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Effective Strategies for Teaching Arabic Prosody in Oral Communication Skills

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ABSTRACT: An emphasis on the elements of prosody was crucial for achieving full proficiency in a spoken language. The research focused on prosody, which included components such as stress, intonation, pauses, and mora. This study aimed to evaluate the proficiency of Arabic teachers at Government Aided Religious Schools (SABK) in Selangor, Malaysia, regarding their understanding and instructional abilities in prosody, particularly in speaking skills. The study sample consisted of 152 Arabic teachers working at SABK in Selangor, Malaysia. The questionnaire was evaluated by four reviewers, and the results indicated a high level of reliability, as evidenced by Cronbach Alpha values of 0.91 for prosody teaching strategies and 0.90 for prosody knowledge. Both descriptive and inferential analyses were performed on the acquired data. The research data were analyzed using the Statistical Package for the Social Sciences (SPSS) software, version 20. The results of the data analysis showed that both the prosody knowledge (mean: 3.76, S.D.: 0.465) and the prosody teaching strategies (mean: 3.69, S.D.: 0.484) were at a relatively high level. According to Pearson's correlation analysis, there was a significant positive correlation (r=0.530) between the prosody teaching strategy and the prosody knowledge. Simultaneously, knowledge of prosody played an important role in applying prosody strategies effectively, contributing about 28.1 percent (r_2=0.281). Proficiency in Arabic prosody aided teachers in creating effective ways for two-way interaction inside the classroom. Students greatly benefited from this situation in terms of improving their communication skills, as it made class communication more effective. The Arabic language curriculum needed to provide teachers with training in prosody teaching strategies to enhance two-way communication in the classroom.

Keywords: speaking skills, prosody, Arabic language, intonation, pause, mora.

I. INTRODUCTION

Prosody primarily emphasises speaking skills since it encompasses the translation of language sounds that are audible but not easily conveyed via writing [1]. Prosody elements are employed in speaking skills to capture the listener's attention. Zahid and Omar [2] categorise speech or pronunciation into voice loudness, stress, duration (rhythm and tempo), slenderness (intonation components), and pauses. Subsequently, examine the variations in the length of syllables, the shifting tone of the voice, and certain aspects of the spoken speech's sound structure. This problem pertains to the use of discourse markers, such as commas, periods, exclamation marks, and other similar punctuation marks, in written language. Moh [3]; Gibbon [4] and al-Ghamdi [5] also supports this claim, asserting that prosody features significantly influence the effectiveness of speech delivery. Prosody can discern the intended meaning of a sentence through its various parts. Employing a distinct tone, intonation, and voice pressure enhances effective communication, contributing to improved comprehension and message delivery compared to speech lacking these components. Punctuation is crucial in written form since it imparts distinct meanings to each sentence.

Lewicka-Mroczek & Szymaniuk [6] argued that neglecting prosody aspects, such as tone and intonation, during the teaching process can lead to confusing communication and misconceptions. Zaki [7] and Ramli et al. [8] have conducted research demonstrating that second language learners often overlook and fail to effectively acquire Arabic intonation. This student's weakness is related to the teacher's weakness in applying the teaching of prosody in classroom communication [9]. Research on prosody in Arabic language teaching is still not widely

disseminated in Malaysia. The new textbook, based on the standard secondary school curriculum (KSSM), does not clearly define parts of prosody, such as al-nabr and tanghim, as explicit elements of prosody, as was the case in the former textbook based on the KBSM syllabus. Hence, the primary objective of this study is to identify the relationship between the teacher's knowledge of prosody and the use of the teacher's prosody strategy in enhancing Arabic speaking proficiency.

II. LITERATURE REVIEW

Prosody, a field of study within linguistics, encompasses various components such as stress, intonation, pauses, and speech tempo [10]. Prosody emphasizes the development of speaking skills by conveying the nuances of language sounds that written text cannot effectively convey [1]. Prosody is made up of changes in syllable length, variations in vocal pitch, and fluctuations in voice. The prosodic features in Malay include emphasis and volume, tone, intonation, pause, mora, pace, and rhyme. Nevertheless, in the realm of intonation, rhyme, pace, and tone exert a more significant influence compared to the domain of learning the Malay language. Regarding the study of the Arabic language, it is worth noting that the prosodic features of Arabic include stress, (النبر) intonation (التنغيم), mora/ short length (الطول), and pauses (الوقفة).

