

# The Importance of Grammatical Competence for Non-Arabic Speakers in Constructing Correct Structures

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## ABSTRACT

Grammatical competence is essential for tertiary students, as it is necessary for creating reports and completing other academic tasks. It refers to the ability to assess the accuracy and appropriateness of a statement based on established grammatical rules. This research aims to assess the impact of grammatical competence on enhancing communicative abilities for non-Arabic speakers. To achieve this, the researchers developed three online tools: a questionnaire, interviews, and pre- and post-tests. They employed both descriptive survey and quasi-experimental methods. The sample consisted of 60 advanced-level non-native Arabic speakers. The researchers taught these students grammatical competence and evaluated their progress using an achievement test. Various statistical methods were applied to analyze the data. The results revealed statistically significant improvements between the pre- and post-tests, demonstrating the effectiveness of grammatical competence in teaching Arabic grammar. The findings showed that teaching grammatical competence improved students' skills by capturing their attention and boosting their confidence in constructing correct sentences. It also created a more positive learning environment, encouraging greater participation and critical thinking.

**Keywords:** Grammatical Competence, Communicative Ability, non-Arabic speakers

## INTRODUCTION

Grammatical competence is the knowledge and the ability to use grammar in meaningful contexts. In other words, it is the linguistic ability to use the knowledge of the rules and system of language. Furthermore, grammatical competence is viewed as the building block of developing communicative competence. According to Canale and Swain (1980). Many factors are responsible for developing students' speaking and writing skills while considering the grammatical materials taught in grammatical competence and linking them to the communication process. The first factor is "Parents and Caregivers": it divided into two sections; the first section is "Role in Early Language Development" Parents and caregivers play a crucial role in the early stages of language development. Research consistently shows that parent-child interactions are central to fostering speaking and grammar skills. According to Tamis-LeMonda et al. (2014), the quality and frequency of these interactions are linked to children's later language competence. For example, parents who engage in rich conversations" with their children—talking through daily activities, asking open-ended questions, and using varied vocabulary—promote stronger language skills (Hoff, 2013). The second section is "Modeling and Feedback" Parents serve as language models, providing scaffolding for correct grammar usage through their responses. Studies such as Farrant & Zubrick (2012) have shown that "parents' use of grammatically complex language" (e.g., using full sentences and varied sentence structures) enhances children's grammatical development. The second factor is "Teachers and Educators": it divided into two sections; the first section is "Formal Education and Grammar Instruction" Teachers are central to teaching grammar and communication skills. Research underscores the importance of explicit grammar instruction in schools. Jenkins & Gibbons (2017) found that children benefit from targeted grammar instruction that helps them understand sentence structure, word forms, and syntax. Educators who use interactive teaching methods (e.g., group discussions,

storytelling, role-playing) provide children with opportunities to practice both their speaking and grammar skills in dynamic settings. The second section is "Oral and Written Language Development" Effective classroom practices combine spoken language and writing to reinforce grammar and speaking. According to Snow (2010), oral skills are foundational for written language development.

Writing often builds on speaking, and students benefit when they first articulate ideas verbally before writing them down. Mohd Noor et al. (2021) has shown that "Arabic teachers are encouraged to focus Arabic language learning activities on strengthening vocabulary as well as increasing group activities by emphasizing the aspect of communicating in Arabic during the tasks". The third factor is "Speech-Language Pathologists (SLPs)": it divided into two sections; the first section is "Support for Language Disorders" (SLPs) play a vital role in assisting children who struggle with language development. According to the "American Speech-Language-Hearing Association (ASHA)", SLPs work with children to assess, diagnose, and treat language disorders, including grammar difficulties, sentence structure issues, and speech delays (ASHA, 2020). the second section is "Early Intervention" Early identification and intervention are crucial. "Conti-Ramsden & Botting (2014)" highlight those children who receive speech therapy early have better outcomes in terms of grammar and speaking abilities. SLPs utilize various strategies, including "play-based therapy" and "interactive exercises", to address specific language deficits. The fourth factor is "Peers and Social Environment": it divided into two sections; the first section is "Peer Interactions" They are essential for language development. According to Vygotsky (1978), social interaction plays a key role in cognitive and language development. Through "collaborative play" and "peer discussions, children gain exposure to different linguistic models and grammatical structures". A study by Kulikova et al. (2019) emphasized that "peer-mediated interventions" improve children's speaking skills, as children are motivated to use language to interact with friends. The second section is "Cultural and Linguistic Environment" The linguistic environment.

