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EXPLORING THE EFFECTIVENESSOFTEACHING AIDS OF TEACHING ARABIC FOR NON-ARABIC SPEAKERS IN THE ARABIC SECONDARY SCHOOLS OF BRUNEI DARUSSALAM: GRADE ELEVEN AS A CASE STUDY

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ABSTRACT:The purpose of this research is to identify the extent of the effectiveness of the Teaching Aids provided for the teaching of Arabic Language in the class eleventh of Brunei Arabic Secondary Schools. This research is an Evaluative Quantitative Research as the researchers distributed four questionnaires to all the teachers who teach Arabic Language grade eleven of the Arabic Schools of Brunei. They were four in number. After getting the data required by the research, the researchers analyzed the data using evaluative quantitative analytical method in order to get the expected result. The result of the research shows that the available teaching aids for the Arabic Education in grade eleven of Arabic Secondary Schools are characterized with both positive and negative aspects. The positive aspects are apparently and mostly manifested in the availability of various modern materials of the teaching aids in those schools, besides the fact that most of them are in appropriation with the ages and mental level of the students. Likewise, all of them are motivating and extremely helpful in learning of Language Skills, in addition to the fact that majority of the teachers are used to exploiting them in teaching. But the negative sides are manifested apparently in the lack of some certain means of modern teaching aids like Language Laboratory (as it is not available in those schools according to current knowledge of the researchers who have visited the schools). However, it is undeniable fact nowadays that the presence of such laboratory has an inevitable vital role for the purpose of activation of Arabic Language teaching in those Arabic Schools, in addition to a small percentage of teachers who do not apply them in their teaching activities in some cases. Thus, it is incumbent on those who have adopted the use of these modern teaching aids to be firmly incessant in it, because the application of such Teaching Aids has effective role in the enhancement of efficiency in teaching Arabic Language for those Non-Arabic Speakers. Moreover, it is imperative on others who might occasionally abandon them, to be much regular in applying them attentively for the purpose developing and promoting the efficacy of teaching procedure.

Keywords:Teaching, aids, Arabic, schools.

I. INTRODUCTION

Teaching Arabic Language in Brunei Darussalam

According to Shamsuddin and Sara (2017), the establishment of Brunei as a state was in the second half of the fourth century AD / (1368 AH) or the early fifteenth century AD / (1315 AH) was the emergence of a new center for the dissemination of Islamic teachings in this region. The new Islamic Center in Brunei did not find who can do his job, but one of the first preachers who were some loyal preachers had answered the wholeheartedly appeal of this center and had to learn Bruneian Malay language to use it in the teaching of Islamic religion to Bruneian citizens who did not know Arabic. Hence the mixing of Arabic and Malay language began during the study of Islamic religion. Teaching Arabic language in Brunei Darussalam soon had a significant amount of development in the sixties of the previous century, when regular Arabic schools for boys and girls were set up, when His Majesty Sultan (Haji Omar Ali SaifuddienSa'adulKhairiWaddien) laid the first foundation stone of Arab schools in the country on the day Thursday 17 of May in 1384 AH, corresponding to 24 September 1964, and then "Institute of Religious Teachers of Sri Begawan" (KUPUSB) opened in 1972 to

produce the teachers of Arabic language and religious materials in religious primary schools. The establishment of these Arabian schools in Brunei Darussalam is counted one of the important scientific, religious and educational achievements, according to the results given as the great religious and educational goals achieved by these schools in Arab-Islamic aspects, as these schools play an important role in the formation of an educated Muslim society. These Arabic schools have become a basic important center for Islamic teaching.

