

Finding On Effectiveness Of Teaching Aids For Communicative Arabic Teaching In Sultan Sharif Ali Islamic University (Unissa): A Case Study Of The Faculty Of Arabic Lanuage

Achmad Yani Bin Imam Subari¹

Siti Sara Binti Haji Ahmad²

Rafidah Binti Abdullah³

Hambali Bin Haji Jaili⁴

Rafizah Binti Abdullah⁵

Nur Basirah Binti Haji Rosmin⁶

Sultan Sharif Ali Islamic University (Unissa) 1, 2, 3, 4, 5&6.

Abstract

This research aims at introducing the extent of effectiveness of Teaching Aids for the teaching of Arabic language communication in the Faculty of Arabic Language, Sultan Sharif Ali Islamic University (UNISSA), Brunei Sultanate, Darussalam. The researchers have distributed the questionnaires to Level One students in the same faculty, the same university, who attended Arabic Language Communication class, 2024 session. They were 14 students among overall number of 21 students, (which sampled 66%). After these students arrived at the required data, they carried out quantitative and evaluative analysis to arrive at the required results. This research finds that the positive aspects of educational means of teaching Arabic Language Communication in Sultan Sharif Ali Islamic University (UNISSA) is available (72.9%); that audio means of teaching is available (80%); that video means of teaching is available (82.9%); that internet electronic means of education is available (85.7%); that the use of projector is available (90%); that the use of recorder for recording the voices of the students during their oral conversation exercise on learning Arabic language communication is available(65.7%); on the negative part, it shows that different educational means of teaching Arabic Language Communication in Sultan Sharif Ali Islamic University (UNISSA) is not available (17.1%); that audio means of teaching is not available (20%); that video means of teaching is not available (17.1%), that internet electronic means of education is not available (14.3%); that the use of projector is not available (10%); that the use of recorder for recording the voices of the students during their oral conversation exercises on learning Arabic language communication is not available (34.3%).

Keywords: *Aids, Educational, Arabic Language, Communication.*

Date of Submission: 16-11-2024

Date of Acceptance: 26-11-2024

I. Introduction

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 Sayf al-Din Sa'd al-KhairWa al-Din) 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 (Shamsuddin and Sara: 2017).

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)

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-Balqiyyah Institute for Education, and the College of Islamic Studies, where Islamic studies and the Arabic language are taught, which were changed to the Sultan Haji 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.

II. Literature Review

Teaching Materials

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)

Teaching Aids and Teaching Materials

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 SYSTEM OF DIFFERENT 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 | |
| | | | Visual: | Audio: |

| | | | | | | |
|--|--|--|------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| | | | slides, transparent slides, application materials, schemes, film-strips etc. | tapes, records etc. | sound film loops, sound films, television programs, video fragments etc. | objects, pictures, toys, flashcards, sentence-cards, wall-charts, grids, maps, models etc. |
|--|--|--|------------------------------------------------------------------------------|---------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|



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 contextualised 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 Demetron (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

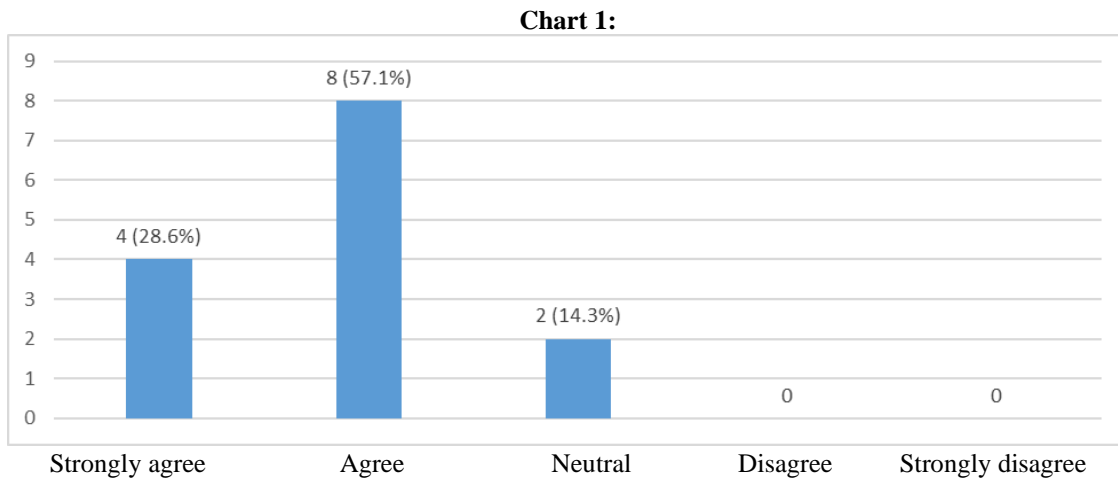
material without a Teacher because it is a teacher who uses the materials in the classroom effectively and the effective usage of those materials is reflected by the involvement of the students. (Shravan Kumar: 2017)

