FACTORS INFLUENCING THE EFFECTIVENESS OF TEACHING ARABIC AS A FOREIGN LANGUAGE AT THE FEDERAL GOVERNMENT ISLAMIC HIGHER SECONDARY SCHOOLS IN THE STATE OF SELANGOR DARUL EHSAN, MALAYSIA

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ABSTRACT

This study examines factors influencing the effectiveness of teaching the Arabic Language at the Federal Islamic Higher Secondary schools in the state of Selangor Darul Ehsan, Malaysia.

In spite of great efforts by the Malaysian government, students' performance in the Arabic language at all levels of education in Malaysia is still poor and not satisfactory. Malaysian students are not in control of the major language skills i.e. listening, speaking, writing and reading. Some factors cause this poor performance, and some of these factors related to the school, teachers, textbooks, families, societies and the students themselves.

So, this study examines and analyzes the most important factors that have an impact on the effectiveness of teaching Arabic as a foreign language. These factors are: a) educational factors such as teachers, students, textbooks, classrooms and examination systems. b) linguistic factors such as the sounds of Arabic letters, structures and semantics, constructions, writings from right to left and influences of the mother tongue. c) social factors such as families, mosques, clubs, media, journalism, publications and libraries. To achieve the objectives of this study, the researcher has distributed two questionnaires to teachers and students who were chosen from four schools by simple random method.

The study finds that all of the teachers were interested in teaching Arabic but most of them did not have enough experience and did not attend training courses. Moreover, all of them used an intermediate language in teaching Arabic. Teachers used the educational media in teaching Arabic , but these media were old. Some of the teachers did not have written teaching plans while others did not give homework to their students. In addition, half of the teachers concentrated on the group techniques in teaching Arabic language. And they considered the teacher's book quite enough to guide them. The students, on the other side, are interested in learning Arabic but most of them are weak in listening and speaking as will as in writing. Moreover, the students do not use Arabic in their everyday life, but instead of that they always use their mother language in the classroom. In addition, most teachers used out dated educational media in their teaching and they do not use teaching materials selected by their students. Half of the students say that their parents encourage them to study Arabic. Furthermore, Students like to learn Arabic by using group techniques while a few of them use Arabic references in school library.

Moreover, most of students have some problems hindering their learning of Arabic language and most of these problems relate to school.

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