According to al-Khulli [11] as cited in the study by Abu-Bakar & Abdullah [9], stress (Nabr) is the term "pronunciation strength" refers to the emphasis placed on each syllable of an Arabic word. Vocal modulation has a significant function in Arabic discourse, particularly for both speakers and listeners. Each Arabic word with several syllables necessitates emphasis on specific segments of the syllable. Stress is one of the suprasegmental elements in a language system. There are three distinct forms of stress: primary stress, secondary stress, and weak stress ([12], [13], [14]. The division of stress is also in line with Al-Khuli [11] who states that the division of stress in Arabic is three, namely nabrah raisiyyah (for example: عَنْ ، مِنْ,), nabrah thanawiyyah (صَابُون) and nabrah dhaifah (أَكَلَ). Intonation (tanghim), as defined by Muhammad [13] in his book Ilm al-Aswat Al-Lughawiy, refers to the pitch variation in speech that conveys multiple meanings inside a single verse. Abu-Bakar & Abdullah [9] assert that voice stress, also known as al-nabr, is a suprasegmental element that requires careful consideration in the development of Arabic speaking skills. Bailey [15] posits that intonation serves as the fundamental basis of English pronunciation. Suryani & Darmayanti's [16] study further confirms the significance of intonation in Indonesian prosody. This implies that it is an important prosodic characteristic that plays a critical role in every part of speech. The variation in intonation is due to the specific circumstances and context. The expression of an utterance or sentence with a rising or falling pitch is known as the intended intonation. Additionally, it helps to ascertain if the expression is being used sarcastically, to reinforce a point, to indicate agreement, to refuse something, or to convey astonishment.

Knowledge of prosody content needs to be mastered by the teacher. Teacher knowledge is a critical component of the teaching and facilitating (PdPc), as it guarantees the seamless operation of the process [17]. Shulman [18] has identified five qualities that are crucial criteria for ensuring the quality of a teacher's instruction. Firstly, the acquisition of comprehensive knowledge and understanding of the subject matter. The teacher must possess a comprehensive understanding of the subject matter outlined in the curriculum. Furthermore, the acquisition of teaching strategies is essential. Proficiency in instructional methodologies enhances the efficacy of PdPc process, as well as promoting a more structured approach to classroom management. Furthermore, the administration of educational resources. The careful selection of suitable curriculum materials also aids in the instruction of the Fourth, facilitating the acquisition of crucial concepts in the disciplines being taught. Furthermore, there is an opportunity to acquire supplementary knowledge. It encompasses understanding the student's aptitude and cultural background in order to enhance the effectiveness of the teaching process.

Multiple factors will be assessed, including technological proficiency, communication abilities, creative aptitude, diversity of instructional methodologies, and other relevant characteristics [19]. Utilising methods in language acquisition can facilitate students in achieving language proficiency. Jamali et al. [20] have provided evidence to support the assertion that foreign language learning necessitates the use of a foreign language learning approach. Sopian [21] argues that communication skills encompass more than just the ability to construct words; they also involve the aptitude to employ language appropriately within social contexts, discourse, and strategic situations. Research by Nik-Yusoff et al. [22] emphasises the need to use approaches based on the Malay language plate to learn Arabic consonants. Hence, it is imperative to employ effective instructional methods in all educational settings to enable students to fully exploit their capabilities in the classroom.

Non-native Arabic teachers should possess adequate knowledge to teach Arabic phonology accurately and flawlessly. An Arabic language teacher must exhibit proficiency in phonetics, whether speaking or delivering a statement. This will enhance students' motivation to engage in communication or presentation while they listen.

Furthermore, proficient teachers will have the capacity to offer resolutions to issues and enunciation mistakes raised by students. Nevertheless, if the teacher lacks comprehension of the accurate pronunciation or mistakenly believes that the pronunciation is proper, the errors committed by students will persist over an extended period [23]. As a result, an Arabic language teacher must have a comprehensive understanding of various aspects to proficiently translate the lessons they aim to impart to their students.

An individual will be deemed proficient in verbal communication if they can meticulously and precisely incorporate components of emphasis and intonation into their speech. Frequently, students in practical situations engage in communication using a second or foreign language, disregarding the elements of stress and intonation. Typically, they tend to lay stress on syllables in a random manner. This renders their voice and language appear alien, with unusual patterns of emphasis and intonation, potentially impeding comprehension and interpretation. According to the research conducted by Hamid et al. [24], it was shown that students consistently make errors in communicating. Teachers should incorporate prosodic training into their instruction of pronunciation and phonetics as a method for teaching pronunciation through listening exercises. As an illustration, the teacher can instruct students to attentively and consistently listen to enhance their intonation proficiency. They can also analyse and contrast the intonation patterns of the target language with their native language, as well as practice mimicking dialogues and performing as different characters. Hence, teachers must possess the knowledge and actively contribute to guarantee that all information conveyed to students emphasises the accurate prosodic components of pronunciation.