comprising parents, peers, media, and the broader community provides children with the linguistic input they need to develop speaking and grammar skills. Research by Rowe et al. (2018) suggests that the "diversity of language input" children receive is directly linked to the richness of their vocabulary and grammar. The fifth factor is "Media and Technology": it divided into two sections; the first section is "Educational Media" The use of technology and media, such as language-learning apps, educational television programs, and interactive websites, has been shown to support language development. According to Linebarger & Piotrowski (2010), educational television programs expose children to new vocabulary and sentence structures, encouraging both "listening and speaking" skills. The second section is "Balancing Screen Time" While digital tools can enhance language skills, research like Zimmerman & Christakis (2007) suggests that excessive screen time without social interaction may hinder children's social language development. Thus, technology should be used in balance with face-to-face communication. The sixth factor is "Books and Reading": it divided into two sections; the first section is "Reading and Vocabulary Growth" Exposure to books is a critical factor in children's language development. According to Nikolopoulos (2017), reading aloud with children helps expand their vocabulary and understanding of sentence structure. Additionally, "dialogic reading"—a technique where the adult and child engage in conversation about the book—has been shown to improve children's grammar and speaking skills. The second section is "Complexity of Texts" The complexity of the text's children is exposed to also matters. Research by Neuman & Celano (2001) indicates that children who are read to with more "cognitively demanding texts" (e.g., texts with diverse vocabulary and complex sentence structures) tend to develop better grammar and speaking skills.

Based on the literature review on grammatical competence, schools encounter various challenges with Arabic curricula that impact students' grasp of grammar. These challenges include addressing the deficiencies of lower-level students and overcoming their resistance to learning grammar. A key component of the educational process is ensuring that students not only learn grammar but also apply it in real-life situations. However, traditional teaching methods often focus on examples that are detached from everyday use and are rarely implemented in practical contexts. According to Widowson (1978) and Crystal (2003), in language teaching, competence refers to a language user's knowledge of the learned language that includes the system of linguistic rules. Therefore, competence means the knowledge that accounts for our ability to produce sentences and how they are formed which includes tenses, phrases, clauses, patterns, part of speech. This knowledge is shaped by the rules found in the books or references. Performance in the other hand, refers to the ability to

apply or use the grammar correctly and appropriately in real life situation, where the students are exposed to all the psychological and physical environment that can accompany language use. If competence is what is in the head, performance is what actions comes out during the interaction. It is no doubt, knowing the grammatical rules is important in mastering Arabic. But, the ability to use those rules is also crucial to communicate common types of meaning successfully.

The combination between grammatical knowledge and the ability to use them can enable the students to make comprehensible sentences. Forms are important but they cannot run alone without functions. So, the status of grammar-focused instruction has to be modified and follow the principles of communicative approach in language teaching. As DeKeyser (1998) points out that teaching may attempt to address different stages in the learning process, instilling knowledge about rules, and turning this knowledge into something that qualitatively different through practice with fewer errors, faster and less mental effort. Some psychosocial factors such as motivation, confidence, resilience and attitude must be put under well planned and systematic actions as suggested by Light (2003) and Abdul Hakim et al. (2016). Arabic teachers need to encourage and motivate students to use the earned language rules by engaging them in meaningful interaction and maintain comprehensible and ongoing communication despite limitations in their communicative competence. Arabic teachers should create classroom activities as well as supporting outdoor activities in which students have to negotiate meaningful use of communication strategies. Williams, Krezman and McNaughton (2008) emphasize that the teacher should not only rely on the demonstration of isolated skills through activities in classroom, language lab or clinic rooms, but they must also develop students' communication skills through actual communication performance within naturally occurring contexts.