III. Research Methodology

This research aims at introducing the extent of effectiveness of Teaching Aids for the teaching of Arabic language communication in the Faculty of Arabic Language, Sultan Sharif Ali Islamic University (UNISSA), Brunei Darussalam. The researchers have distributed the questionnaires to Level One students in the same faculty, the same university, who attended Arabic Language Communication class, 2024 session. They were 14 students among overall number of 21 students, (which sampled 66%). After these students arrived at the required data, they carried out quantitative and evaluative analysis to arrive at the required results.

IV. Research Finding And Discussion

The Extent Of The Availability Of Different Teaching Aids For Teaching Arabic Language Communication In Of The Sultan Sherif Ali Islamic University



It shows from the above chart that (28.6%) samples strongly agree that different means of Teaching Aids for the teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available, 57.1% agree, and 14.3% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (8 \times 4) + (2 \times 3)}{14 \times 5 = 70} \times 100$$

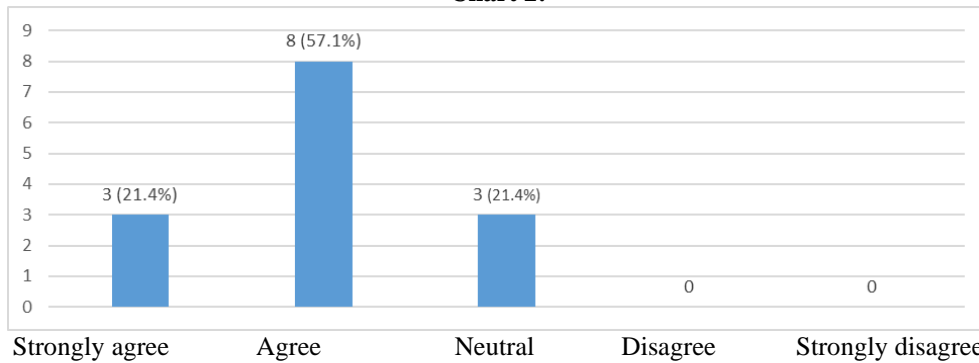
$$P(82.9\%) = \frac{20 + 32 + 6 = 58}{70} \times 100$$

This means that different educational means of teaching Arabic language communication in Sultan Sheriff Ali Islamic University is available, and the number of the “agree” sample is 82.9% while the sample of disagreement is 17.1%.

The positive part of this sampling techniques shows that the different educational means of teaching Arabic language communication in Sultan Sheriff Ali Islamic University is available with 82.9%, while the negative part shows that the means is not, with just 17.1%

The Extent Of The Availability Of Audio Means Of Teaching Arabic Language Communication In Sultan Sherif Ali Islamic University

Chart 2:



It shows from above chart that (21.4%) samples strongly agree that audio means of teaching Arabic Language Communication in Sultan Sherif Ali Islamic University is available, 57.1% agree, and 21.4% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$100P(\%) = \frac{(3 \times 5) + (8 \times 4) + (3 \times 3)}{14 \times 5 = 70} \times 100$$