Furthermore, to ensure the attainment of learning objectives, the teacher's instructional approach places significant focus and stress on diverse skill sets. Abu-Bakar & Abdullah [9] discovered that teachers tended to neglect certain components of pronunciation, such as accurate letter pronunciation, stress, and intonation, during Arabic PdPc activities. Din & Seman [25] also assert that emphasising the use of accurate and distinct vocal tone and stress is crucial for enhancing proficiency in spoken Arabic. Hence, the objective of this study is to investigate the understanding of nabr and tanghim among Arabic teachers in elementary schools, as prior research indicates a lack of emphasis on the teaching of Arabic prosody [9]. Teaching strategies encompass the methods and techniques employed by the teacher during the teaching process. How much do teachers prioritise and implement prosody teaching strategies that incorporate critical components such as voice stress, intonation, pauses, and mora in speaking skills, both within and beyond the classroom? The prosody teaching strategies is fundamentally grounded in the principles of social learning theory and behaviourism theory. The social learning hypothesis, developed by Albert Bandura in 1925, pertains to the acquisition of knowledge and skills through the process of observing and imitating others. Behaviourism theory pertains to the acquisition of knowledge and skills through methods such as training, repetition, and positive reinforcement.

III. MATERIAL AND METHOD

1. RESEARCH DESIGN

This study used a cross-sectional survey research procedure. This study's design is suitable for application because it elucidates community patterns, attitudes, beliefs, and perspectives through quantitative and numerical analysis of diverse sample groups [26]. Quantitative data was collected by distributing questionnaires to Arabic teachers in SABK schools in the state of Selangor, Malaysia. The Education Policy Planning and Research Division (EPRD), Ministry of Education (MoE) has provided data regarding the numbers of teacher. The survey design is chosen with the purpose of gathering information about the extent of teachers' understanding of the science of prosody. This form facilitates a broader and more comprehensive understanding of the study subject. Moreover, a substantial amount of information is acquired due to the vast sample size. Furthermore, the implementation of this design can offer a comprehensive account of the facts and characteristics of a population, including precise information regarding the types of questions, issues, and problems from a variety of perspectives, particularly in relation to attitudes, views, beliefs, emotions, and behaviours.

2. POPULATION AND SAMPLING

The study's population involves 249 Arabic language teachers who are employed at SABK in the state of Selangor. SABK is a school that offers a religious curriculum that uses Arabic for the subjects of Islamic Sharia, Usuludin and Muasirah Arabic. The nine districts that are engaged include Gombak, Sabak Bernam, Klang, Sepang, Petaling Perdana, Hulu Langat, and Kuala Selangor. The study's sample size, determined using Krejcie & Morgan's sample size determination table [27], is 152 participants. This study used a proportionate strata random sampling method to determine the number of participants in the study. The proportionate stratified

random sampling method selects the number of samples for each group based on a percentage ratio to ensure a balanced sample across all groups. The researcher calculated the sample size for each district after obtaining the district's percentage. According to Bailey [28], it is crucial to address this issue, particularly when there is an unequal distribution of population among sub-groups, with one group having a significant population and another group having a smaller population. A disparity in the percentage ratio will occur in each group if the total number of samples is selected equally from each group. The proportional stratum random sampling method is used to pick a total sample for each group based on the percentage ratio, ensuring that the sample for each group is balanced.

Due to the methods used, the following districts have their percentages: 15% for Klang, 10% for Kuala Selangor, 12% for Kuala Langat, 4% and 5% for Hulu Langat, 25% for Sabak Bernam, 9% for Gombak, 9% for Petaling Perdana, and 10% for Sepang. Consequently, a study sample consisting of 152 Arabic language teachers was chosen. The teachers are distributed as follows: there are 23 teachers in the Klang, 18 in the Kuala Selangor, 15 in the Kuala Langat, 6 Arabic teachers in the Hulu Langat, 8 in the Hulu Selangor, 38 in the Sabak Bernam, 15 in the Gombak, 14 in the Petaling Perdana, and 15 in the Sepang. Afterward, the researcher used a systematic random approach to choose samples from all the strata. Table 1 displays the number of Arabic language teachers categorised by the type of school they are affiliated with, as seen in the study sample.

Table 1. Number of Teachers involved by district in Selangor, Malaysia.

No.	District	Population	Sample Percentage	Number of teachers
1	Klang	38	15 %	23
2	Kuala Selangor	31	10 %	18
3	Kuala Langat	26	12 %	15
4	Hulu Langat	10	4 %	6
5	Hulu Selangor	13	5 %	8
6	Sabak Bernam	61	25 %	38
7	Gombak	24	9 %	15
8	Petaling Perdana	22	9 %	14
9	Sepang	24	10 %	15
	Total	249	100 %	152

This study has adhered to the data gathering protocol by obtaining an approval letter from BPPDP (ref: KPM.600-3/2/3-eras (2717) and Jabatan Pendidikan Negeri Selangor (ref: JPNS.SPS.PPN 600-1/1 /12 Vol.4 (12). The letter of approval must be appended to the application to acquire authorization from the school to carry out the study, before distributing the study instrument to the participants. The study data has been analysed using the Statistical Package for Social Sciences (SPSS) version 23 to appropriately address the research issue using inference analysis. The coefficient r is used in the inference analysis to ascertain the direction and strength of the association between the level of metacognitive awareness and the level of Arabic listening skill achievement, before establishing its contribution value.

