

An Evaluation of Instructional Materials for Teaching Arabic in Arabic Schools of Brunei Darussalam: A Case Study of Class Seven Students' Responses

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Abstract

This research is an attempt to studying the extent effectiveness of instructional materials for teaching of Arabic language in Arabic schools of Brunei Darussalam, using responses of class seven students of the Arabic as a case study. The researchers have distributed the questionnaires among the students of the school who are learning Arabic language. Their number is 221 students. Having administered the questionnaires of this present work, the researchers analyzed the frequency (summation of the figure) correctly and accurately based on the expected results. On the positive side, in the course of findings, this research work discovered that the overall results of the effectiveness of using the instructional materials for teaching Arabic language in different ways in the Arabic schools for class seven in the Brunei Darussalam Arabic school is weighted heavily of 74.9%. Also, the effectiveness of using the audio as materials of instruction is 72.2%, while that of audio-visual is 69.1%. Equally, the effectiveness of using electronic website as instructional materials is 68.1%, while using Arabic workshop is 74.1%. The effectiveness of using modern methods for developing listening skills is 73.3% and using modern methods for developing writing skills also is 71%. respectively. The effectiveness of using modern methods for developing communicating skills is 68.1%, while using modern methods for developing writing skills also is 69.7%. On the negative side, it shows that the overall of the ineffectiveness of using different materials of instruction for teaching Arabic in that class is rated 25.1%. Invariably, the ineffectiveness of using of audio methods is rated as 27.8%, while ineffectiveness of using of audio-visual methods is 30.9%. Also, the ineffectiveness of using of electronic website is 31.9%, while the ineffectiveness of using of linguistic workshop is rated as 26.7%. The ineffectiveness of using modern materials of instruction for developing listening skill is 26.7%, and that of reading skills is 29%. Lastly, the ineffectiveness of using modern materials of instruction for developing speaking skills is rated 31.9%, and that of writing skills is 30.3% respectively.

Keywords: Instructional Materials, Teaching Arabic, Arabic Schools of Brunei Darussalam

1) INTRODUCTION

Arabic language is that of other languages across the globe has unique and distinctions that differentiates it from other languages. Thus these uniqueness and distinctions attract great attention of a number of the scholars and the intellectuals, regardless of whether they are part of it or not. However, this interests leads to writing of Arabic

books and making researches that searching for the sources of this language and its fundamentals, and its roles (importance) in support of human civilization of different knowledge (sciences) and specializations (fields of study). Some problems (questions) manifest in the modern century that arose the interest of a number of scholars of Arabic language, hence, this problem having to do with the learning of the language (Arabic) for the non-Arabs.

Teaching of Arabic language for the non-Arabic speakers has become an independent pedagogic and instructive procedure, as well as its programs, methodologies, processes and instructional textbooks. This is because Arabic language in its attribute is superior to other languages for those who neither familiar Arabic civilization nor understand writing and conversing with Arabic language. As a matter fact, having blueprints (plans), methodologies, syllabuses and mode of teaching are inevitable. But this might have different in the view of those who see Arabic language as their first language. The field of teaching of Arabic language for the non-Arabic speakers has witnessed remarkable activities in some of the Islamic countries with the goal of easing the methods of spreading it based on efficacious pedagogical training. Thus, in the servitude for this language and turning up in multitude of those who learning it in different parts of the world, and most especially its necessity in Islamic, cultural and economic values become an imperative.

However, some teaching-learning foundations, pedagogical organizations as well as Arabic and Islamic institutions have tried a lot in formulating the academic blueprint and setting of training methods and specific syllabuses in this field. The act of laying the procedure (of what contains the materials of instruction) has become a superior that makes teaching of Arabic language for the non-Arabic speakers, a possible one. As a result of having multitude interest or passion for teaching and learning of Arabic language by the aliens, irrespective of whether being recognized as the language of the Qur'an and (Islamic) religion or the global language and sciences (knowledge). Despite of this interest, the teaching (of Arabic language) is yet to be perfected. It is becoming interrupting because of lack of standard and comprehensive syllabuses and discussion that are reliable for solidifying the requirements for teaching Arabic language for the non-Arabic speakers in a perfect way. Among major areas by which teaching of Arabic for the non-Arabic speakers is affected is failure to have standard effective methods and discussions (conference) of teaching that are reliable indicates which would be making use of by teaching Arabic among the non-Arabic speakers in an easy way. Among the very weak aspects which affect teaching of Arabic by the non-Arabic speakers is lacking of abroad syllabuses and formulating a modern ways of teaching that would indicate the respective classes which the teachers and other educational personnel fail to make use of in the educational professionalism¹.