In the traditional teaching method, the focus is often on the teacher, who spends the majority of their time explaining grammar concepts. Students, in this setup, typically listen and memorize the information provided, without connecting it to their personal experiences. The difficulty stems from the teaching methods employed and the students' struggle to correctly apply Arabic grammar in expressing their thoughts. This challenge includes skills like asking and answering questions, engaging in discussions, understanding the rules of speech, and using appropriate grammatical structures in different situations. Acknowledging the crucial role that grammatical competence plays both inside and outside the classroom, the researchers sought to improve the teaching and learning of Arabic by implementing grammatical competence strategies for non-Arabic speakers. The primary issue highlighted in the research was the students' deficiency in grammatical competence. Grammatical competence was taught to non-Arabic speakers through structured scientific and procedural methods, aiming to improve their mastery of Arabic grammar. The importance of teaching grammatical competence is particularly evident in the context of Arabic instruction for non-native speakers, as it helps them grasp grammatical structures and apply practical, real-life examples effectively.

The researchers will start by defining communicative competencies, followed by an overview of the different types, with a particular focus on grammatical competence. According to Canale and Swain, communicative competence encompasses the fundamental systems of vocabulary knowledge and the ability to use sociolinguistic conventions in a specific language. Canale and Swain (1977) identify four key areas within this competence: vocabulary and grammar, appropriateness, cohesion and coherence, and the use of communication strategies. Canale (1993) further defines it as the exchange and negotiation of information between at least two individuals, utilizing verbal and non-verbal symbols, as well as written and visual mediums, in the process of understanding and being understood.

Types of communicative competences: The first competence refers to the ability to produce grammatically correct sentences. Students should understand and apply grammatical rules, selecting the right words and arranging them into coherent phrases and sentences. The second competence is sociolinguistic competence: This involves the ability to produce contextually appropriate language. It includes using the right words and phrases for specific social settings or topics, and expressing attitudes or emotions such as politeness, friendliness, respect, or authority. It also involves interpreting these expressions when used by others. The third competence is strategic competence: This is the skill of managing and resolving communication challenges as they occur. It involves finding ways to express ideas, even when the precise word or correct verb form is not known. The fourth competence is discourse competence: This entails the ability to create coherent and cohesive speech or

writing. Students must develop confidence in articulating their ideas, even when faced with a limited vocabulary or uncertainties about certain grammatical elements in Arabic.

Definition of grammatical competence: Grammatical competence, as outlined in the Common European Framework of Reference (CEFR), is a component of linguistic competence and is integral to communicative competence. It is defined as the knowledge of grammatical elements in a language and the ability to apply them effectively in speech. This competence involves understanding and expressing meaning through phrases and sentences that adhere to the language's grammatical rules, rather than merely replicating memorized examples. CEFR (2005) describes grammatical competence as encompassing knowledge of sounds, spelling, vocabulary, word formation, and sentence structure. Canale further elaborates that grammatical competence refers to the correct use of language and the extent to which an individual has mastered the language and its rules. This includes proficiency in vocabulary, pronunciation, and sentence formation, with a focus on mastering the linguistic code, both verbal and non-verbal. This competence enables individuals to effectively use their knowledge and skills to understand others and be understood (Canale et al., 1980). Kaftaylova's (2011) indicates that grammatical competence is the ability to comprehend and articulate meaning during intercultural communication. It involves cognitive activities that help identify the unique grammatical forms expressing national and cultural concepts within the broader context of communication. Sitnova (2005) emphasizes that grammatical competence requires knowledge of grammatical units as carriers of generalized grammatical properties and means of expressing grammatical meanings. It also includes the ability to use these units effectively in various communicative situations. Gez (1985) argues that grammatical competence involves the ability to create an unlimited number of correct combinations according to previously learned language rules, without distinguishing between lexical and grammatical skills. Therefore, grammatical competence is a multifaceted concept that includes understanding grammatical phenomena, knowledge of rules, and the development of grammatical skills.