3. INSTRUMENTS

The instrument utilised in this study is a questionnaire that has been adjusted and altered from a previous study conducted by Lewicka-Mroczek & Szymaniuk [6] titled "Prosody Learning Strategies and What English Philology Students Know about Them". The translation procedure into Malay employs the reverse translation method, often known as back-to-back translation. The items were culturally and linguistically translated by an English teacher, a Malay teacher, and an Arabic teacher from a high school. The adaptation of the questionnaire is influenced by the current circumstances and the objectives of the study. The prior research questionnaire consisted of 21 items for the knowledge construct and 14 items for the teaching approach construct. Several things are merged due to their almost identical meaning following the completion of the translation process. Certain items are elaborated upon in greater depth to align with the study's aims. Following adaptation, translation, and modification, this study instrument comprises three distinct sections: part A (Demography), part B (Knowledge of Prosody), and part C (Teaching Strategies of Prosody). The questionnaire was assessed using a five-point Likert scale. Participants are required to carefully read the provided statements and thereafter select a scale that corresponds to their level of agreement as specified. This questionnaire enables the review and acquisition of effective data while minimising the time required for data collection [29].

Prior to conducting the pilot study and the actual trial, the instrument's validity and reliability were assessed to ensure its consistency and accuracy. The content validity of the items was assessed by four Arabic language education specialists, who were senior public university academics, lecturers at IPG, language teachers, and excellent teachers. The researcher conducted a pilot study of the questionnaire items for this study, which was self-administered to 30 teachers. The selected teachers are not a representative sample, but they possess the same attributes as real teachers that teach at SABK Negeri Perak, Malaysia. The implementation of Cronbach's Alpha test yielded a value of 0.91 for Knowledge of Prosody and 0.9 for Prosody Teaching Strategy, suggesting a high level of dependability. After obtaining official permission letters, the researcher visited the target schools to disseminate the questionnaire to the respondents. The data collection method spanned a duration of 2 months. A number of phone calls were also made to recall respondents about the recollection of the questionnaire in order to guarantee a smooth process. Consequently, 80 percent of the distributed forms have been returned. Once all the data was collected, it was inputted into SPSS software version 23 and categorised according to the study variables.

4. DATA ANALYSIS

The data underwent analysis using Pearson's correlation and Multiple Linear Regression statistical tests, following the confirmation that all assumptions for the tests were satisfied. Before conducting the data analysis process, a data normality test is performed to determine whether the data follows a parametric or non-parametric distribution. This involves doing tests such as Kolmogorov-Smirnov, Shapiro-Wilk, Skewness, and Kurtosis tests. A Pearson's correlation test was performed to determine the association between the level of metacognitive awareness and the level of achievement in Arabic listening skills. The association between the two variables in this study is determined by referring to the correlation coefficient table provided by Davies [30], namely Table 2.

Table 2. Strength of relationship Pearson's correlation coefficient.

Coefficient Value (r)	Strength of Relationship
0.70 – 1.00	Very Strong
0.50 – 0.69	Strong
0.30 – 0.49	Medium
0.10 – 0.29	Weak
0.01 – 0.09	Very Weak

The Materials and Methods section encapsulates the blueprint of the research endeavor, meticulously delineating the tools, procedures, and approaches employed to explore the research questions or hypotheses. This section serves as a detailed roadmap, elucidating the systematic methodology adopted to gather, analyze, and interpret data with precision and integrity. Beginning with a comprehensive description of the participants or sample selection, it presents a detailed portrait of the individuals or entities involved in the study, outlining the demographic characteristics and selection criteria. Subsequently, the research design is explicated, illuminating the overarching structure guiding the study, whether it be qualitative, quantitative, experimental, or employing mixed methodologies. This section meticulously details the materials or instruments utilized, delving into the specifics of the tools, surveys, or equipment harnessed to collect data. The procedure or data collection segment elaborates on the step-by-step process undertaken during the research, providing transparency regarding the protocols followed. Moreover, the section addresses the approach to data analysis, offering insights into the methodologies employed to derive meaningful interpretations from the gathered information. Ethical considerations, limitations, validity, reliability, and, if applicable, statistical analyses are also conscientiously documented, ensuring a comprehensive and transparent portrayal of the research methodology.

IV. FINDING AND DISCUSSION

1. PROSODY KNOWLEDGE OF ARABIC TEACHERS

The teachers' understanding of Arabic prosody is moderately high, with a mean value of 3.76 and a standard deviation of 0.47. The item "I can pronounce single words correctly" has the highest mean score. The frequency and percentage values indicate that 44 (28.9%) teachers strongly agree, 101 (66.4%) teachers agree, 7 (4.6%) teachers express less agreement, and no teacher disagrees or strongly disagrees with this statement. This result

indicates that Arabic language teachers possess a solid command of both word pronunciation and compound word pronunciation.

