language- which offers language principles, formations and constructions from theoretical point of view, for the purpose of padding the intellects of the pupils with a large quantity of knowledge and information while demanding the retrieval of such acquired information in the examinations, without giving opportunity to them to utilize them in the daily life situations- to the modern teaching which concentrates on the necessity of enabling the student to acquire the ability of drafting and exploiting those knowledge in the natural communicative situations. That means that the three approaches: communicative, integrative and functional, in spite of the diversity of the theories on which they are based, the difference of their principles and conceptions, they still focus on the same purpose, as they are collectively connected on the necessity of transition from language teaching to communicative teaching through language; i.e. through concentration on the proportion which the student needs from it for the effective expressive communication in the natural situations on the two stages which are oral and written.

Therefore, there is possibility of inference from all of them in Arabic Language Teaching to its natural speakers; because teaching it in line with the communicative approach which does not concentrate on linguistic grammatical principles on first class but on compliance to the social principles which control its application in the real communicative circumstances and situations, does not contradict the selection issue for the most common and recurring topics in the daily linguistic application by the learners, because the functional application of language is basically resting on the necessity of apprehension of the characteristics of the students, social situations and cultural circumstances surrounding them, so that the selectivity of the suitable teaching contents could be accomplished for them in the light of the approach. It is the attention in which both communicative and functional approaches are in affiliation.

Likewise, it was not in contradiction with the agitation of the integrative approach in terms of the necessitation of compliance with the principle of integration among the various language branches, because, for instance, it is not possible to imagine that the contents which were selected in line with the communicative approach or functional approach could be dispelled and fractionalized, to the extent that they would not comply with the principle of integration among the various branches of language; syntax, morphology, rhetoric, critical literary study and evaluative assessment. This is because student will never feel the role of the learning from it in his life. Then these approaches will never realize the basic objective by which they were founded which is the act of teaching student manner of communication with language (Haniyyah 'Areef and LabukhBujmaleen: 2015).

Questionnaire data distributed to the Arabic Language Teachers in the National University of Malang–Indonesia
First Section: Research Environment and its Specimen:
They are Arabic Language Teachers in the National University ofMalang– Indonesiawhere twenty teachers among others were selected randomly.

Second Section: Statistical Study
While examining the details of the field study, the researcher followed a statistical study whilst steps can be illustrated as follow:
a- The researcher verified all the questionnaires gathered from the specimen and stripped the repeated choices of the three optional answers off; the choices were: "I agree", "To some extent" and "I disagree", or at times from two optional answers which were: "Yes" and "No", so as to detect the apparent and most repeated answer from among the three answers in every item of the questionnaire items.
b- The researcher relied on the result of the stripping in order to arrive at the percentage which expresses the opinions of the teachers on the components of the adopted curriculums in the Arabic Language Teaching method of the university through the application of the following: number of the reiteration of answer in 100 over the number of the whole answers, while the treatment of the statistical result was made for each item of the questionnaire within the charts which comprise the three answers and the number of the repetition for each one of them and the percentage which represent the repetition, while each chart is followed by a comment that illustrates what the chart exhibits before its analysis and discussion.

Charts which comprise response of the research specimen

First: First details about the teachers:
1- Years of Experience:
Chart No (1) Proportional distribution for the individuals in the specimen according to years of experience

Years of Experience	Frequency	Percentage
1-5 years	5	25%
6-10 years	7	35%
More than 10 years	8	40%
Total Number	20	100%

It is clear from the above chart that the experience of the individuals of the study environment fluctuates between one year and more than ten years while it is clear from the chart that the ratio of those whose experience reached more than ten years is 40% which indicates that majority of the teachers acquired good experiences which can enable them to perform their role in the Arabic Language Teaching in the National University of Malang - Indonesia, because they are teachers of long time experience in that field, by the fact that they had passed through the periods of development and decadence of teaching and learning.

2- Teacher's participation in Arabic Language Teaching Training before the teaching appointment:
Chart number (2)
Proportional distribution for the individuals in the specimen according to their participation in Arabic Language Teaching Training before the teaching appointment

Response	Frequency	Percentage
No	0	0%
Yes	20	100%
Total Number	20	100%

The above chart implies that 100% of the specimen have received training before the involvement in the Arabic Language Teaching employment. This means that all the teachers were well trained before taking up their teaching services in the field of Arabic Language Education; an indication of their teaching expertise.