A Brief Biography of Brunei Darussalam

The Sultanate Brunei Darussalam is located in the Southern part of Borneo in the North-East Asia. It is situated between two districts: Lembang which cut across Brunei in a complete map, except the northern part which extends to South China Sea, sharing

¹ Ta'imat, Rushdy Ahmad (1989CE). Teaching of Arabic Language for the non-Arabic Speakers: Its Methods and Procedures. Distributed by Islamic Organization for Training, Sciences and Cultures- ISESCO, Ar-Rabat, p. 63-64

the same boundary with East Malaysia and Indonesia. A bridge that is 31 kilometer has been suggested to be built on the Sea of North China which connects the two regions. This proposed bridge will ease moving freely from the brutal among the Brunei. Islamic emerged in Brunei since the first century of its founding. It is reported that Islam penetrated Brunei in the first century of Gregorian calendar. And it (Islam) was resurfaced during the reign of Caliphs Mu'āwiyah bn Abī Sufyān and Abdul-Mālik bn Marwān respectively. There is equally a business transaction from the Middle East to Brunei².

Teaching of Arabic in Arabic Senior Secondary School of Brunei Darussalam

Two Arabic senior secondary schools are founded in Brunei. They are: Islamic Institute of Totung and Rajah Isteri Pengiran Anak Damit (for women only) where all subjects are taught in Arabic and English languages. Subjects taught in Arabic are *al-Qawā'id* (Islamic Fundamentals), *al-Muḥādatha* (Oratory), *Muqāli'ah* (Reading), *al-Anāshid* (Arabic Songs), *al-Qur'ān*, *al-Imlā'u* (Dictation), and *al-Fiqh* (Jurisprudence)³.

This Arabic institution has eleven classes for only Arabic Senior Secondary School of Sultanate Brunei Dārū's-Salām for her large population teaching the four aspects of Arabic proficiency. The reason behind this large population is justifiable from the teachers, students, environment and the teaching methods (which embedded in material of instruction). However, this research attempts at studying the extent of effectiveness of material of instruction that is used to teach Arabic for all class eleven of senior secondary classes of Sultanate Brunei Darussalam. Understandingly, this material of instruction has an effective role to the improvement of professional intellect in teaching and learning activities.

2) CONCEPTUAL FRAMEWORK:

Meaning of Instructional Materials:

Material of instruction is referred to as every device (tool) that is used by the teachers to improve teaching activities, clarifying meaning of the words, expressing views (correctly), assessing the students vis-à-vis their understanding, giving regular exercises, developing the focus and inculcating of values in them (students), without any fundamental (preference) rules from the side of the teachers in the use of words, signs and figures⁴.

Importance of Instructional Materials:

The similitude of importance of material of instruction is like talking of the human sense organs. A sense organ is a natural outlet for learning. Some experts see that it is compulsory to put everything before the sense. This is possible, because knowledge always begin from the sense. For this reason, the experts call for using clear methods in

² Abdullah, 'Adil Ash-Shaykh. (ND). Arabic Language in Sultanate Brunei, Essence and Structure: Descriptive and Analytic Studies in <http://www.alarabiahconference.org/uploads/conference-research-1043424232-1409060792-583.pdf>

³ Azamy, D. Datu Hasan. Arabic and Islam in Brunei Darussalam, Magazine for Arabic Studies, Vol.2, second Edition, 0990, Higher Institution for Arabic and Islamic Studies, Brunei Darussalam in <http://www.alarabiahconference.org/uploads/conference-research-1043424232-1409060792-583.pdf>

⁴ Mansūr, Abdul-Majid Sayyid Ahmad. (11981). Psychological Instructional Materials and Methods of Teaching of Arabic. Cairo: Dārū'l-Ma'ārif. P. 40

the field of teaching activities because it sharpens the brain, awakens it, and helps it to perform its assignment successfully, and as a gateway to the knowledge^{5,5}

3) STATEMENT OF PROBLEM:

It is obvious that Arabic school of Sultanate Brunei Dāru's-Salām has seven Arabic classes for its huge population in the four areas of Arabic studies. The reason behind this large population is justifiable from the and teachers, students, environment and the teaching methods (which embedded in material of instruction). This research paper however aims at studying the effectiveness of material of instruction for teaching of Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam then, it aims at studying the areas of strength and weakness of it, which would be referred to by those that are answerable for it when there is need to develop it.