The item "I have a problem using the appropriate intonation in a sentence in the form of a question mark" has the lowest mean value. The frequency and percentage values indicate that 19 teachers (12.5%) strongly agree, 39 teachers (25.7%) agree, 67 teachers (44.1%) disagree, 25 teachers (12.4%) strongly disagree, and 2 teachers (1.3%) strongly disagree. Therefore, this indicates that the teacher is adept at using the appropriate deep intonation in the sentence, shaped like a question mark, even though it is the least significant element.

Furthermore, four elements in the knowledge construct employ negative statements at a moderate-low level. These elements include "I encounter difficulties in employing proper intonation in command sentences" (mean = 2.64, SD= 0.87), "I encounter difficulties in using appropriate intonation in statement sentences" (mean = 2.72, S.D= 0.895), "I experience difficulties in correctly placing stress" (mean = 2.76, S.D = 0.93), and "I encounter difficulties in correctly placing pauses" (mean = 2.8, S.D= 0.94). Therefore, the results indicate that teachers do not encounter difficulties in correctly incorporating prosody aspects into a word or sentence. There are a total of 7 items that pertain to the pronunciation of single sound letters, with a mean score (m) of 4.19 and a standard deviation (SD) of 0.50. Additionally, some items relate to stress elements (m = 4.01, SD = 0.66), intonation elements (m = 4.07, SD = 0.61), mad or mora elements (m = 4.14, SD = 0.63), and intonation-related items with their respective findings (m = 4.08, SD = 0.57), and (m = 4., SD = 0.65). This discovery demonstrates that teachers possess a profound understanding of stress, intonation, and mora. Furthermore, teachers have a thorough understanding of individual phonemes' articulation and enunciation.

There are four items that are rated at a medium-high level. These items include the quality of pronunciation of words like native speakers (mean = 3.68, SD = 0.70), the quality of speech pronunciation like native speakers (mean = 3.51, SD = 0.72), the ability to use pauses effectively (mean = 3.97, SD = 0.61), and the absence of problems related to mora (mean = 3.42, SD = 0.97). Out of the 5 items, there are medium-low level problems in using appropriate intonation in statement sentences, with a mean value of 2.64 and a standard deviation of 0.87. Similarly, there are problems with using appropriate intonation in statement sentences, with a mean value of 2.72 and a standard deviation of 0.90. Additionally, there are problems in placing stress in words with a mean value of 2.76 and a standard deviation of 0.93, as well as problems in placing them with a mean value of 2.8 and a standard deviation of 0.94.

Attaining a reasonably high level of knowledge demonstrates that these teachers possess a solid understanding of the necessity and significance of incorporating prosody aspects into Arabic speaking abilities. The study findings reveal that Arabic language teachers possess a profound understanding of various aspects of pronunciation and speech, specifically pertaining to letters and individual words in Arabic. According to Ramli [8], the pronunciation of Arabic sounds is closely associated with the Muslim community's practice of prayer and reading the Quran. Muslims have an obligation to pray, and they must perform the recitations in the Arabic language during prayer. Therefore, it is crucial for all Arabic language teachers to acquire a thorough understanding of Arabic pronunciation and phonetics.

Furthermore, a proficient Arabic language teacher has extensive knowledge in the accurate articulation and enunciation of Arabic vocabulary, enabling them to effectively and proficiently grasp the nuances of prosodic aspects. Both pronunciation and enunciation begin with a single letter, followed by words, phrases, and even entire sentences. The study's findings indicate that Arabic language teachers possess a strong understanding of three out of the four components of prosody in Arabic speaking abilities, specifically intonation, stress, and mora. Meanwhile, when it comes to pauses, teachers possess a reasonably high level of skill and knowledge. Nevertheless, the distinction between pauses and other prosody parts is rather insignificant, as the disparity between the two is less than one percent. Furthermore, the document includes information regarding the teacher's knowledge in identifying stress areas.

The item's remark on the teacher's proficiency with the element of stress indicates that the teacher is highly proficient in this area and has no trouble emphasising words appropriately. This score demonstrates that Arabic language teachers in the state of Selangor have a solid understanding of and proficiency with word stress factors, and they do not experience any difficulties with these aspects of language stress. Nevertheless, the results of this study contradict the findings of Derman, Bardakçi & Öztürk [31], who asserted that both teachers and students frequently encounter difficulties when it comes to teaching and learning word stress in speaking and reading abilities. That claim is also supported by the study by Samah [32], which demonstrates that students do not master word stress well, especially for long words.

