

Evaluating the Methods of Teaching Arabic Language in Arabic Schools of Brunei Darussalam According to the Opinions of its Students: The Grade Seven as a Case Study

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Abstract

This research aims to identify the effectiveness of the methods of teaching the Arabic language in the seventh grade of Arabic schools in the Sultanate of Brunei Darussalam. The researchers distributed the questionnaire to the 221 students studying the Arabic language. After obtaining the data needed for this research, they analyzed it quantitatively and evaluatively to obtain the required results.

This research has reached results that the positive aspects of the methods of teaching the Arabic language in the seventh grade of Arabic schools in Brunei Darussalam from the Arabic secondary schools in the Sultanate of Brunei Darussalam are evident in that most of the teachers in the seventh grade of Arabic schools in Brunei Darussalam train their students on the four linguists skills have a percentage of (78.2%), and most of them speak the Arabic language when they teach the Arabic language, and their percentage is (50.4%), and most of them also ask their students to speak the Arabic language in the classroom, and their percentage reached (65.6%). In addition to the presence of most of the students in it who speak Arabic with their teachers in the classroom, their percentage is (56%), and they also speak Arabic in the classroom with their classmates, and their percentage is (41.8%).

As for the negative aspects, it appears in the presence of some teachers who do not train their students in the four language skills, and their percentage is (21.8%), and they do not speak Arabic when they teach Arabic, and their percentage is (49.6%), and they do not ask their students to speak in the Arabic language in the classroom, and their percentage is (34.4%), in addition to the presence of some students who do not speak the Arabic language with their teachers in the classroom, and their percentage reached (44%), and they also do not speak Arabic in the classroom with their colleagues, as their percentage reached (58.2%).

Keywords: Teaching, Arabic Language, Brunei Darussalam, evaluating

1. Introduction

Teaching Arabic to non-native speakers is one of the branches of teaching foreign languages, which falls under applied linguistics. The history of teaching the Arabic language to non-native speakers dates back to the beginning of the spread of the Islamic propagation in the second century of Hijrah, and interest in it has recently increased with the realization of its importance, and that it is a universal language approved in international forums. And based on the great religious importance that the Arabic language occupies as the language of a heavenly message; Efforts have been made to teach and learn it, and experiences and programs have diversified in order to achieve this noble goal between programs and personal individual experiences, and official governmental programs in various countries of the wide world.

In reality, the developing of teaching of Arabic language in order to make its teaching and learning successful depends on the understanding of the stakeholders of the planning of the teaching of this Arabic language to emphasize the importance of preparing the appropriate curriculum, as well as their awareness of the difficulties or challenges that may be encountered in the process of implementing this or that curriculum, with the need to know the ways to confront these challenges or difficulties in order to achieve the success of the curriculum in achieving the desired goals. Because the curriculum is an essential element of the educational process. It is the one that translates the general goals of education, and proposes the steps that facilitate the community to build its members

by, and it also presents a comprehensive vision of what should be provided to the student of information, what he should acquire of skills, and what can be developed in him of values and attitudes. (Note 1)

Teaching the Arabic language to non-native speakers has become an independent educational process with its programs, curricula, and educational books, because it presents the Arabic language as a foreign language to those who do not belong to the Arab civilization and do not know how to write and speak Arabic. Because its essential to have planning, curricula, syllabi and teaching bodies that is different for the theories presented for those whose first language is Arabic. The field of teaching the Arabic language to non-native speakers is witnessing a remarkable activity in many Islamic countries aimed at facilitating ways to disseminate it on sound educational bases, and this is in rendering service to this language and in response to the increasing demand for learning it in various parts of the world and in order to achieve Islamic, civilization and economic goals. So, the educational establishment and education agents and the Islamic institute of Arabic language strives in planning study programs and developing educational curricula and courses specific to this field. The issue of the curriculum is one of the most important issues facing teaching Arabic to non-native speakers. Despite the growing interest of foreigners in learning and teaching the Arabic language, whether it is as the language of the Qur'an and religion or as the language of the world and sciences, this interest - as proven by studies - still collides with the lack of integrated curricula with dimensions and axes that can be relied upon to achieve better requirements for teaching Arabic to non-native speakers in best way. One of the most important shortcomings in the curricula for teaching Arabic to non-native speakers is that they did not compose comprehensive, integrated courses. (Note 2)