3- Teacher's participation in Arabic Language Teaching Course after the teaching appointment:
Chart No (3)
Proportional distribution for the individuals in the specimen according to their participation in Arabic Language Teaching Training after the teaching appointment

Response	Frequency	Percentage
No	0	0%
Yes	20	100%
Total Number	20	100%

It is observed in the chart (3) that 100% from among the individuals of the specimen had received training course during their teaching service in the field of Arabic Language Education. This indicates that those teachers are well trained in the profession they undertake.

Second: Teaching Methods
1- Arabic Language Teaching on the light of the adopted syllabus is mostly accomplishable through the explanation of the principles and translation of reading texts into Indonesian Language.

Chart No 4 illustrates it as follows
Description of the research specimen according to methods of principles explanation and textual translation

Response	Frequency	Percentage
Agree	10	50%
To some extent	6	30%
Disagree	4	20%
Total Number	20	100%

It is clear from the above chart that 50% from the specimen perceive that the Arabic Language Teaching adopts explanative style of the principles and translation of the Arabic texts into Indonesian Language, whereas only 20% of the specimen perceived that the teaching activity is done through the method. But the remaining part of the specimen 30% perceive that Arabic Language Teaching is accomplishable through that method relatively. These data indicate that explanation and translation are two methods on which the

Arabic Language Teaching process is being carried out in the institute concerned. The researcher observes that this result refers to the application of the synthesizing (blending) method or eclectic (selective) method in many programs of the Arabic Language Teaching. As popularly known, this method is not restricted by a particular style, rather it is based on the manners of each of the methods of the teacher's choice in line with how he perceives its merits and appropriateness with the teaching situation in which he finds himself.

The result illustrates that from among the styles selected by teacher while applying the eclectic method is the teaching style through explanation of the grammatical principles and translation which are both known as styles of the Grammar and Translation methods. Meanwhile, resorting of teacher to that style- in the view of the researcher- is due to many reasons which are most importantly manifested in the followings:

a- Application of this style is possible in class which comprises a large number of students like what is seen in the Arabic Language Teaching Programs of this institute.

b- To some extents, this style allows the use of intermediary language which portrays a perfect recourse for most Arabic Language Teachers in this institute since those teachers are not well-versed in speaking Arabic Language.

c- This style is efficacious in the development of the reading and translation skill.

d- This style is effective in the presentation of the legible texts which depict the major part of the subjects of the academic textbooks used in this institute.

e- This style is simpler than the instructiveness of the students.

2- The selected Arabic Language Teaching Methods realizes the behavioural objectives of the lesson as they actualize the development all language skills (Listening, speaking, reading and writing).

Chart No. 5
Description of the research specimen according to the attention of the teaching methods to the four language skills

Response	Frequency	Percentage
Agree	20	100%
To some extent	0	0%
Disagree	0	0%
TotalNumber	20	100%

It is clear in the above chart that 100% from among the individuals of the specimen viewed that the selected methods of Arabic Language Teaching attaches importance to the development of language skills. Meanwhile, these data truly implies that the selected methods for Arabic Teaching attaches importance to the development of the language skills. The research study discovered that the teaching methods which are exploited in Arabic Language Teaching are concerned with the development of language skills.

This research result emerged in conformity with the field reality in the Arabic Language Teaching Programs affiliated to the institute. There are two factors which may be termed as the most important causes contributing to this result, they are:

a- Attachment of the syllabus of the Arabic Language Teaching which is adopted in these programs to the eclectic method in the teaching and learning process.

b- Inclusion of the content of these syllabuses on the subjects of the four language skills.

Surely, the adherence of this syllabus to the eclectic method on one hand and the inclusion of its content in the language skills on other hand implies that the styles selected by the teacher are the factors enhancing him on the presentation of those language skills in an effective manner. Therefore, it is possible to state that the preferred method is the one that heeds to the improvement of the language skills. That is in addition to the fact that the selective eclectic method itself is considered one of the most current methods for the teaching of various language skills.

3- Intermediary Language in the Arabic Language Teaching is the Indonesian Language.

Chart No. 6
The chart illustrates the description of research specimen according to the use of the intermediary language.