Grammar often relies heavily on knowledge of grammar rules, but simply memorizing these rules is not an effective teaching method, as they are easily forgotten. Instead, these rules serve to create speech output and help individuals process language, forming patterns that remain stored in memory. The strategies used to develop grammatical competence need careful consideration. According to Sitnova (2005), grammatical competence in a foreign language can be considered adequately developed in students of language professions if they can freely perform intellectual tasks such as analyzing and systematizing linguistic facts, identifying similarities and differences between various grammatical phenomena, establishing causal relationships between these phenomena, assessing and selecting different courses of action, recognizing the relative nature of grammatical rules, and reconciling seemingly contradictory linguistic facts. In their speech, this would manifest as: a) alignment of linguistic (grammatical) means with the communicative task; b) absence of errors; and c) a good pace of intellectual operations and actions. Larsen-Freeman (2010) argues that grammatical competence differs from formal grammar in that it primarily emphasizes social interactions, communication, and understanding why certain forms are more appropriate than others. Some suggest that language should not be viewed merely as a set of rules, emphasizing the importance of language usage instead. However, this perspective is somewhat problematic, as grammar inherently involves rules and the structure of language. While grammar certainly serves functional purposes, it cannot be entirely reduced to functionality alone, as its rules and structures are fundamental.

Fisenko et al. (2021) have noted that relying on a student's native language does not always yield positive outcomes. From an ethnically oriented learning perspective, grammatical material should be presented in relation to the phonetic, grammatical, and lexical systems of the student's native language or intermediary language. Understanding grammar should be guided by the following criteria: First, Subject-based: Grammar should be linked to real-life objects or situations that foreign learners can observe in the classroom or that the teacher or peers can introduce. Second, Verbal: Grammar should be taught through everyday actions and common verbs that can be acted out during lessons. Third, Situational: Grammar should be presented in context through situational dialogues and related remarks. Tasks should adhere to communicative learning principles. Working with grammatical material involves several stages: First, introducing new grammatical concepts; Second, reinforcing the material through practice exercises; Third, activating the learning by creating situational dialogues and engaging in more complex exercises. (Fisenko et al., 2021)

Non-Arabic speakers are keen to learn Arabic in order to enhance their overall communicative abilities and develop specific grammatical skills. Their goal is to interact with Arabic speakers confidently and without anxiety, while reducing grammatical mistakes. As grammatical competence is crucial for effective communication and a vital skill for students to acquire, it is important for teachers to prioritize it in their Arabic language instruction. The students struggle with understanding Arabic grammar, as the Arabic curricula taught in schools are delivered in a manner that relies on passive knowledge acquisition, lacking engaging activities. As a result, students find it difficult to practice and apply these rules in their daily lives. Since studying Arabic grammar no longer serves its purpose, they have developed an aversion to learning the Arabic language and its grammar. Therefore, the purpose of this paper is to assess the impact of grammatical competence on enhancing communicative abilities for non-Arabic speakers.

## METHODOLOGY

Considering the research objectives and nature, the researchers employed two methodologies: the descriptive survey method and the experimental method. The experimental component was designed as a quasi-experimental approach, involving one group of students assessed through pre- and post-tests. In the descriptive survey, information on grammatical competence was gathered from both Arabic and foreign sources. The insights derived from the literature review informed the choice of the most suitable and effective method for enhancing the grammatical competence of learners. The researchers defined the terms related to grammatical competence and developed appropriate instruments to meet the research objectives and hypotheses. These instruments included a questionnaire, interviews, and pre- and post-tests. Data on the grammatical competence needed by non-Arabic speakers was collected through a Google Forms questionnaire. This survey utilized a five-point Likert scale: "Strongly Agree" (5), "Agree" (4), "Neutral" (3), "Disagree" (2), and "Strongly Disagree" (1). Participants submitted their responses, which were then collected, analyzed, and interpreted. Interviews were conducted with a panel of experts, including academics from universities and schools, to explore the application of grammatical competence for non-Arabic speakers. These interviews aimed to gather data and compare responses, allowing the researchers to identify areas of consensus and disagreement. Additionally, a test was designed to assess the research objectives and hypotheses. Both pre- and post-tests were constructed to evaluate the grammatical competence of non-Arabic speakers.