Arabic and Religious Schools in Brunei Darussalam

The development of services in the field of religion is a factor that has influenced the history of Brunei Darussalam from time to time with various important achievements through its administrative journey, especially in spreading and instilling a love for the Islamic religion in the Sultanate.In these aspects, Arabic and religious schools in Brunei are under the leadership of the Ministry of Religious Affairs, in collaboration with the Ministry of Education to develop a suitable curriculum to properly educate the Muslim students of Brunei on Islamic teachings. In 2012, the Compulsory Religious Education Order was implemented, emphasising the importance of Islamic knowledge for young students. Under this order, it is compulsory for Muslim children aged seven to 15 to attend religious schools.With about 150 religious schools in Brunei Darussalam from pre-school to primary level, religious education is also provided at three private schools: International School Brunei, Jerudong International School and Yayasan Sultan Haji HassanalBolkiahSchool.The Islamic Religious Knowledge curriculum is divided into three levels, where the components of the Islamic Religious Knowledge subjects sees subjects such as Al-Quran, AmaliUgama, Tawheed, Adab, Ibadat and History for primary level students; Al-Quran, Tafsir Al-Quran, Hadith, Tawheed, Fiqh and Islamic History for the secondary level students; and Muamalat&Faraidh, Munakahat, Islamic Law History, UsulFiqh, Tawheed, 'Ulum Al-Quran &Mustalah al-Hadith, and Tafsir Al-Quran and Hadith for students in the Pre-University level.Meanwhile, Arabic schools in Brunei offer two core curriculums: the national curriculum for general subjects and the Ma'hadBuhuth al-Islamiah curriculum from Egypt for religious subjects and Arabic language. These curriculums are based on the National Education System for the 21st Century (SPN21) to produce students equipped with skills in line with the 21st Century.After 50 years since the first Arabic school – HassanalBolkiah Boys Arabic Secondary School (SMALHB) was built in 1964, there are now seven Arabic schools in Brunei: four in Brunei-Muara and one each in Belait, Tutong and Temburong. These Arabic schools are the Temburong Arabic Preparatory School, the Belait Arabic School, the Bandar Seri Begawan Arabic Preparatory School, the Rimba Arabic School, Mahad Islam Brunei in Tutong, the Raja IsteriPengiranAnakHajahSaleha Girls Arabic Religious Secondary School, and the SMALHB.Religious schools start from pre-school. Education in Arabic schools begins in Year Five and is offered until pre-university level for male students and Year 11 for female students.The recently built Rimba Arabic School can accommodate 2,000 students with classrooms, science and language laboratories, lecture halls, multi-purpose hall, teachers' room, library, hostel, surau, canteen and a field, to accommodate the growing number of students enrolling in religious studies.Meanwhile, the Ministry of Religious Affairs also offers religious classes for adults with the implementation of the General Rules of the Religious Adult Class 1980 number:31 JUB108/1980, and the Al-Quran Adult Class established separately and has been combined into what is now known as the Religious Adult class teaching subjects such as Tawheed, Fiqh, Tasawuf and Al-Quran.Religious lessons currently taught are based on the religious syllabus in primary level religious schooling, where the syllabus for Religious Adult Classes at the primary level is according to the syllabus in Year I to Year III, while the syllabus for the advanced classes follow that of those in Year IV to Year VI.The ministry also offers further education in special institutions which are divided into four categories such as Uniformed Training Centres, Treatment Centres, Rehabilitation & Guidance Centres and Special Needs Centres (https://borneobulletinyearbook.com.bn/arabic-religious-schools-2/).

These Arabic schools (including the eleventh grade of Arabic secondary schools) in Brunei Darussalam suffer from the weakness of some of their students in the four language skills. The reasons for this weakness may be attributed to the teachers, or to the students, or to the environment, or to the curriculum (including teaching aids). This research attempts to identify the effectiveness of the teaching aids used to teach Arabic in the eleventh grade of Arabic secondary schools in Brunei Darussalam, because these educational aids have an effective role in developing the quality of the educational and learning process.

II.   LITERATURE REVIEW

Teaching Aids and Teaching Materials

Teaching material is material used by a teacher to supplement classroom instruction or to stimulate the interest of students (http://www.dictionary.com/browse/teaching-aid?s=t), and teaching aid is an object (such as a book, picture, or map) or device (such as a DVD or computer) used by a teacher to enhance or enliven classroom instruction (http://www.dictionary.com/browse/teaching-aid?s=t).