Response	Frequency	Percentage
Agree	6	30%
To some extent	14	70%
Disagree	0	0%
Total Number	20	100%

Based on the above chart, it is clear that 30% of the specimen observes that intermediary language for the teaching of Arabic Language is the Indonesian Language, whereas 70% of them conceive that Indonesian

Language is in use to some extent in the teaching of Arabic Language. These data indicate that Indonesian Language is actually used as an intermediary language in the Arabic Language Teaching Activity.

The research finding establishes that Indonesian Language is the intermediary language in the Arabic Language Teaching Procedure. Consequently, the researcher apprehends that the outcome shows the perspective of the teachers towards the exploitation of the mother tongue (native language) in the Arabic Language Teaching. But in spite of the fact that the exploitation of the mother tongue is considered a defect of the teaching process, still the modern approach in foreign language teaching gives consideration to the issue more reasonably as it states that the modern language has a role to play in the teaching process. Thus, the exploitation of the modern tongue becomes non defective, but rather it is important if there is need to it. For instance, the teacher's need to the use of modern tongue, when explaining the meanings of abstract vocabularies which are not easily understood by the students and the teacher himself, stemming from the struggle to present the suitable teaching assistance for the intimation into their meanings, emphasizes the importance of the modern tongue in the teaching process. From this point of view, the teachers noticed that the exploitation of the Indonesian Language as an intermediary language in Arabic Language Teaching is not a defect in the teaching process. However, the researcher realizes that its use, in most cases of Arabic language teaching activity influences weakness of the students in the two skills of listening and speaking, as they do not get sufficient opportunities to practice it during the language learning activities, in addition to the fact that teachers have been employed as Arabic Language instructors on the basis of their high conversance with the grammatical principles of Arabic language, and not on the basis of their skills in the communication with Arabic language.

Conclusion:
a-   Research Findings:
1-   The Chart No. (4)in the research work illustrates that 50% from the specimen observes that the Arabic Language Teaching Method adopts grammatical principles explanative style and Arabic textual translation into Indonesian Language, whereas only 20% of them conceives that teaching is not done by in that mode. However, the remaining part of the specimen considers that teaching adopts the principles of explanation and translation of the Arabic texts into Indonesian language occasionally, while it takes another form of style in other opportunity.
2-   It is clear from Chart No (5) in the research work that 100% from the individuals of the specimen observes that the adopted methods of Arabic language teaching heed to the improvement of the language skills.
3-   Chart No (6) explains that 30% of the specimen agreed that intermediary language for the Arabic language teaching is Indonesian language, whereas 70% of the specimen viewed that Indonesian language is only used to some extent in the Arabic teaching procedure. This implies that the major intermediary language for the Arabic language teaching is the Indonesian language. However, its uncontrolled over-usage in the Arabic language teaching procedure may negatively cause the weakness of the students in the listening and speaking skills, since they could not get enough opportunity to practice them during language learning, in addition to the fact that teachers might be employed as Arabic language teachers on the basis of their high conversance with the grammatical rules of Arabic language and not on their skills in the Arabic language communication medium.
4-   Arabic Language Teaching methodsin Indonesia (National University of Malang– Indonesia for sample) expose that there is a serious great interest with the reading and written skills, if compared with the listening and speaking skills whereby the students could not get enough opportunity to be acquainted with them in the class.
5-   Arabic Language Teaching Methods in Indonesia(National University of Malang– Indonesia for sample) adopts the eclectic method in teaching process (Teaching methods based on versatile techniques according to the situations of the students and class), according to what is available on the statistical charts and in accordance with our perceptions, except that the use of translation is the most dominant in the explanation of the texts, conversations and linguistic grammatical principles.

b- Suggestions and Recommendations
It is necessary for the Methods of Arabic Language Teaching in Indonesia(National University of Malang– Indonesia for sample) to consist of the following matters for the purpose of conformity with the modern approaches in the Arabic Language Teaching Activities:
1-   Application of the explanation of the grammatical rules techniques
2-   Attention to the improvement of the skills of the students equally
3-   Exploitation of all teaching and learning skills like listening, reiteration, reading, speaking and writing.
4-   Minimization on the use of the intermediary language except when it is inevitably necessary.
5-   Exploitation of all what are in the language teaching curriculums
6-   Motivation and encouragement of the students on learning activities through compliment

7- Endurance on the teaching process until the expected benefit is achieved.

8- Teacher must be a good model to emulate

9- Teacher must be on a continuous periodical trainings

10- Teacher must be conversant with Arabic language in a way that such familiarity can qualify him to teach it in an effective good method.

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