**Table 1. Internal Consistency Reliability of Biology Test**

SN	Indicator	Value
1	Number of Item	60
2	Kuder Richardson (KR-20)	0.620
3	Cronbach's Alpha Based on Standardized Items	0.617
4	Mean Item Difficulty	0.56
5	Mean Item Difficulty	0.4

## DISCUSSION OF RESULTS

The primary goal was to assess the effectiveness of grammatical competence in teaching non-Arabic speakers. The results are aligned with the research objectives and hypotheses, as follows: First, to evaluate the outcomes related to teaching grammatical competence. Second, to provide reliable statistics based on the research objectives and hypotheses. Finally, to present the conclusions, recommendations, and suggestions derived from the study. The table below illustrates the results of the evaluations.

### The difficulty and discrimination indices

The researchers calculated the difficulty and discrimination indices for each item in the grammatical competence test. In the pre-test in the second table, the difficulty index ranged from 0.20 to 0.26, and the discrimination index ranged from 0.18 to 0.41.

**Table 2. The difficulty and discrimination indices in the pre-test of the grammatical competence**

No	Pre-test					
	The upper group	The lower group	U + L	Difficulty index	U - L	Discrimination index
1	8	0	8	0.23	8	0.47
2	8	1	9	0.26	7	0.41
3	8	0	8	0.23	8	0.47
4	8	0	8	0.23	8	0.47
5	8	1	9	0.26	7	0.41
6	8	0	8	0.23	8	0.47
7	8	0	8	0.23	8	0.47
8	8	0	8	0.23	8	0.47
9	8	0	8	0.23	8	0.47
10	8	1	9	0.26	7	0.41

In the post-test in the third table, the difficulty index ranged from 0.53 to 0.59, and the discrimination index ranged from 0.35 to 0.71.

**Table 3. The difficulty and discrimination indices in the post-test of the grammatical competence**

No	post-test					
	The upper group	The lower group	U + L	Difficulty index	U - L	Discrimination index
1	15	5	20	0.59	10	0.59
2	14	5	19	0.56	9	0.53
3	14	6	20	0.59	8	0.47
4	15	4	19	0.56	11	0.65
5	15	5	20	0.59	10	0.59
6	15	3	18	0.53	12	0.71
7	14	6	20	0.59	8	0.47
8	13	7	20	0.59	6	0.35
9	13	6	19	0.56	7	0.41
10	15	4	19	0.56	11	0.65

The percentages for each item related to the grammatical competence needed by non-Arabic speakers. In the fourth table, the researchers calculated the percentages for the items related to the grammatical competence needed by non-native Arabic speakers.

**Table 4 The Percentages for the Level**

Level	Score
80% and above	Very large
70% - 79.9%	Large
60% - 69.9%	Medium
50% - 59.9%	Small
Less than 50%"	Very small

In the fifth table, the percentages in the twelve items were divided into five categories: very large, large, medium, small, and very small. All items received high percentages and were categorized under 'very large,' with percentages ranging from 93.25% and above. Item twelve ('The ability to understand the intended meaning when listening and reading, and to avoid linguistic errors, is one of the areas of grammatical