2. Arabic Education in the Sultanate of Brunei Darussalam

Abd al-Rahman bin Sheikh in (<http://www.arabtimes.com/>) mentioned that the history of Arab education in the Sultanate of Brunei Darussalam dates back to 1941 AD when an Arabic school was established in Busur Uluq, but this school did not remain for a long time due to the incursion of Japanese colonialism in country. The Brunei government did not stop at this point, but rather continues its efforts to educate its children and provide them with Islamic and Arab cultures, by sending the country's citizens abroad, starting in the year 1956 AD, to Al-Azhar University in the Arab Republic of Egypt and to some Islamic institutes in Kelantan, and an Islamic college in Klang Selangor Malaysia, and Al-Junaid School in Singapore. There are currently three Arab secondary schools in Brunei: "Hassan Al-Bulqiah Arabic Secondary School for Boys," which opened in 1966 AD, and "Raj Astri Fengiran Ang Damit Arabic Secondary School for Girls," which opened in 1967 AD, and the Brunei Islamic Institute, Tutong. The Arabic School aims to take care of teaching Islamic and Arabic subjects in addition to modern subjects that qualify its graduates to continue their studies at the higher educational level in Islamic and Arabic studies at the University of Brunei, Arab universities or Malaysian universities. The duration of the study in the Arab school lasts nine years for the junior and secondary stages, and this is after the student completes the primary education in public primary schools. The curriculum followed by the Arabic Secondary School was the one followed by the Islamic Foundation Schools in Kelantan, Malaysia. As for higher institutes and universities, there were two institutes and a university where the Arabic language was taught: the Institute of Religious Teachers (Office of Verkorwan Akam Seri Bekaun), which was established in 1972 AD, to graduate teachers of religious subjects and the Arabic language, and the Higher Institute for Islamic Studies, which was established in 1989 AD, and the University of Brunei Dar al-Salam, which houses the Sultan Hasan al-Balqiyah Institute for Education, and the College of Islamic Studies, where Islamic studies and the Arabic language are taught, which were changed to the Sultan Hajj Omar Ali Saif al-Din Institute in 2000 AD, and it contains the department of Arabic Language with the Departments of Sharia and Fundamentals of Religion. In 2007, the Sultanate of Brunei Darussalam witnessed a new educational development, as the Institute of Religious Teachers was upgraded to the University Teachers College (KUPBSB), as well as the Sultan Haji Omar Ali Saifuddin Institute at the University of Brunei Darussalam to become the Sultan Sharif Ali Islamic University (UNISSA). These two new educational institutions are among the most important landmarks and strongholds for spreading Islam and the Arabic language in this Sultanate. Accordingly, the Islamic educational centres in Brunei Darussalam are as follows:

- a. Sultan Sharif Ali Islamic University (UNISSA).
- b. University Teachers College, Bandar Seri Begaon (KUPBSB).
- c. University of Brunei Darussalam (UBD).
- d. Hassanal Balkiah Arabic Secondary School.
- e. Raj Estri Fanjiran Ang Damit Arabic Secondary School for Girls.
- f. Brunei Islamic Institute, Tutong.

3. Research Problem

Arabic schools (including the seventh grade of Arabic schools) in the Sultanate of Brunei Darussalam suffer from the weakness of their students in the four language skills. The reasons for this weakness may be due to the teacher, and may be due to the environment, and may be due to the curriculum (including academic courses). This research attempts to identify the effectiveness of the methods of teaching the Arabic language in the seventh grade of Arabic secondary schools in the Sultanate of Brunei Darussalam, and then to identify the strengths and weaknesses in it, so that school officials refer to it when they want to develop the methods of teaching the Arabic language in it.

4. Research Methodology

This research is a quantitative and evaluative research, and aims to identify the effectiveness of the methods of teaching the Arabic language in the seventh grade of Arabic secondary schools in the Sultanate of Brunei Darussalam. The researchers distributed the questionnaire to the 221 students studying the Arabic language. After obtaining the data needed for this research, they analyzed it quantitatively and evaluatively to obtain the required results.

Methods of teaching Arabic in the seventh grade of Arabic schools in Brunei Darussalam

First: The extent to which teachers in the seventh grade of Arabic schools in Brunei Darussalam train their students on the four language skills:

