Social Interactions and Networking in Cyber Society
Effective Teaching of Arabic Teachers in Secondary School

Muhammad Azhar Zailaini, Wail Muin Ismail, Mohd Sofi Ali, and Pradip Kumar Mishra

Abstract Quality teachers produce quality students. Teachers must constantly evaluate back their teaching to identify the strengths and weaknesses. By knowing that, can help teachers improve their teaching effective and thus to improve the students' achievement. The theoretical framework of the research on effective teaching is adapted from the model of QAIT by Slavin (1987), effective teaching influenced by four factors input which are (a) the quality of teaching, (b) the appropriateness of the level of teaching, (c) incentives, and (d) time. From the analysis of the mean for all question items 1–26, the highest mean is 3.40 and the lowest is 1.88. Concluded that the respondents agreed that Arabic teacher applied an effective teaching practice on a regular basis especially in terms of time management and provide incentives to students.

Keywords Effective teaching • Teaching Arabic • Arabic teacher • Islamic • Arabic school

1 Introduction

Poor Arabic achievement has motivated researchers in the field of Arabic language education to carry out various studies. Many factors can be the causes of this poor achievement. Teachers, as a main driver of the process of teaching and learning, were seen as the main cause of this malfunction. For example, the negative attitude of teachers towards teaching the Arabic language (Soheir 1990) and according to Effandi Zakaria dan Norulpaizana Musiran (2010), the effective teaching is not only because of the skills but rather attitudes, beliefs, and feelings of teachers of their duties. Plus, they do not diversify the teaching methods and techniques instead of using the unplanned grammar translation method until students get bored (Abdul Aziz 1998; Mohd Idris 1996).

Improving the quality of teaching is the responsibility of a teacher. Teachers must constantly evaluate their teaching to identify the strengths and weaknesses. By

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Fig. 1 Model of effective teaching (Slavin 1987)

knowing that, as well as the effective instructional practices desired by the students, can help teachers improve their teaching quality and thus improve the students' achievements.

The function of effective instructional practices is to be able to produce effective learning in the classroom (Al-Syaibani 1991; Atan 1993; Ahmad 1997; Mohd Yusuf 2000; Mok Soon Sang 2000). During in the teaching process, students should be actively involved (Burden and Byrd 2003; Rohizani et al. 2005), and also the teacher should plan the lesson before teaching and also give more attention and consideration to individual differences in a classroom (Ahmad 1997; Mohd Yusuf 2000; Mok Soon Sang 2000). Research on effective instructional practices by researchers was previously conducted on the teachers of various subjects, such as a study conducted by Mohd Kassim (2002) and Wan Shaari (2004) or the specific research of teachers specialized in English (Noor Azimah 2008), science (Maizatul 2008), and mathematics (Yazid 2008). Research on effective instructional practices among teachers in the Arabic language have not yet been conducted. Thus, on this basis similar studies should be carried out to identify effective instructional practices of Arabic language among Arabic teachers.

The theoretical framework of the research on effective teaching is adapted from the model of QAIT by Slavin (1987) as can be seen in Fig. 1. According to this model, effective teaching is influenced by four factors: (1) the quality of teaching,
(2) the appropriateness of the level of teaching, (3) incentives, and (4) time. From this input it will produce teaching processes that should be practiced by teachers in the classroom. The important aspects of this process is the main criteria to be evaluated in the Teacher Evaluation Instrument Specialist Ministry of Education and previous studies and the views of experts in education (Shahril Marzuki 1997; Wan Shaari 2004). This study is to identify effective instructional practices practiced by Arabic teachers according to the perception of the students.

2 Research Methodology

This study is a quantitative survey. Quantitative methods were used to obtain student perception of the practice of effective teaching Arabic through distributed questionnaires. The study sample consisted of 90 students from four secondary schools in Kedah. Students consisted of 38 (42.2%) male students and 52 (57.8%) female students; 45 (50%) of the students are from the science stream and 45 (50%) others are from non-science stream.

The study was conducted by using a questionnaire as a research instrument. For this purpose, the researcher distributed a questionnaire to the respondent to obtain the information required. Items in the instrument are divided into four sections based on the four components of effective teaching practices based on the Slavin model of teaching quality, appropriateness of teaching levels, incentives, and time.

This instrument is an adaptation of a number of previous studies including those by Mohd Ibrahim Mohd Kassim (2002), Shahril Marzuki (1997), and Wan Shaari Wan Ismail (2004). Four Arab linguists consisting of university professors and teacher education institutes have reviewed and verified the instrument. The pilot study was conducted to show the instrument has high validity and reliability of Cronbach alpha values, α, between 0.83 and 0.84 for each sub-scale.

3 Findings

Table 1 shows the mean value for the quality of teaching is between 1.88 and 3.23. The fifth item has a higher mean value of 3.23; this item is “teachers ensure the accuracy of the lesson content.” The fractional percentage indicated is 48.9% for ‘often’ and 37.8% for ‘very often.’ The statement that the lowest mean (1.88) was recorded by the fourth item of “teachers use a variety of teaching aids” includes fractional percentage of 33.3% for ‘never’ and 48.9% for ‘sometimes.’