competence') achieved the highest percentage at 98.85%, while item ten ('The ability to conjugate words and their derivatives is one of the areas of grammatical competence') had the lowest percentage at 94.85%. Ranked second were the third item ('The ability of non-Arabic speakers to produce words correctly by articulating sounds, which is one of the areas of grammatical competence'), the eighth item ('The ability to connect sentences in continuous discourse is one of the areas of grammatical competence'), and the eleventh item ('The ability to produce words correctly in writing, with accurate spelling and free from errors, is one of the areas of grammatical competence'). Ranked third were the sixth item ('Using words in their appropriate context to convey meaning and purpose in both speaking and writing is one of the areas of grammatical competence') and the seventh item ('The ability to assemble and arrange words to form a coherent and grammatically correct sentence in both spoken and written language is one of the areas of grammatical competence'). Ranked fourth were the first item ('The mastery of grammar by non-Arabic speakers enhances their communicative competencies'), the second item ('Grammatical competence is one of the communicative competencies needed by non-Arabic speakers'), and the fifth item ('Understanding the meanings of derived words according to context, both in reading and listening, is one of the areas of grammatical competence'). Ranked fifth were the fourth item ('Mastery of stress and intonation—the rise and fall of pitch in speech is one of the areas of grammatical competence') and the ninth item ('Knowledge of common vocabulary is one of the areas of grammatical competence'), Ranked fifth and last is item ten ('The ability to conjugate words and their derivatives is one of the areas of grammatical competence').

**Table 5 The Percentages for the Grammatical Competence Needed by Non-Arabic Speakers**

No	Item	Percentage
1	Non-Arabic speakers' knowledge of grammar enhances their communicative competencies.	97.14
2	Grammatical competence is one of the communicative competencies that non-Arabic speakers need.	97.14
3	The ability of non-Arabic speakers to produce words correctly by articulating their sounds from the proper points of articulation is one of the areas of grammatical competence.	98.28
4	Mastery of stress and intonation (the rise and fall of pitch in speech) is one of the areas of grammatical competence.	96.57
5	Understanding the meanings of derived words according to context, both in reading and listening, is one of the areas of grammatical competence.	97.14
6	Using words in their appropriate context to convey meaning and purpose in both speaking and writing is one of the areas of grammatical competence.	97.71
7	The ability to assemble and arrange words to form a coherent and grammatically correct sentence in both spoken and written language is one of the areas of grammatical competence.	97.71
8	The ability to connect sentences in continuous discourse is one of the areas of grammatical competence.	98.28
9	Knowledge of common vocabulary is one of the areas of grammatical competence.	96.57
10	The ability to conjugate words and their derivatives is one of the areas of grammatical competence.	94.85
11	The ability to produce words correctly in writing, with accurate spelling and free from errors, is one of the areas of grammatical competence.	98.28
12	The ability to understand the intended meaning when listening and reading, and to avoid linguistic errors, is one of the areas of grammatical competence.	98.85

In the sixth table, the researchers calculated the total scores, the arithmetic mean, the median, the standard deviation, and the relative weight for the items related to the grammatical competence needed by non-Arabic speakers.

**Table 6 The Total Scores, the Arithmetic Mean, the Median the Standard Deviation, and the Relative Weight for the Items**

No	Item	Total scores	Arithmetic mean	Median	Standard deviation	Ranking	Score
1	Non-Arabic speakers' knowledge of grammar enhances their communicative competencies.	170	4.85	0.35	97.14	4	Very large
2	Grammatical competence is one of the communicative competencies that non-Arabic speakers need.	170	4.85	0.35	97.14	4	Very large
3	The ability of non-Arabic speakers to produce words correctly by articulating their sounds from the proper points of articulation is one of the areas of grammatical competence.	172	4.91	0.28	98.28	2	Very large
4	Mastery of stress and intonation (the rise and fall of pitch in speech) is one of the areas of grammatical competence.	169	4.82	0.38	96.57	5	Very large
5	Understanding the meanings of derived words according to context, both in reading and listening, is one of the areas of grammatical competence.	170	4.85	0.35	97.14	4	Very large
6	Using words in their appropriate context to convey meaning and purpose in both speaking and writing is one of the areas of grammatical competence.	171	4.88	0.32	97.71	3	Very large
7	The ability to assemble and arrange words to form a coherent and grammatically correct sentence in both spoken and written language is one of the areas of grammatical competence.	171	4.88	0.32	97.71	3	Very large
8	The ability to connect sentences in continuous discourse is one of the areas of grammatical competence.	172	4.91	0.28	98.28	2	Very large
9	Knowledge of common vocabulary is one of the areas of grammatical competence.	169	4.82	0.38	96.57	5	Very large
10	The ability to conjugate words and their derivatives is one of	166	4.74	0.44	94.85	6	Very large