4) RESEARCH METHODOLOGY:

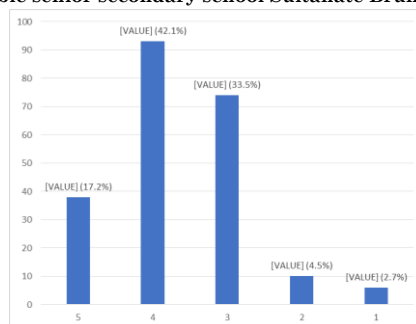
The research studies the total evaluation. Its objective is to study the effectiveness of material of instruction in the teaching of Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam. The researchers have already distributed the questionnaires among the students that are offering Arabic, and they are 221 in number. After the questionnaire which had been administered, and which is the focus of this work are received, they (the researchers), in order to attain a desired results, embarked on analyzing it using the frequency.

5) FIELD WORK:

The Extent by which the Material of Instruction is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam.

Firstly: The extent of the effectiveness of using different instructional materials for class seven of Arabic senior secondary school Sultanate Brunei Darussalam

Table 1: The extent of the effectiveness of using different instructional materials for class seven of Arabic senior secondary school Sultanate Brunei Darussalam



⁵ Ibrahim, Abdul'-A'im (1968). The Literary Guidance for Arabic Teachers. Egypt: Dāru'l-Ma'ārif. p.432. <https://ar.wikipedia.org/wiki/%D8%A7%D9%84%D8%A8%D8%AD%D8%AB%D8%A7%D9%84%D9%83%D9%85%D9%8A>

It is clear from the above table that 17.2% by the respondents strongly agreed on the effectiveness of using different material of instruction to teach Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam, while 42.5% of them agreed on it. 33.5% of them are neutral. 4.5% disagreed, while 2.7% strongly disagreed. This can be analyzed using the calculation as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Frequency}) \cdot xi(\text{Selected scores})}{N(\text{Total Number})} \times 100$$

$$P(\%) = \frac{(29 \times 5) + (109 \times 4) + (81 \times 3) + (2 \times 2)}{221 \times 5 = 1105} \times 100$$

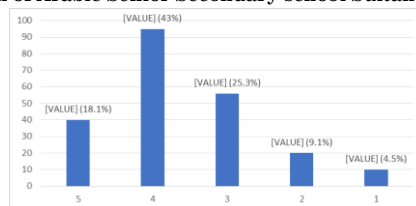
$$P(74.9\%) = \frac{145 + 436 + 243 + 4 = 828}{1105} \times 100$$

This means that using different instructional materials for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective. Thus the number of respondent that agreed is 74.9%, and those who negated it (disagreed) rated as 25.1%.

However, on the positive side of the hypothesis, it is heavily weighted that there is effectiveness in using different material of instruction for class seven of Arabic senior secondary school Sultanate Brunei Darussalam with the percentage of 74.9%. The negative response shows that it is ineffective with percentage of 25.1%.

Secondly: The extent by which the audio as material of instruction is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.

Table 2: The extent by which the audio as instructional materials is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam



It is clear from the table above that 18.1% of the respondents strongly agreed on the effectiveness of audio as material of instruction for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam. Also, 43% of them agreed on that, while 25.3% are neutral. 9.1% of them are disagreed, while 4.5% strongly disagreed. The following calculation is used to analyze it as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Frequency}) \cdot xi(\text{Selected scores})}{N(\text{Total Number})} \times 100$$

$$P(\%) = \frac{(40 \times 5) + (95 \times 4) + (56 \times 3) + (20 \times 2) + (10 \times 1)}{221 \times 5 = 1105} \times 100$$

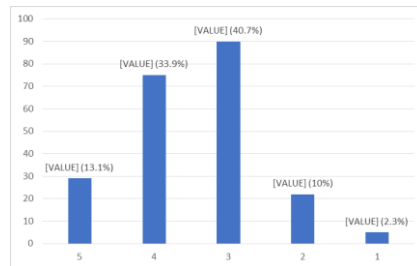
$$P(72.2\%) = \frac{200 + 380 + 168 + 40 + 10 = 798}{1105} \times 100$$

This means that the audio as material of instruction to teach Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective with 72.2%. Also, the audio as material of instruction for teaching Arabic is ineffective with percentage of 27.8%.