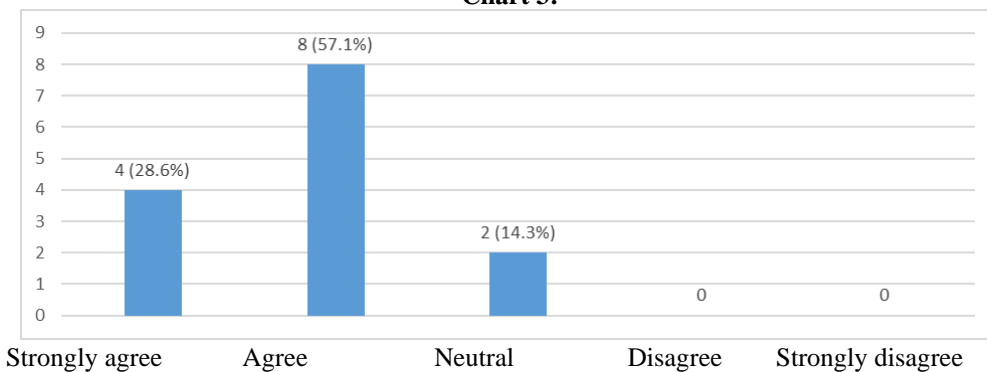
$$P(80\%) = \frac{15 + 32 + 9 = 56}{70} \times 100$$

This means that audio means of teaching Arabic language communication in Sultan Sherif Ali Islamic University is available, and the number of the “agree” sample is 80% while the disagreement sample is 20%.

The positive part of this sampling techniques shows that the audio means of teaching Arabic language communication in Sultan Sherif Ali Islamic University is available with 80%, while the negative part shows that the means is not, with just 20%

The Extent Of The Availability Of Audio Means Of Teaching Arabic Language Communication In Sultan Sherif Ali Islamic University

Chart 3:



It shows from above chart that (28.6%) samples strongly agree that video means of teaching Arabic Language Communication in Sultan Sherif Ali Islamic University is available, 57.1% agree, and 14.3% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}) \cdot xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(4 \times 5) + (8 \times 4) + (2 \times 3)}{14 \times 5 = 70} \times 100$$

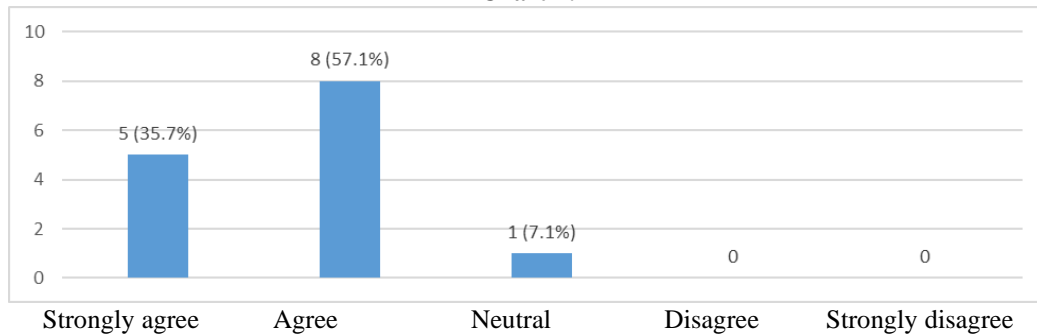
$$P(82.9\%) = \frac{20 + 32 + 6 = 58}{70} \times 100$$

This means that video means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available, and the number of the “agree” sample is 82.9% while the disagreement sample is 17.1%.

The positive part of this sampling techniques shows that the audio means of teaching Arabic language communication in Sultan Sheriff Ali Islamic University is available with 82.9%, while the negative part shows that the means is not, with just 17.1%

The Extent Of The Availability Of Internet Electronic Means Of Teaching Arabic Language Communication In Sultan Sherif Ali Islamic University

Chart 4:



It shows from above chart that (35.7%) samples strongly agree that internet electronic means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available, 57.1% agree, and 7.1% is neutral.