	the areas of grammatical competence.						
11	The ability to produce words correctly in writing, with accurate spelling and free from errors, is one of the areas of grammatical competence.	172	4.91	0.28	98.28	2	Very large
12	The ability to understand the intended meaning when listening and reading, and to avoid linguistic errors, is one of the areas of grammatical competence.	173	4.94	0.23	98.85	1	Very large

In the seventh table, the items of the questionnaire were ranked from highest to lowest. Non-Arabic speakers need to be familiar with the areas of grammatical competence.

**Table 7 The items of the Questionnaire were Ranked**

No	Item	Percentage
1	The ability to understand the intended meaning when listening and reading, and to avoid linguistic errors, is one of the areas of grammatical competence.	98.85
2	The ability of non-Arabic speakers to produce words correctly by articulating their sounds from the proper points of articulation is one of the areas of grammatical competence.	98.28
3	The ability to connect sentences in continuous discourse is one of the areas of grammatical competence.	98.28
4	The ability to produce words correctly in writing, with accurate spelling and free from errors, is one of the areas of grammatical competence.	98.28
5	Using words in their appropriate context to convey meaning and purpose in both speaking and writing is one of the areas of grammatical competence.	97.71
6	The ability to assemble and arrange words to form a coherent and grammatically correct sentence in both spoken and written language is one of the areas of grammatical competence.	97.71
7	Non-Arabic speakers' knowledge of grammar enhances their communicative competencies.	97.14
8	Grammatical competence is one of the communicative competencies that non-Arabic speakers need.	97.14
9	Understanding the meanings of derived words according to context, both in reading and listening, is one of the areas of grammatical competence.	97.14
10	Mastery of stress and intonation (the rise and fall of pitch in speech) is one of the areas of grammatical competence.	96.57
11	Knowledge of common vocabulary is one of the areas of grammatical competence.	96.57
12	The ability to conjugate words and their derivatives is one of the areas of grammatical competence.	94.85

In the eighth table, the researchers calculated the total score for the students in grammatical competence, which was 238 with an average of 8.23 before the experiment, and 416 with an average of 16.41 after the experiment. The highest score was for the first item, "The ability to correctly produce words by articulating the sounds of letters from their proper places during pronunciation," which received a score of 23 before the experiment and 45 after the experiment. The lowest scores were for the fifth item, "The ability to structure and arrange words

to form a linguistically correct sentence in both speech and writing," and the seventh item, "Knowledge of common vocabulary," both of which scored 39 after the experiment. Before the experiment, the fifth item scored 26, and the seventh item scored 23. Following the first item, the second-highest score was for the fourth item, "Using words in a contextually appropriate manner during speech and writing," which scored 25 before the experiment and 44 after the experiment. This was followed by the third item, "Understanding the meanings of derived words based on context in reading and listening," which scored 25 before the experiment and 43 after. The next three items "Mastery of stress and intonation," "The ability to connect sentences in continuous speech," and "The ability to inflect words and understand their derivations" all scored 42 after the experiment. Before the experiment, these items scored 24, 22, and 23, respectively. Finally, the ninth item, "The ability to correctly write words with accurate spelling," and the tenth item, "The ability to understand the intended meaning when listening and reading while avoiding linguistic errors," both scored 40 after the experiment. Before the experiment, the ninth item scored 23, and the tenth item scored 24. The researcher found that the students' grammatical competence increased from 88.72% before the experiment to 46.91% after its implementation.