Previous research has extensively discussed the discourse of teachers in Arabic has been the subject of extensive discussion in previous research. Hassan [33] stated that teachers employ the translation approach during classroom instruction. This scenario demonstrates that teachers do not employ Arabic as an oral medium

of communication in the educational setting. According to Samah [32], teachers frequently utilise the Malay language for both in-class and out-of-class explanations. Pa [34] concur that certain teachers do not fully utilise Arabic as the medium of instruction in teaching Arabic. Instead, they frequently convert the class content into Malay due to students' limited comprehension of the material. The lack of practice in using prosody both within and outside the classroom will have a negative impact on the teacher's pronunciation and speech quality. According to Mohamed [35], the most effective Arabic language teacher is the one who instructs only in Arabic.

While the Arabic language teacher possesses a strong understanding of Arabic word pronunciation and enunciation, their proficiency in accurately pronouncing words is only somewhat high. The teacher's pronunciation is crucial since it serves as the most accurate model for students to emulate and practise the words they have learned [32]. This shows that the phonetics of the Malay language still impacts teachers, preventing them from achieving a proficient command of pronunciation and intonation on par with native speakers. Hence, conducting seminars and training sessions might assist teachers in enhancing their proficiency in word pronunciation to match that of native speakers.

2. PROSODY TEACHING STRATEGIES IN ARABIC SPEAKING SKILLS

The study's findings indicate that the use of prosody teaching methodologies in Arabic speaking skills is consistent at a moderate to high level for each item. The item with the highest mean is "I encourage students to improve their Arabic speaking skills by repeating the pronunciation they hear," with a mean value of 4.00 and a standard deviation of 0.587. Regarding frequency and percentage, 15.8% of teachers (24 in total) reported using this strategy very often, 65.1% of teachers (99 in total) reported using this strategy often, 18.4% of teachers (28 in total) reported not often using this strategy, no teacher reported using this strategy very infrequently, and 0.7% of teachers (one teacher) never used this strategy in speaking skills. Evidence indicates that the teaching strategy of prosody, which involves repeating utterances and focusing on pronunciation, is the most commonly employed approach among Arabic language teachers.

The item "I reveal examples of native speaker pronunciation in Arabic speaking skills" has the lowest mean value of 3.34 (SD = 0.914) at a medium-high level. Out of the total number of teachers surveyed, 5 (3.3%) reported using this strategy very often, 64 (42.1%) reported using it often, 57 (37.5%) reported not using it often, 19 (12.5%) reported not using it very often, and 7 (4.6%) reported never using it in speaking skills. As a result, Arabic language teachers are less receptive to the approach of teaching prosody by exposing students to examples of speech by native speakers. In summary, there was a single item at a significantly high level and a total of 18 items at a moderately elevated level.

This situation demonstrates that Arabic language teachers have limited exposure to the enunciation and verbal communication of natural speakers. Indeed, the results indicate that fewer than 10% of teachers consistently employ this approach. Therefore, the phonetic acquisition of Arabic does not receive sufficient exposure to the native speakers' pronunciation of prosody. Furthermore, this discovery aligns with several studies about the development of teachers' understanding of prosody. The teacher's knowledge does not pertain to the expressions used by native speakers and lacks ingenuity in establishing an immersive speaking environment with native speakers. Nevertheless, the very frequent usage of these platforms indicates that teachers may encounter limitations in their ability to interact with native speakers. However, researchers are developing alternative methods, including the use of platforms like YouTube, Clubhouse, and others, which could potentially provide greater convenience.

Muhammad et al. [36] suggest that the method of al-Ijtima' al-Watani, which involves interacting with local citizens who are native speakers, should be used in teaching speaking skills. This method helps individuals become proficient at speaking. The significance of this feature cannot be disregarded, since mastery of pronunciation and intonation in a second language proves to be more challenging compared to other factors like grammar and vocabulary. According to Oxford [37], communicating with native speakers is considered a cognitive strategy in language acquisition procedures. Consequently, neglecting speaking practice with native speakers is a challenge for students to proficiently acquire speaking abilities, particularly in terms of pronunciation. Consequently, teachers must provide students with opportunities to engage in conversation and actively listen to the pronunciation and speech patterns of native speakers.

Teacher inventiveness is a factor that is assessed when developing prosody teaching tactics. The teacher exhibits a commendable amount of originality. While the analysis indicates that the teacher's level of originality is reasonably high, it is important to note that this component ranks as the second lowest in the prosody teaching technique construct. Ramli [8] also supports this remark, emphasizing that the competence of the teacher or teacher is of utmost importance as the attainment of the target relies on the teacher or teacher's innovation. Furthermore, the results of Muhamad's [38] research align with this study, indicating that teachers exhibit

reduced creativity in the diversification of teaching and learning methods. According to Som [39], teacher innovation during the PdPc process is not solely reliant on textbooks, but also on the teacher's skills. To enhance Arabic oral communication abilities, effective teachers should employ a diverse range of prosody instructional techniques. Being outside of a community of native speakers does not justify neglecting prosody features. Multiple interactive media can be utilized.