The analysis of these percentages goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}). xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(8 \times 5) + (5 \times 4) + (1 \times 3)}{14 \times 5 = 70} \times 100$$

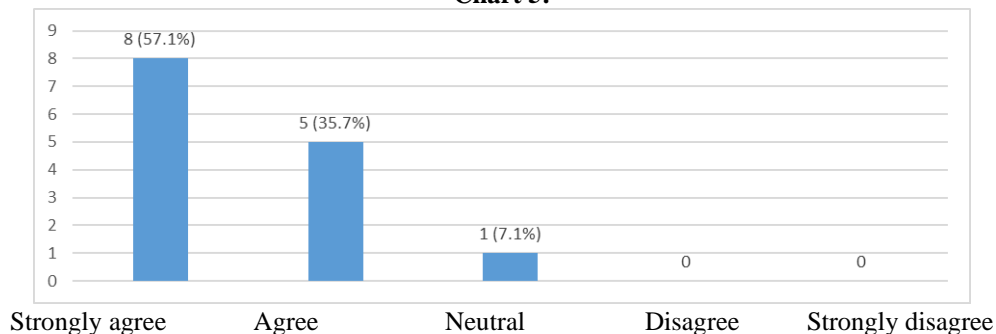
$$P(90\%) = \frac{40 + 20 + 3 = 63}{70} \times 100$$

This means that internet electronic means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available, and the number of the “agree” sample is 85.7% while the disagreement sample is 14.3%.

The positive part of this sampling techniques shows that the audio means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available with 85.7%, while the negative part shows that the means is not, with just 14.3%

The Extent Of The Availability Of The Use Of Projector As Means Of Teaching Arabic Language Communication In Sultan Sherif Ali Islamic University

Chart 5:



It shows from above chart that (57.1%) samples strongly agree that the use of projector means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available, 35.7% agree, and 7.1% is neutral.

The analysis of this percentage goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}). xi(\text{options})}{N(\text{summation})} \times 100$$

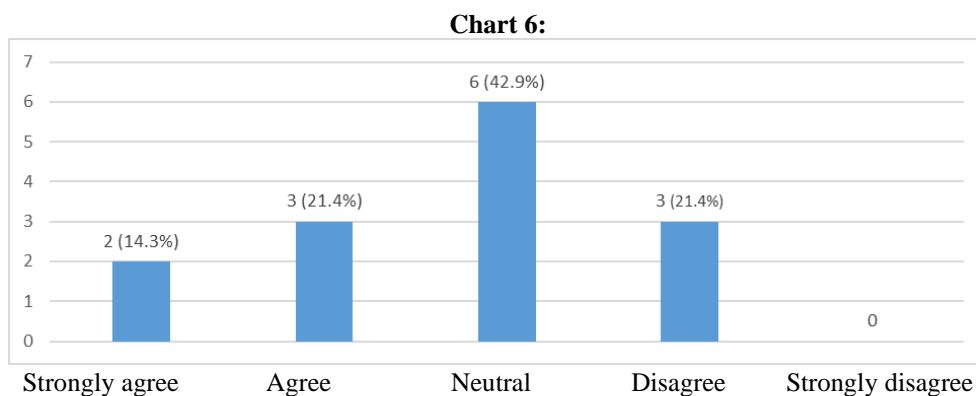
$$P(\%) = \frac{(8 \times 5) + (5 \times 4) + (1 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(90\%) = \frac{40 + 20 + 3 = 63}{70} \times 100$$

This means that the use of projector means of teaching Arabic language Communication in Sultan Sheriff Ali Islamic university is available, and the number of the “agree” sample is 90% while the disagree sample is 10%.

The positive part of this sampling techniques shows that the audio means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available with 90%, while the negative part shows that the means is not, with just 10%

The Extent Of The Availability Of The Use Of Recordermeans Of Teaching Arabic Language Communication In Sultan Sherif Ali Islamic University



It shows from above chat that (14.3%) samples strongly agree that the use of recorder means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available, 21.4% agree, 42.9% is neutral, and 21.4 disagree.