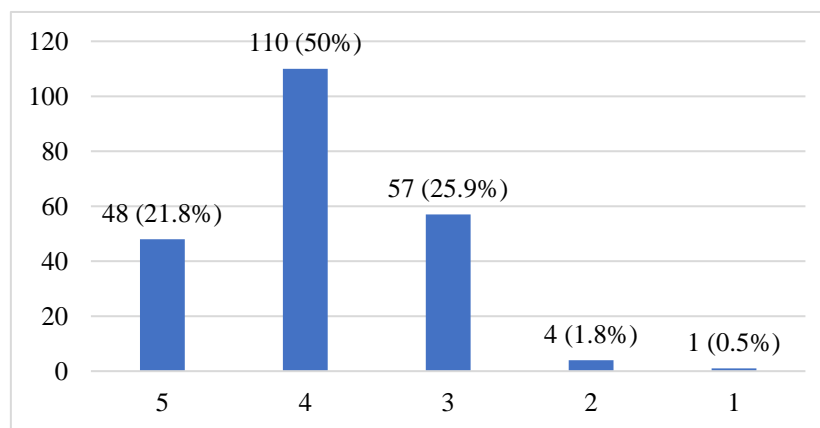


Figure 1. The extent to which teachers in the seventh grade of Arabic schools in Brunei Darussalam train their students on the four language skills

It is clear from the previous figure that (21.8%) of the sample strongly agreed that teachers in the seventh grade of Arabic schools in Brunei Darussalam train their students on the four language skills, and (50%) of them agreed on that, and (25.9%) % of them were neutral on that, then (1.8%) of them did not agree with that, while (0.5%) of them did not strongly agree. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{repetitions}) \cdot xi(\text{options score})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(48 \times 5) + (110 \times 4) + (57 \times 3) + (4 \times 2) + (1 \times 1)}{220 \times 5 = 1100} \times 100$$

$$P(78,2\%) = \frac{240 + 440 + 171 + 8 + 1 = 860}{1100} \times 100$$

This means that teachers in the seventh grade of Arabic schools in Brunei Darussalam train their students on the four language skills at a rate of (78.2%), and that there is a small percentage of them who do not train their students on that, and their percentage is (21.8%).

The positive aspect in this point is evident in the fact that most of the seventh-grade Arabic schools in Brunei Darussalam train their students on the four language skills, with a rate of (78.2%). As for the negative side, it appears in the presence of the small percentage of them who do not train their students in this, and their percentage is (21.8%).

Second: The extent to which teachers in the seventh grade of Arabic schools in Brunei Darussalam speak Arabic when they teach Arabic

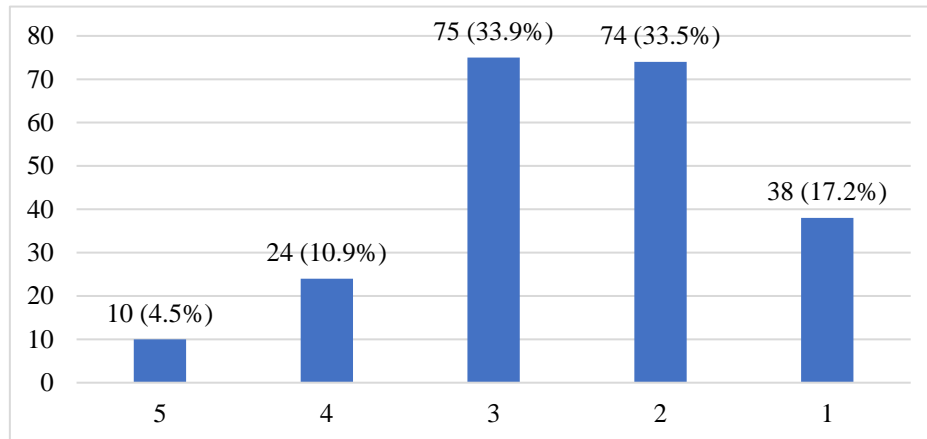


Figure 2. The extent to which teachers in the seventh grade of Arabic schools in Brunei Darussalam speak Arabic when teaching Arabic language

It is clear from the previous figure that (4.5%) of the sample strongly agreed that teachers in the seventh grade of Arabic schools in Brunei Darussalam speak Arabic when they teach Arabic, and (10.9%) of them agreed with that, and (33.9%) of them were neutral on that, then (33.5%) of them did not agree with that, while (17.2%) of them did not strongly agree. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{repetitions}) \cdot xi(\text{options score})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(10 \times 5) + (24 \times 4) + (75 \times 3) + (74 \times 2) + (38 \times 1)}{221 \times 5 = 1105} \times 100$$

$$P(\%50,4) = \frac{50 + 96 + 225 + 148 + 38 = 557}{1105} \times 100$$

This means that teachers in the seventh grade of Arabic schools in Brunei Darussalam speak Arabic when they teach the Arabic language at a rate of (50.4%), and that some of them do not speak Arabic when they teach the Arabic language, and their percentage is (49.6%).

The positive side in this point is evident in the presence of some teachers who speak Arabic when they teach the Arabic language, and their percentage is (50.4%). As for the negative side, it appears in the presence of some of them who do not speak Arabic when they teach the Arabic language, and their percentage is (49.6%).