**Table 8 Results of the Grammatical Competence Test for the Group Before and After the Experiment**

No	Domains of grammatical competence	Experiment	
		Before	After
1	The ability to correctly produce words by articulating the sounds of letters from their proper points of articulation during pronunciation.	23	45
2	Mastery of stress and intonation (the rise and fall of the voice in speech).	24	42
3	Understanding the meanings of derived words according to context in reading and listening.	25	43
4	Using the word in its appropriate context to express the intended meaning and purpose in both speaking and writing.	25	44
5	The ability to arrange and structure words to form a linguistically correct and meaningful sentence, both in speech and writing.	26	39
6	The ability to connect sentences in continuous discourse.	22	42
7	Knowledge of common vocabulary.	23	39
8	The ability to inflect and derive words.	23	42
9	The ability to correctly produce written words with accurate spelling.	23	40
10	The ability to understand the intended meaning when listening and reading, and to avoid linguistic errors.	24	40
Total		238	416
Average		23.8	41.16
Result		$23.8 \times 100 / 45 = 7$ 2.88	$41.16 \times 100 / 45 =$ 91.46

In the ninth table, the researchers calculated the students' proficiency in grammatical competence and found that it increased from 46.6% before the experiment to 83.2% after the experiment.

**Table 9 Results of Students' Proficiency in Grammatical Competence for the Group Before and After the Experiment**

Student Numbers	Developing Grammatical Competence	
	Before	After
1	10	20
2	8	17
3	10	14
4	10	15
5	9	15
6	10	14
7	8	6
8	10	17
9	8	20
10	8	15
11	10	18
12	10	12
13	11	17
14	10	19
15	9	19
16	9	20
17	9	15
18	10	18
19	11	14
20	10	17
21	9	16
22	10	18
23	9	18
24	10	15
25	10	17
Total	238	416
Average	23.8	41.16
Result	$23.8 * 100 / 45 = 72.88$	$41.16 * 100 / 45 = 91.46$

The data results showed a significant difference between the pre-test and the post-test, favoring the post-test. The study confirmed the effectiveness of grammatical competence for non-Arabic speakers. The findings highlighted several benefits of teaching grammatical competence. First, it effectively captured students' attention, leading to an improvement in their grammatical skills. As a result, students became more fluent and confident in constructing sentences with proper grammatical structures. Additionally, the focus on grammar helped create a more positive and engaging learning environment. This, in turn, fostered increased participation and encouraged deeper thinking, with students becoming more actively involved in their learning. Overall, teaching grammatical competence not only enhanced students' language skills but also contributed to a more dynamic and interactive classroom experience.

## RECOMMENDATIONS

Based on the researchers' findings, the following recommendations are proposed: First: Teachers should be encouraged to integrate grammatical competence into their instruction at all educational stages due to its effectiveness in enhancing Arabic language skills. Second: Training courses should be organized to equip

teachers with the skills needed to develop and implement activities focused on grammatical competence, demonstrating its benefits for improving Arabic grammar among non-Arabic-speaking students. Third: A comprehensive guide should be created to assist teachers in effectively utilizing grammatical competence in their teaching practices. Fourth: Grammatical competence should be incorporated into Arabic textbooks for non-Arabic speakers across various educational levels. The researchers recommend the following future studies based on the current research: First: Conduct similar studies to evaluate the effectiveness of grammatical competence in teaching Arabic grammar to non-native speakers at various educational levels. Second: Investigate the development of grammatical competence across different proficiency levels. Third: Develop Arabic language curricula for non-native speakers that integrate grammatical competence at all educational levels.

## CONCLUSION

In light of the above findings, the researchers draw the following conclusions: First: The researchers effectively implemented grammatical competence in teaching non-Arabic-speaking students. This approach has shown its efficacy in Arabic instruction, enabling these students to construct sentences with correct grammatical structures fluently and confidently, without fear or anxiety. Second: Schools should provide training and workshops for teachers focused on grammatical competence. Encouraging teachers to incorporate this competence into their Arabic teaching practices will help learners enhance their skills and proficiency.

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