The Different Between Teaching Aids and Teaching Materials

THE DIFFERENT BETWEEN TEACHING AIDS AND TEACHING MATERIALS						
TEACHING AIDS		TEACHING MATERIALS				
Non-mechanical aids: a blackboard, a flannelboard, a video projector etc.	Mechanical aids: computers, tape recorders etc.	Basic (fundamental) materials: books, textbooks etc.	Additional (supplementary) materials			
			Technical (mechanical) materials			Non-technical (traditional) materials: objects, pictures, toys, flashcards, sentence-cards, wall-charts, grids, maps, models etc.
			Visual: slides, transparent slides, application materials, schemes, film-strips etc.	Audio: tapes, records etc.	Audio-visual: sound film loops, sound films, television programs, video fragments etc.	

Source:
https://canvas.instructure.com/courses/885965/pages/teaching-aids-and-teaching-materials-in-flt

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What are teaching aids?
Teaching aids are various devices which can help the foreign language teacher in presenting linguistic material to his students and fixing it in their memory, in testing their knowledge of new vocabulary, grammar items, their habits and skills in using them. Teaching aids may be grouped into:

- non-mechanical aids
- mechanical aids

What are teaching materials?
Teaching materials are the materials which the teacher can use to help students learn a foreign language through visual or audio perception. They must be capable of contributing to the achievement of the practical, cultural, and educational aims of learning a foreign language. Good teaching materials will help greatly to reinforce the students' initial desire to learn the language and to sustain their enthusiasm throughout the course (https://canvas.instructure.com/courses/885965/pages/teaching-aids-and-teaching-materials-in-flt).

Teaching Materials and Teaching Aids: Role of Teacher

Teacher is the driver of the classroom who drives the class as per his pace and desire. He makes an environment in which all the students delve themselves in the ocean of knowledge which happens due to usage of the materials and aids used by the teacher in the classroom. They use themselves as an aid when they start using facts as a starting point and ask "why" questions and then look at all sides and encourage students to predict what will happen next. As a material, they try to engage the whole class with their questions and with the help of their motivation and varied questions they make a live classroom where every student gets involved. William Arthur Ward rightly says, "The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.(http://www.goodreads.com/author/show/416931.William_Arthur_Ward). This quote reveals that teacher is an aid who changes himself according to the desired situation for facilitating and motivating the students in a better way. Dr Seuss says: "You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose. You're on your own, and you know what you know. And you are the guy who'll decide where to go (https://www.goodreads.com/quotes/22842-you-have-brains-in-your-head-you-have-feet-in).

According to Kumar (2017), as soon as teacher enters in the classroom, he starts using materials which already exist in the classroom. He starts talking about last classes which gives a platform to the students for getting out something and teacher tries to link up that interaction with his/her upcoming class and it becomes a material for a teacher. A teacher digs out the material from the classroom and uses accordingly. Like, Students were scolded by a teacher of last class and a language teacher can ask few students to come up and share the experience of last class and from there that language teacher tries to hone the speaking skills of the students. These materials can be used to chisel the speaking skills of the students and students will be speaking whole heartedly which can be a good material to be used by any language teaching specialist. Teacher can use himself to project anything in a better way by his gestures, postures, facial expressions and voice. For example, a teacher can teach the presentation strategies to the students by his voice modulation and facial expressions. It is the power of speech that may turn a dull topic into an interesting one whereas poor delivery may spoil significant presentation. So once the speaker has planned and developed the content he should begin practicing because it is not important what to say as it is how to say. There are a variety of delivery methods. A speech with same pitch delivered with stating pitch becomes monotonous so there should be variation in a pitch. The voice should be well modulated with proper pause at the right place along with normal rate of speech and fillers should be avoided. It can be easily practiced by these materials used by teacher in the classroom. We express our emotions through words but often the feel of emotion is expressed through our various body parts. We can communicate by nodding our head, blinking our eyes, shrugging our shoulders or working our hands. When we study body language we look at the symbols of meaning that the physical movements of the body are communicating. Through body students when they observe their teacher in the classroom and try to imitate the teacher.