Third: The extent to which teachers in the seventh grade of Arabic schools in Brunei Darussalam ask their students to speak Arabic in the classroom.

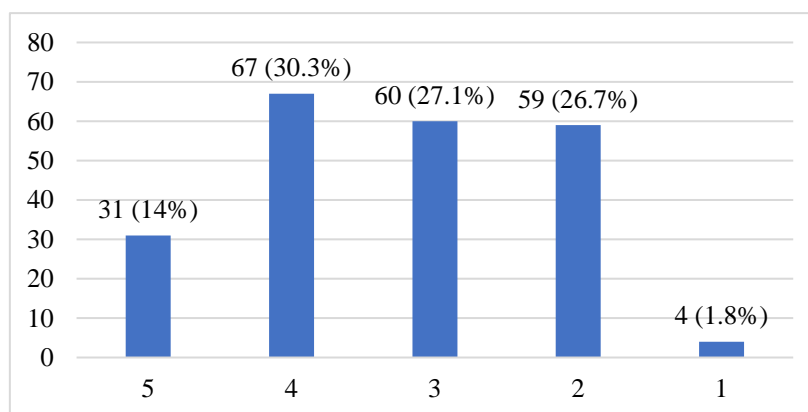


Figure 3. The extent to which teachers in the seventh grade of Arabic schools in Brunei Darussalam ask their students to speak Arabic in the classroom

It is clear from the previous figure that (14%) of the sample strongly agreed that teachers in the seventh grade of Arabic schools in Brunei Darussalam ask their students to speak Arabic in the classroom, and (30.3%) of them agreed with that, and (27.1%) of them were neutral in that, then (26.7%) of them did not agree with that, while (1.8%) of them did not strongly agree. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{repetitions}).xi(\text{options score})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(31 \times 5) + (67 \times 4) + (60 \times 3) + (59 \times 2) + (4 \times 1)}{221 \times 5 = 1105} \times 100$$

$$P(\%65,6) = \frac{155 + 268 + 180 + 118 + 4 = 725}{1105} \times 100$$

This means that teachers in the seventh grade of Arabic schools in Brunei Darussalam ask their students to speak Arabic in the classroom, and their percentage reached (65.6%), and that there is a small percentage of them who do not require their students to speak Arabic in the classroom, and their percentage is (34.4%).

The positive side in this point is reflected in the teachers in the seventh grade of Arabic schools in Brunei Darussalam asking their students to speak Arabic in the classroom, and their percentage reached (65.6%). As for the negative side, it appears in the presence of some others who do not require their students to speak Arabic in the classroom, and their percentage is (34.4%).

Fourth: The extent to which students in the seventh grade of Arabic schools in Brunei Darussalam spoke Arabic with their teachers

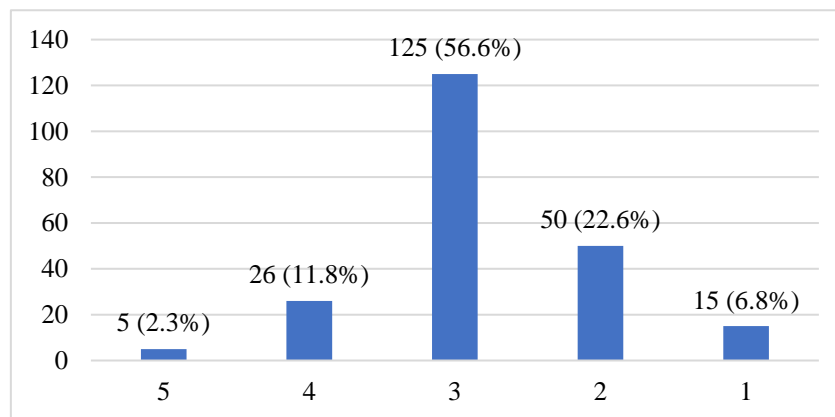


Figure 4. The extent to which students in the seventh grade of Arabic schools in Brunei Darussalam spoke Arabic with their teachers

It is clear from the previous figure that (2.3%) of the sample strongly agreed that students in the seventh grade of Arabic schools in Brunei Darussalam speak Arabic with their teachers in the classroom, and (11.8%) of them agreed with that, and (56.6%) of them were neutral on that, then (22.6%) of them disagreed with that, while (6.8%) of them strongly disagreed. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{repetitions}).xi(\text{option score})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (26 \times 4) + (125 \times 3) + (50 \times 2) + (15 \times 1)}{221 \times 5 = 1105} \times 100$$

$$P(\%56) = \frac{25 + 104 + 375 + 100 + 15 = 619}{1105} \times 100$$

This means that students in the seventh grade of Arabic schools in Brunei Darussalam speak Arabic with their teachers in the classroom, and their percentage is (56%), and that there is also a small percentage of them who do not speak Arabic with their teachers in the classroom, and their percentage is (44%).