However, on the positive side of this discussion, the effectiveness of using audio as material of instruction for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is weighted heavily of 72.2%. However, on the negative side, the ineffective of it is weighted 27.8%.

Thirdly: The extent by which the audio-visual as instructional materials is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.

Table 3: The extent by which the audio-visual as instructional material is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam



It is clear from the table above that 13.1% of the respondents strongly agreed on the effectiveness of audio-visual as material of instruction for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam. Also, 33.9% of them agreed on that, while 40.7% of them are neutral. 10% are disagreed, while 2.3% strongly disagreed. The following calculation is used to analyze it as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Frequency}) \cdot xi(\text{Selected scores})}{N(\text{Total Number})} \times 100$$

$$P(\%) = \frac{(29 \times 5) + (75 \times 4) + (90 \times 3) + (22 \times 2) + (5 \times 1)}{221 \times 5 = 1105} \times 100$$

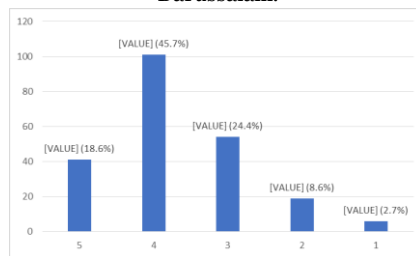
$$P(69.1\%) = \frac{145 + 300 + 270 + 44 + 5 = 764}{1105} \times 100$$

This means that the audio-visual as material of instruction to teach Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective with 69.1%. Also, the audio-visual as material of instruction for teaching Arabic is ineffective with percentage of 32.9%.

However, on the positive side of this discussion, the effectiveness of using audio-visual as material of instruction for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is weighted heavily of 69.1%. However, on the negative side, the ineffective of it is weighted 30.9%.

Fourthly: The extent by which the internet website as instructional materials is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam

Table 4: The extent by which the internet website as instructional materials is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.



It is clear from the table above that 18.6% of the respondents strongly agreed on the effectiveness of internet website as material of instruction for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam. Also, 45.7% of them agreed on that, while 24.4% of them are neutral. 8.6% disagreed, while 2.7% of them are strongly disagreed. The following calculation is used to analyze it as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Frequency}) \cdot xi(\text{Selected scores})}{N(\text{Total Number})} \times 1000$$

$$P(\%) = \frac{(41 \times 5) + (101 \times 4) + (54 \times 3) + (19 \times 2) + (6 \times 1)}{221 \times 5 = 1105} \times 100$$

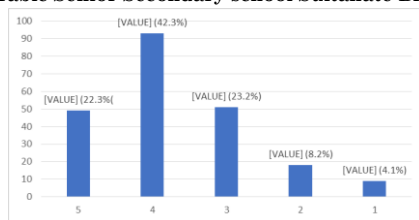
$$P(68.1\%) = \frac{295 + 272 + 204 + 98 + 6 = 885}{1105} \times 100$$

This means that the internet website as material of instruction to teach Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective with 68.1%. Also, the internet website as material of instruction for teaching Arabic is ineffective with percentage of 31.9%.

However, on the positive side of this discussion, the effectiveness of using internet website as material of instruction for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is weighted heavily of 68.1%. However, on the negative side, the ineffective of it is weighted 31.9%

Fifthly: The extent by which the linguistic workshop is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.

Table 5: The extent by which the linguistic workshop is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam



It is clear from the table above that 22.3% of the respondents strongly agreed on the effectiveness of linguistic workshop as instructional materials for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam. Also, 42.3% of them agreed on that, while 23.2% of them are neutral. 8.2% are disagreed, while 4.1% of them are strongly disagreed. The following calculation is used to analyze it as follows:

$$P(\text{Percentage}) = \frac{\sum f_i(\text{Frequency}) \cdot x_i(\text{Selected scores})}{N(\text{Total Number})} \times 100$$

$$P(\%) = \frac{(49 \times 5) + (93 \times 4) + (51 \times 3) + (18 \times 2) + (9 \times 1)}{220 \times 5 = 1100} \times 100$$