Guidelines for Teaching and Learning Materials

Littlejohn and Windeatt (1989) says, "Materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender, society, etc. Materials have a basic instructional viewpoint, approach, method, and content, including which provide linguistic and cultural information.

As Jolly and Bolitho (1988) write, "Materials should also be contextualized to the experiences, movements true inner conditions are reflected. For the expression of these inner body states faces, eyes, gestures & physical appearance are to be studied. For self-control the presenter should pay attention to his body language. These things can be easily learnt by the realities and first languages of the learners. An important part of this involves awareness on the part of the teacher-designer of the "socio-cultural appropriacy" of things such as the designer's own style of presenting material, of arranging groups, and so on. So, it is required to inform about the culture-specific learning processes of the proposed learners. Materials should be interlinked by which learner can acquaint him with the materials. The materials should be based on the experiences and realities which should be related to the topics and it should be appropriate for the desired learner to make sure of their involvement.

Hall D (1995) also says, "Most people who learn to communicate fluently in English which is not their L1 do so by spending a lot of time in situations where they have to use the language for some real communicative purpose.

According to Demetrion (1997), "An antidote to the profusion of skills based activities and artificial language use pervasive in the field of ESL instruction". As Bell and Gower (1998) suggested, "at the very least we listen and speak together, and read and write together". Materials should be alluring in terms of appearance, User

friendliness and durability. If any can be achieved by providing the activities which involve the situation and their real time conversation (Kumar: 2017).

The materials should encourage learners to develop their learning skills and strategies and the activities such as recording of their material possesses these characteristics then all the learners will readily use the material whole heartedly which will definitely produce the positive results in the classroom. Materials should be flexible also by which we can use that material in many places like a picture can be used to teach parts of speech as well to enhance the spoken skills, even that picture can be used to develop writing skills by the change of instructions. Materials should be authentic also by which the acquirement will be better and faster and the students feel successful over their achievement because the skills that they acquire make them feel that they can handle the situations in the real life too. Teachers should be very cautious while choosing the materials because the students can be demoralized if the materials are higher than the level of the students (Hall D: 1995).

Teaching is an art which includes knowledge, presentation, an art of dissemination and above all every aspect of paralinguistic. Teaching demands broad knowledge of subject matter in all horizons, complete curriculum with standards, positive and caring attitude with enthusiasm, and a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. The existence of materials is totally based on the creativity and innovative ways of teachers. No one can assume even a single material without a Teacher because it is a teacher who uses the materials in the classroom effectively and the effective usage of those materials is reflected by the involvement of the students. (Shravan Kumar: 2017)

III.   RESEARCH METHODOLOGY

This research is an Evaluative Quantitative Research as the researchers distributed four questionnaires to all the teachers who teach Arabic Language grade eleven of the Arabic Schools of Brunei. They were four in number. After getting the data required by the research, the researchers analyzed the data using evaluative quantitative analytical method in order to get the expected result.

Evaluation is a set of research methods and associated methodologies with a distinctive purpose. They provide a means to judge actions and activities in terms of values, criteria and standards. At the same time evaluation is also a practice that seeks to enhance effectiveness in the public sphere and policy making. In order to improve as well as judge, there is a need to explain what happens and would have to be done differently for different outcomes to be achieved. It is in this explanatory mode that evaluation overlaps most directly with mainstream social science (Stern, Elliot: 2004).

Quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Babbie, Earl R.: 2010).
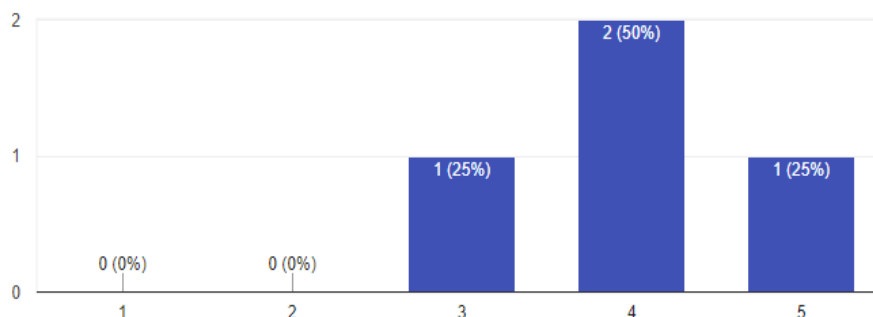
IV.   RESULTS AND DISCUSSION

The Effectiveness of the Teaching Aids of Arabic Education in Grade Eleven of Arabic Secondary Schools in Brunei Darussalam

First: Modern teaching aids provided by the school

Graph No. 1:
Modern teaching aids provided by the school

It is clear from the above graph that 75% of the sample members have shown their stands that the school supplies various modern teaching aids to Grade Eleven, whereas 25% from among the sample members
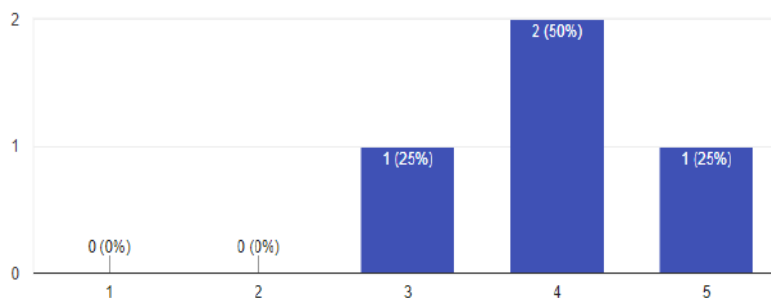
of the respondents were hesitating in that. This means that the provided teaching aids in those schools are multifarious and mostly modern.

Therefore, the positive aspect at this juncture is apparently manifested in the availability of various modern teaching aids mostly in those Arabic schools, because their gross availability helps a lot on enhancement of the efficacy in teaching Arabic language to Non-Arabic Speakers in those schools. But the negative sides are manifested apparently in the lack of some certain means of modern teaching aids like Language Laboratory (as it is not available in those schools according to current knowledge of the researchers who have visited the schools). Thus, the existence of the laboratory has a vital role in facilitating of the teaching of Arabic language procedure in those Arabic schools. Meanwhile, it is necessarily imperative on those schools to endeavor, as much as possible, to provide the typical laboratory for the purpose of promoting and improving teaching and learning procedures therein.

Second: The extent of utilization of various teaching aids by teachers in every lesson:

Graph No. 2:

Teachers exploit various teaching aids in every lesson:

It is obviously established in the above graph that 75% of the sample members have shown their agreement that the teachers adopt the application of various teaching aids in every lesson, school, whereas 25% from among the sample members of the respondents were hesitating in that. This means that the majority of the teachers have always adopted the use of various in every lesson, while only small number of them utilizes them infrequently.

Therefore, the positive aspect at this juncture is apparently manifested in the presence of most the teachers who use various teaching aids in every lesson. But the negative sides are manifested apparently in the presence of a few numbers among teachers who use them infrequently.

Meanwhile, it is necessarily imperative on those teachers who have already adopted the use of such teaching aids to be constantly frequent in it, because the teaching aids have effective role in enhancement of efficient teaching of Arabic language for Non-Arabic Speakers. Likewise, some others among them who have abandoned them should endeavor gear up attentively to utilization of the modern aids in teaching for the purpose of improvement of the efficacy in the teaching procedure.