Arabic teachers still do not frequently engage in the practice of using different interpretations to recognise variations and similarities in pronunciation elements and forms. The study's findings indicate that only a subset of teachers consistently employ this approach while teaching speaking skills. Contrastive analysis is important in Arabic language instruction because it examines the parallels between Arabic and the student's native language, Malay. This approach helps students understand Arabic by leveraging their knowledge of their mother tongue. Abdullah [40] found that the adoption of a comparative analysis technique in teaching Arabic as a foreign language at UiTM resulted in favorable benefits. Subsequently, the study's results indicated that teachers exhibited a moderate to high level of support in fostering an environment conducive to practicing Arabic language skills beyond the confines of the classroom. However, this finding is disheartening, as a significant number of teachers fail to provide an environment conducive to practicing Arabic speaking skills beyond the confines of the classroom. Rejab [41] concurs with this assertion, as agriculture or the environment is not novel. Indeed, environmental influences should be duly acknowledged, as they play a crucial role in facilitating and enhancing the learning process. Thus, this discovery aligns with the research conducted by Mat-Ali & Abdul-Manaf [42], which asserts that students encounter limitations in verbalizing Arabic due to the absence of a supportive environment. Samah et al. [43] conducted a survey that revealed the absence of an Arabic language environment, as teachers and students primarily use the Malay language for communication both inside and outside the classroom.

The study's findings indicate that teachers priorities the teaching of moral aspects of speech, followed by intonation, pauses, and stress. Teaching speaking skills tends to overlook stress. These findings align with the research conducted by Ramli et al. [1], which indicates that students have limited proficiency in vocal stress. Without the teacher using the element of pressure in the PdPc process, the students will struggle to achieve a thorough understanding of the subject matter. Abu-Bakar & Abdullah [9] discovered that students were able to effectively grasp voice stress only for uncomplicated word patterns. Although the concept of pattern may appear straightforward yet challenging, the study's findings indicate that students do not possess a proficient command of it. The ability of the Malay language to teach and learn without causing tension or anxiety greatly impresses Malay teachers and students.

The teacher's primary focus in developing speaking skills is pronunciation. The study's findings indicate that the amount of mora is moderately high, with the greatest mean value among the features of stress, intonation, and pause. This finding demonstrates a continuous pattern that originates from the knowledge construct. While the concept of mora is not present in Malay, it remains a crucial focus for teachers due to the potential impact on several linguistic characteristics if the mora feature is disregarded. This encompasses various aspects of morphology, syntax, semantics, and other related areas. Indeed, mora serves as the fundamental principle for the legal interpretation of the Quran. An extensive understanding of the Qur'an has a significant impact on the proficiency of the moral aspect of speaking, in contrast to the stress aspect, which is more influenced by the straightforward stress patterns in the Malay language.

Promoting and motivating teachers to engage in language learning is a crucial aspect that requires emphasis. The teacher's act of prompting students to repeat the pronunciation of words they have heard is the sole aspect that receives elevation. This aligns with the principles of behaviorism, which state that the process of learning involves seeing and imitating a behavior, and then repeating it until it becomes a habitual action. Indeed, by providing excitement and encouragement, the teacher will expedite the language learning and acquisition process.

3. CORRELATION AND CONTRIBUTION ANALYSIS

Table 3 displays the outcomes of Pearson's correlation analysis, revealing a correlation coefficient (r) of 0.53 and a p-value of 0.00. It is worth noting that the p-value of 0.00 is lower than the predetermined significant level (alpha) of 0.05. This discovery demonstrates a notable correlation between the understanding of prosody by teachers and the tactics they employ in teaching Arabic prosody for speaking skills. The examination of the Pearson coefficient value, with a value of r = 0.53, indicates a strong positive link. This interpretation is based on the strength of the relationship derived from the correlation coefficient, as presented in Table 3.

Table 3. 1Relationship between the level of Arabic prosody knowledge of teachers and prosody teaching strategies.

Construct	Correlation Coefficient (r)	Significance Level	Relationship Interpretation
Arabic Prosody Knowledge of Teachers and Prosody Teaching Strategies.	0.530	0.000	Strong

This correlation demonstrates that a teacher's knowledge is directly linked to their instructional practices within the classroom. The findings of this study, however, are thought to be at odds with Osman et al. [44] study, which holds that pedagogical knowledge is restricted to theory and has no bearing on a teacher's pedagogical method. Hence, the teacher's knowledge is completely unrelated to their instructional methods. This is because just information alone is insufficient for a teacher. A proficient teacher can effectively convey their lessons by employing suitable instructional techniques [45]. Moreover, no universally applicable approach suits all educational objectives and all disciplines. Utilising a diverse range of strategies, approaches, methods, and techniques in the classroom setting will enhance the effectiveness of teaching. One crucial feature that a teacher must possess is knowledge, as the effectiveness of a lesson is contingent upon the teacher's level of knowledge [46].