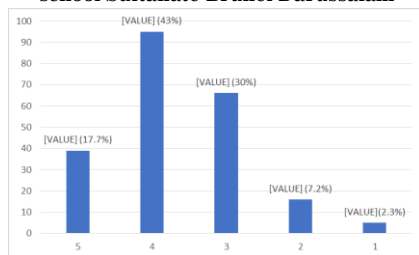
$$P(74.1\%) = \frac{245 + 372 + 153 + 36 + 9 = 815}{1100} \times 100$$

This means that the linguistic workshop as material of instruction to teach Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective with 74.1%. Also, the linguistic workshop as instructional materials for teaching Arabic is ineffective with percentage of 25.9%.

However, on the positive side of this discussion, the effectiveness of using linguistic workshop as instructional materials for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is weighted heavily of 74.1%. However, on the negative side, the ineffective of it is weighted 25.9%

Sixthly: The extent by which the modern instructional materials designed for improving listening skills is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.

Table 6: The extent by which the modern instructional materials designed for improving listening skills is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam



It is clear from the table above that 17.7% of the respondents strongly agreed on the effectiveness of the modern instructional materials designed for improving listening skills for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Dāru's-Salām. Also, 43% of them agreed on that, while 30% of them are neutral. 7.2% of them are disagreed, while 2.3% strongly disagreed. The following calculation is used to analyze it as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Frequency}) \cdot xi(\text{Selected scores})}{N(\text{Total Number})} \times 100$$

$$P(\%) = \frac{(39 \times 5) + (95 \times 4) + (66 \times 3) + (16 \times 2) + (5 \times 1)}{221 \times 5 = 1105} \times 100$$

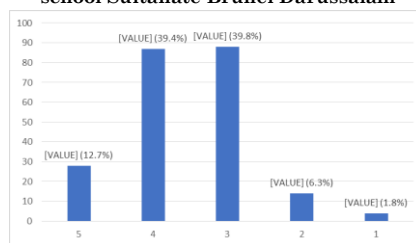
$$P(73.3\%) = \frac{195 + 380 + 198 + 32 + 5 = 810}{1105} \times 100$$

This means that the modern instructional materials designed for improving listening skills is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Dāru's-Salām is effective with 73.3%. Also, the linguistic workshop as material of instruction for teaching Arabic is ineffective with percentage of 26.7%.

However, on the positive side of this discussion, the effectiveness of using the modern instructional materials designed for improving listening skills is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is weighted heavily of 73.3%. However, on the negative side, the ineffective of it is weighted 26.7%.

Seventhly: The extent by which the modern instructional materials designed for improving reading skills is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.

Table 7: The extent by which the modern instructional materials designed for improving reading skills is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam



It is clear from the table above that 12.7% of the respondents strongly agreed on the effectiveness of the modern instructional materials designed for improving reading skills for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam. Also, 33.4% of them agreed on that, while 39.8% are neutral. 6.3% are disagreed, while 1.8% of them are strongly disagreed. The following calculation is used to analyze it as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Frequency}) \cdot xi(\text{Selected scores})}{N(\text{Total Number})} \times 100$$

$$P(\%) = \frac{(28 \times 5) + (87 \times 4) + (88 \times 3) + (14 \times 2) + (4 \times 1)}{221 \times 5 = 1105} \times 100$$

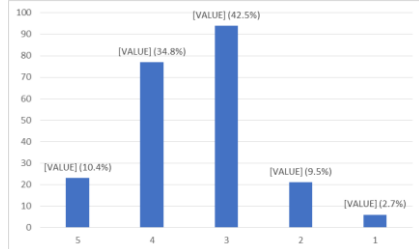
$$P(71\%) = \frac{140 + 348 + 264 + 28 + 4 = 784}{1105} \times 100$$

This interprets that the modern instructional materials designed for improving reading skills is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective with 71%. Also, the linguistic workshop as material of instruction for teaching Arabic is ineffective with percentage of 29%.

However, on the positive side of this discussion, the effectiveness of using the modern instructional materials designed for improving reading skills is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is weighted heavily of 71%. However, on the negative side, the ineffective of it is weighted 29%.

Eighthly: The extent by which the modern instructional materials designed for improving Communicating skills is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.

Table 8: The extent by which the modern instructional materials designed for improving Communicating skills is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.