Third: The extent of suitability of the Teaching Aids for the ages and mental level of the students:

Graph No. 3:

The Teaching Aids are appropriate for the ages and mental level of the students:
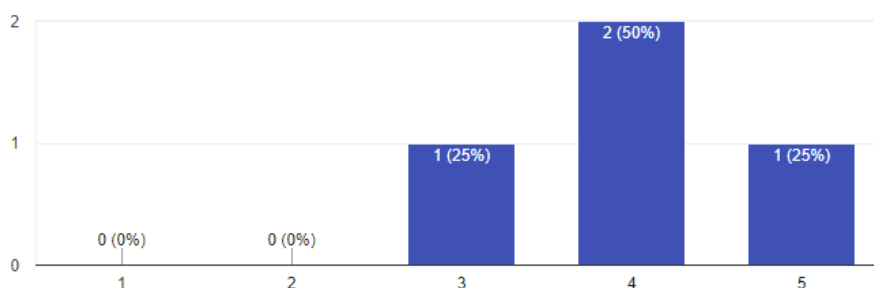
It is clearly discovered from the above graph that 75% of the sample members have shown their agreement that the available teaching aids are suitable for the ages and mental level of the students, whereas 25% from among the sample members of the respondents were hesitating in that. This means that most of the teaching aids are appropriate for the ages and mental level of the students, and that only a small part of them is not suitable for their ages and mental level.

Therefore, the positive side of this point is clearly emerging in the presence of most of the teaching aids which are appropriate for the ages and mental level of the students. This point is very good because the availability of the suitable teaching aids will definitely enhance the effectiveness of teaching and learning procedures.

Meanwhile, the negative side shows that there is a small percentage of the teaching aids which are not suitable with the ages and mental level of those students. Thus, the latter teaching aids are in need of modification or modernization so that they can be suitable with their ages and mental level for the purpose of improvement and sophistication of teaching and learning procedures therein.

Fourth: The extent of motivation of the teaching aids and enhancement on the learning of language skills:
Graph No. 4:
The Teaching Aids are motivating and enhancing the learning of language skills:
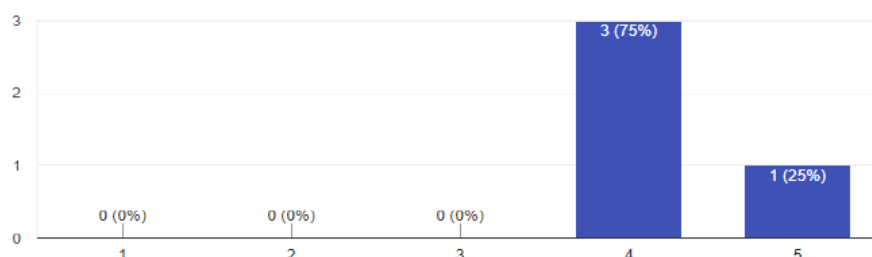
It has been distinctly clarified in the above graph that 100% of the specimen among the respondents showed their agreement that instructional technology through the modern teaching aids is extremely stimulating and beneficial on procedures of learning of language skills.

The positive side in this matter is that the teaching aids are extremely motivating and enhancing in the processes of learning of language skills as they benefit on the efficacy of the learning and teaching procedure. Besides that, there has been any negative side in this matter.

V.   CONCLUSION:

The result of the research shows that the available teaching aids for the Arabic Education in grade eleven of Arabic Secondary Schools are characterized with both positive and negative aspects. The positive aspects are apparently and mostly manifested in the availability of various modern materials of the teaching aids in those schools, besides the fact that most of them are in appropriation with the ages and mental level of the students. Likewise, all of them are motivating and extremely helpful in learning of Language Skills, in addition to the fact that majority of the teachers are used to exploiting them in teaching. But the negative sides are manifested apparently in the lack of some certain means of modern teaching aids like Language Laboratory (as it is not available in those schools according to current knowledge of the researchers who have visited the schools). However, it is undeniable fact nowadays that the presence of such laboratory has an inevitable vital role for the purpose of activation of Arabic Language teaching in those Arabic Schools, in addition to a small percentage of teachers who do not apply them in their teaching activities in some cases. Thus, it is incumbent on those who have adopted the use of these modern teaching aids to be firmly incessant in it, because the application of such Teaching Aids has effective role in the enhancement of efficiency in teaching Arabic Language for those Non-Arabic Speakers. Moreover, it is imperative on others who might occasionally abandon them, to be much regular in applying them attentively for the purpose developing and promoting the efficacy of teaching procedure.

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