The study's findings indicate that the teacher's understanding of prosody plays a significant role in the effectiveness of the prosody teaching approach. The study found that teacher knowledge accounted for 28.1% of the prosody teaching technique's effectiveness. With each increment of one unit in the teacher's prosody knowledge, there is a corresponding increase of 0.53 units in the teacher's prosody teaching technique. This demonstrates that the teacher's level of knowledge directly influences their approach to teaching. This discovery aligns with the research conducted by Zazam [47], who posits that teachers must possess knowledge in a certain domain to effectively implement the PdPc process. Mahamod & Lim [48] assert that teachers must possess adequate preparation in terms of teaching resources, topics, wide pedagogical knowledge, and relevant abilities. According to Ab-Majid [49], teacher knowledge plays a role in enhancing teacher creativity. This aligns with a study that also assesses the role of teacher innovation in developing the teacher's prosody teaching approach. Table 4 displays a basic regression analysis that examines the impact of the independent variable, the teacher's understanding of Arabic prosody, on their teaching technique for Arabic prosody. Table 4 displays the correlation and substantial contribution (F (1, 150) = 58.642, p=0.000) to the teacher's teaching technique for Arabic prosody.

Table Error! No text of specified style in document.**.** Regression variance analysis for knowledge variables against strategy variables

ANOVA						
	Model	SS	Df	MS	F	Sig. F
1	Regresi	9.954	1	9.954	58.642	.000b
	Residual	25.462	150	.170		
	Total	35.416	151			

a. The dependent variable: STRATEGY
b. Constant, KNOWLEDGE

Table 4 shows the outcomes of the straightforward regression analysis. The findings of the simple regression analysis in Table 5 indicate that the knowledge level variable has a significant impact on the teaching strategy variable, accounting for 28.1% of the variance (R2=0.281). However, this particular study's unexamined variables account for a significant portion, specifically 71.9%, of the variations in teaching strategy factors.

Table 5. The contribution of teachers' Arabic prosody knowledge level to teachers' Arabic prosody teaching strategies.

Constant	Coefficients Unstd.		Coefficients Std	T	Sig	R2	Contribution
	B.	Std. Error	Beta				

Knowledge	0.552	0.072	0.530	7.658	0.000	0.281	28.1%

Following the analysis, a regression equation was derived. [50] emphasises the importance of considering the value of B, which represents the unstandardized coefficient while analysing the data. The regression equation for this study is as follows:

Y = 1.615 + 0.552 X
Y = Prosody Teaching Strategy
X = Knowledge of Prosody
Constant = 1.615

Furthermore, the remaining contribution of 71.9% can probably be attributed to additional factors that have not been considered in this study. Razali et al. [51] also affirm this, asserting that the teacher's influence encompasses various facets such as their knowledge, attitude, motivation, and teaching methodology. This demonstrates that the level of information possessed by a teacher has a direct impact on the approach they take in their teaching. Aside from knowledge, this study does not examine the contributions of skills and attitudes.

To summaries, the comprehensive results indicate that teachers possess a moderately elevated degree of knowledge. This indicates a positive progression for Arabic language teachers in Malaysia. Indeed, the results of this study further support Shulman's [18] theory of knowledge, which provides the basis for teachers to acquire knowledge in content knowledge. Prosody is a branch of linguistics that holds equal significance to other sciences such as nahu, sorof, and balaghah. Muhammad et al. [37] concur with this viewpoint, asserting that an Arabic language teacher must possess an advanced level of knowledge in the subject matter being taught.

V. CONCLUSION

The objective of this study was to find out the relationship and impact of prosody knowledge and the implementation of prosody teaching strategies on the Arabic speaking abilities of Arabic teachers at SABK in the state of Selangor. This study demonstrates that the understanding of prosody knowledge is a valuable factor in assessing the extent to which SABK teachers employ prosody teaching techniques. The study was conducted through a cross-sectional survey. The present study has also introduced a paradigm shift in an effort to enhance communication skills in the classroom and provide students with direct exposure to create a positive language environment. This study expands the reliability and practicality of the Shulman's Pedagogical Content Knowledge (PCK) model and Bandura's theory by utilising a behaviouristic approach to investigate the acquisition of prosody in learning. This study also contributes significantly to the relevance of establishing an efficient language and communication environment through teacher actions and strategies. Hence, more research should prioritise the refinement of student involvement factors in face-to-face classroom communication due to the teacher's prosody teaching strategy. Additionally, it is suggested that the issue be investigated through a more comprehensive analysis using Structural Equation Model (SEM) analysis to facilitate the development of a model and the simultaneous examination of the relationship between the study variables in a more accurate, efficient, and impactful manner.

Conflict Of Interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Author Contributions

All authors were responsible for the conception and design of the study; N.S.M.S. was involved in the data collection; all authors conducted the statistical analysis; all authors contributed to the interpretation in-interpretation of findings; H. B wrote the first draft of the paper; all authors made critical revisions. All authors have read and agreed to the published version of the manuscript.

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