It is clear from the table above that 10.4% of the respondents strongly agreed on the effectiveness of the modern instructional materials designed for improving communicating skills for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam. Also, 34.8% of them agreed on that, while 42.5% of them are neutral. 9.5% disagreed, while 2.7% strongly disagreed. The following calculation is used to analyze it as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Frequency}) \cdot xi(\text{Selected scores})}{N(\text{Total Number})} \times 100$$

$$P(\%) = \frac{(23 \times 5) + (77 \times 4) + (94 \times 3) + (21 \times 2) + (6 \times 1)}{221 \times 5 = 1105} \times 100$$

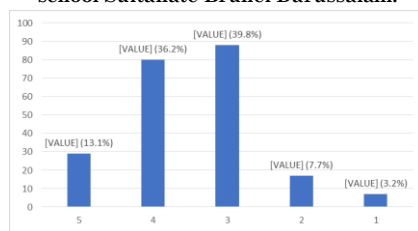
$$P(68.1\%) = \frac{115 + 308 + 282 + 42 + 6 = 753}{1105} \times 100$$

This interprets that the modern instructional materials designed for improving communicating skills is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective with 68.1%. Also, using the modern instructional materials for teaching Arabic is ineffective with percentage of 31.9%.

However, on the positive side of this discussion, the effectiveness of using the modern instructional materials designed for improving communicating skills is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is weighted heavily of 68.1%. However, on the negative side, the ineffective of it is weighted 31.9%.

Ninthly: The extent by which the modern instructional materials designed for improving writing skills is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.

Table 9: The extent by which the modern instructional materials designed for improving writing skills is effective for teaching Arabic for class seven of Arabic Senior Secondary school Sultanate Brunei Darussalam.



It is clear from the table above that 13.1% of the respondents strongly agreed on the effectiveness of the modern instructional materials designed for improving writing skills for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Dāru’s-Salām. Also, 36.2% of them agreed on that, while 39.8% of them are neutral. 7.7% disagreed, while 3.2% strongly disagreed. The following calculation is used to analyze it as follows:

$$P(\text{Percentage}) = \frac{\sum fi(\text{Frequency}) \cdot xi(\text{Selected scores})}{N(\text{Total Number})} \times 100$$

$$P(\%) = \frac{(29 \times 5) + (80 \times 4) + (88 \times 3) + (17 \times 2) + (7 \times 1)}{221 \times 5 = 1105} \times 100$$

$$P(69.7\%) = \frac{145 + 320 + 264 + 34 + 7 = 770}{1105} \times 100$$

This interprets that the modern instructional materials designed for improving writing skills is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective with 69.7%. Also, using the modern instructional materials for teaching Arabic is ineffective with percentage of 30.3%.

However, on the positive side of this discussion, the effectiveness of using the modern instructional materials designed for improving writing skills is effective for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei

Darussalam is weighted heavily of 69.7%. Also, using the modern instructional materials for teaching Arabic is ineffective with percentage of 30.3%.

6) CONCLUSION:

This research has come to the conclusion that the possibility of using different instructional materials for teaching Arabic for class seven of Arabic senior secondary school Sultanate Brunei Darussalam is effective with 74.9%. As for the effectiveness of using audio as teaching materials is 72.2%, while the effectiveness of using audio-visual as instructional materials is 69.1%. The effectiveness of using internet website as instructional materials is 68.1%, while the effectiveness of using linguistic workshop as instructional materials is 74.1%. The effectiveness of using modern instructional materials designed for improving listening skills for teaching Arabic is 73.3%, while the effectiveness of using modern instructional materials designed for improving reading skills for teaching Arabic is 71%. The effectiveness modern instructional materials designed for improving communicating skills for teaching Arabic is 68.1%, while that of writing skills is 69.7%. However, as for the negative side of it, it shows that the ineffectiveness of using different instructional materials takes 23.1%, while that of using audio as instructional materials is 27.8%. The ineffectiveness of using audio-visual for teaching Arabic is 30.9, while that of internet website is 31.9%. Using linguistic workshop as instructional materials is ineffective with 25.9%, while that of modern instructional methods to improve listening skills is 26.7%. Equally, the ineffectiveness of using modern instructional methods to improve reading skills is 29%, while that of communicating skills is 31.9%. Lastly, the ineffectiveness of using modern instructional methods to improve writing skills is 30.3%.

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