The positive aspect in this point is evident in the fact that most students in the seventh grade of Arabic schools in Brunei Darussalam speak Arabic with their teachers in the classroom, and their percentage is (56%). As for the negative side, it appears in the presence of some of them who do not speak Arabic with their teachers in the classroom, and their percentage reached (44%).

Fifth: the extent to which students in the seventh grade of Arabic schools in Brunei Darussalam speak Arabic with their classmates

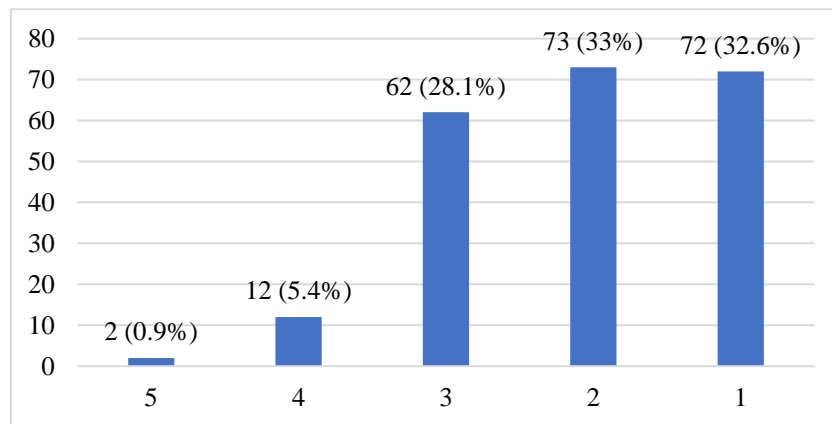


Figure 5. The extent to which students speak in grade seven of Arabic schools in Brunei Darussalam

It is clear from the previous figure that (0.9%) of the sample strongly agreed that students in the seventh grade of Arabic schools in Brunei Darussalam speak in the classroom with their classmates in Arabic, and (5.4%) of them agreed with that, and (28.1%) of them were neutral on this, then (33%) of them did not agree with that, while (32.6%) of them did not strongly agree. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{repetitions}) \cdot xi(\text{options score})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(2 \times 5) + (12 \times 4) + (62 \times 3) + (73 \times 2) + (72 \times 1)}{221 \times 5 = 1105} \times 100$$

$$P(\%41,8) = \frac{10 + 48 + 186 + 146 + 72 = 462}{1105} \times 100$$

This means that students in the seventh grade of Arabic schools in Brunei Darussalam speak in the classroom with their classmates in Arabic, and their percentage reached (41.8%), and that there is a large percentage of them who do not speak in class with their classmates in Arabic language, as their percentage reached (58.2%).

The positive side in this point is evident in the presence of some students in the seventh grade of Arabic schools in Brunei Darussalam who speak in the classroom with their classmates in Arabic, and their percentage reached (41.8%). As for the negative side, it appears in the case of some of them who do not speak Arabic with their classmates in the classroom, as their percentage reached (58.2%).

5. The Results

This research has concluded that the positive aspects of the methods of teaching the Arabic language in the seventh grade of Arabic schools in Brunei Darussalam from Arabic secondary schools in the Sultanate of Brunei Darussalam are reflected in the fact that most of the teachers in the seventh grade of Arabic schools in Brunei Darussalam train their students on language skills. The four have a percentage of (78.2%), and most of them speak the Arabic language when they teach the Arabic language, and their percentage is (50.4%), and most of them also ask their students to speak Arabic in the classroom, and their percentage reached (65.6%), in addition This indicates the presence of most of the students in it who speak Arabic with their teachers in the classroom, and their percentage is (56%), and they also speak in the classroom with their classmates in Arabic, and their percentage is (41.8%). As for the negative aspects, it appears in the presence of some teachers who do not train their students in the four language skills, and their percentage is (21.8%), and they do not speak Arabic when they teach Arabic,

and their percentage is (49.6%), and they do not ask their students to speak in the Arabic language in the classroom, and their percentage is (34.4%), in addition to the presence of some students who do not speak the Arabic language with their teachers in the classroom, and their percentage reached (44%), and they also do not speak Arabic in the classroom with their colleagues, as their percentage reached (58.2%).

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Notes

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