The analysis of this percentage goes thus:

$$P(100) = \frac{\sum fi(\text{frequencies}). xi(\text{options})}{N(\text{summation})} \times 100$$

$$P(\%) = \frac{(2 \times 5) + (3 \times 4) + (6 \times 3) + (3 \times 2)}{14 \times 5 = 70} \times 100$$

$$P(65.7\%) = \frac{10 + 12 + 18 + 6 = 46}{70} \times 100$$

This means that the use of recorder means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available, and the number of the “agree” sample is 65.7% while the disagree sample is 34.3%.

The positive part of this sampling techniques shows that the audio means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available with 65.7%, while the negative part shows that the means is not, with just 34.3%.

V. Conclusion

This research finds that the positive aspects of educational means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is available (72.9%); that audio means of education is available (80%); that video means of education is available (82.9%); that internet electronic means of education is available (85.7%); that the use of projector is available (90%); that the use of recorder for recording the voices of the students during their oral conversation exercise on learning Arabic language communication is available(65.7%); on the negative part, it shows that different educational means of teaching Arabic Language Communication in Sultan Sheriff Ali Islamic University is not available (17.1%); that audio means of education

is not available (20%); that video means of education is not available (17.1%), that internet electronic means of education is not available (14.3%); that the use of projector is not available (10%); that the use of recorder for recording the voices of the students during their oral conversation exercises on learning Arabic language communication is not available (34.3%).

References:

- [1] Bell, J., & Gower, R. (1998). Writing Course Materials For The World: A Great Compromise. In B. Tomlinson (Ed.), *Materials Development In Language Teaching*. Cambridge: Language Teaching Library, Cambridge University Press
- [2] Demetron, G. (1997). *Communicative Competence And Second Language Teaching: Lessons Learned From The Bangalore Project*. Retrieved 30 January 2004 From [Http://Www.Nald.Ca/Fulltext/George/Prabhu/Cover.Htm](http://www.nald.ca/fulltext/George/Prabhu/Cover.htm)
- [3] Hall, D. (1995). *Materials Production: Theory And Practice*. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (Eds.), *Getting Started: Materials Writers On Materials Writing*. Singapore: SEAMO Regional Language Centre IX.
- [4] [Http://Www.Arabtimes.Com](http://www.arabtimes.com)
- [5] [Http://Www.Dictionary.Com/Browse/Teaching-Aid?S=T](http://www.dictionary.com/browse/teaching-aid?s=t) [Http://Www.Dictionary.Com/Browse/Teaching-Aid?S=T](http://www.dictionary.com/browse/teaching-aid?s=t)
- [6] [Https://Canvas.Instructure.Com/Courses/885965/Pages/Teaching-Aids-And-Teaching-Materials-In-Flt](https://canvas.instructure.com/courses/885965/pages/teaching-aids-and-teaching-materials-in-flt)
- [7] [Https://Www.Goodreads.Com/Quotes/22842-You-Have-Brains-In-Your-Head-You-Have-Feet-In](https://www.goodreads.com/quotes/22842-you-have-brains-in-your-head-you-have-feet-in)
- [8] Jolly, D., & Bolitho, R. (1998). A Framework For Materials Writing. In B. Tomlinson (Ed.), *Materials Development In Language Teaching*. Cambridge: Cambridge Language Teaching Library, Cambridge University Press
- [9] Kumar, Shrvan. (2017). *Teaching Materials And Teaching Aids*. At [Https://Canvas.Instructure.Com/Courses/885965/Pages/Teaching-Aids-And-Teaching-Materials-In-Flt](https://canvas.instructure.com/courses/885965/pages/teaching-aids-and-teaching-materials-in-flt)
- [10] Littlejohn, A., & Windeatt, S. (1989). *Beyond Language Learning: Perspective On Materials Design*. In R. K. Johnson (Ed.), *The Second Language Curriculum*. Cambridge: Cambridge University Press
- [11] Shamsuddin, Salahuddin Mohd, Siti Sara Binti Hj. Ahmad. (2017). *Contemporary Issues Of Teaching Arabic In Southeast Asian Countries (Brunei, Malaysia And Indonesia For The Example)*. *Quest Journals, Journal Of Research In Humanities And Social Science*, Volume 5 ~ Issue 6 (2017) Pp.: 42-51