The results of the analysis show a mean value of less than 3 for the first item, 2.84; the mean value of the item “teachers diversify the teaching methods” is 2.61; the mean value of the item “teachers encourage various thinking skills such as analysis and categorization of teaching” is 2.69; the mean value of the item “teachers’ teaching attracts students’ interest and fun for students to keep on
Table 1: Effective instructional practices for teaching quality aspects

<table>
<thead>
<tr>
<th>Items</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
<td>n (%)</td>
<td></td>
</tr>
<tr>
<td>1. Teachers planning the lesson first</td>
<td>1 (1.1)</td>
<td>35 (38.9)</td>
<td>31 (34.4)</td>
<td>23 (25.6)</td>
<td>2.84</td>
</tr>
<tr>
<td>2. Teachers diversify the teaching methods</td>
<td>4 (4.4)</td>
<td>44 (48.9)</td>
<td>25 (27.8)</td>
<td>17 (18.9)</td>
<td>2.61</td>
</tr>
<tr>
<td>3. Teachers relate to students’ knowledge of the subject matter of the past</td>
<td>1 (1.1)</td>
<td>10 (11.1)</td>
<td>49 (54.4)</td>
<td>30 (33.3)</td>
<td>3.20</td>
</tr>
<tr>
<td>4. Teachers use a variety of teaching aids</td>
<td>30 (33.3)</td>
<td>44 (48.9)</td>
<td>13 (14.4)</td>
<td>3 (3.3)</td>
<td>1.88</td>
</tr>
<tr>
<td>5. Teachers ensuring the accuracy of the subject matter</td>
<td>1 (1.1)</td>
<td>11 (12.2)</td>
<td>44 (48.9)</td>
<td>34 (37.8)</td>
<td>3.23</td>
</tr>
<tr>
<td>6. Teachers monitor student’s progress and understanding</td>
<td>–</td>
<td>16 (17.8)</td>
<td>53 (58.9)</td>
<td>21 (23.3)</td>
<td>3.06</td>
</tr>
<tr>
<td>7. Teachers deliver the subject matter systematically and explicitly</td>
<td>–</td>
<td>26 (28.9)</td>
<td>38 (42.2)</td>
<td>26 (28.9)</td>
<td>3.00</td>
</tr>
<tr>
<td>8. The lesson can attract their interests and is fun for students to keep on learning</td>
<td>6 (6.7)</td>
<td>34 (37.8)</td>
<td>31 (34.4)</td>
<td>19 (21.1)</td>
<td>2.7</td>
</tr>
<tr>
<td>9. Teachers give a lot of practices and homework</td>
<td>–</td>
<td>32 (35.6)</td>
<td>38 (42.2)</td>
<td>20 (22.2)</td>
<td>2.87</td>
</tr>
<tr>
<td>10. Each lesson in the syllabus and textbooks is taught to students</td>
<td>1 (1.1)</td>
<td>20 (22.2)</td>
<td>39 (43.3)</td>
<td>30 (33.3)</td>
<td>3.09</td>
</tr>
<tr>
<td>11. Teachers encourage a variety of thinking skills such as analysis and categorization in teaching</td>
<td>6 (6.7)</td>
<td>30 (33.3)</td>
<td>40 (44.4)</td>
<td>14 (15.6)</td>
<td>2.69</td>
</tr>
</tbody>
</table>

"learning" is 2.7; and the mean value of the item “teacher gives a lot of practices and homework” is 2.87.

A mean value in the category of more than 3.00 is the mean value of the item “teachers monitor students’ progress and understanding” record of 3.00; the mean value for the item “teachers deliver the subject matter in a clear and systematic manner” is 3.06; the mean value for the item “all the subject matter in the syllabus and textbooks is taught to students” is 3.09; and the mean value for the item “teachers relate to students’ knowledge of the subject matter of the past” is 3.09.

Table 2 refers to the distribution of respondents by percentage and the mean for the appropriateness level of teaching aspects. It is found that the highest mean is 3.39 for the statement “the teachers put high expectations on student achievement.” The fractional percentage of 2.2% is for never, 11.1% sometimes, 31.1% often, and 55.6% very often.

The lowest mean was recorded is 2.19 for the statement “teachers gathered the students’ ability” includes fractional percentage of 21.2% for never, 46.7% sometimes, 24.4% often, and 7.8% very often; this means fewer teachers take into account individual differences in learning and rarely provide activities that are appropriate to students’ abilities.
Effective Teaching of Arabic Teachers in Secondary School

Table 2 Effective instructional practices for appropriateness level of teaching aspects

<table>
<thead>
<tr>
<th>Items</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers teach according to the level of students' ability</td>
<td>1 (1.1)</td>
<td>33 (36.7)</td>
<td>43 (47.8)</td>
<td>13 (14.4)</td>
<td>2.76</td>
</tr>
<tr>
<td>2. Teachers are sensitive to the emotional and physical condition of students</td>
<td>10 (11.1)</td>
<td>44 (48.9)</td>
<td>28 (31.1)</td>
<td>8 (8.9)</td>
<td>2.38</td>
</tr>
<tr>
<td>3. Teachers ensure that students have the attitude of wanting to learn</td>
<td>2 (2.2)</td>
<td>24 (26.7)</td>
<td>47 (52.2)</td>
<td>17 (18.9)</td>
<td>2.88</td>
</tr>
<tr>
<td>4. Teachers gather students based on their ability</td>
<td>19 (21.1)</td>
<td>42 (46.7)</td>
<td>22 (24.4)</td>
<td>7 (7.8)</td>
<td>2.19</td>
</tr>
<tr>
<td>5. Teachers ensure that all students master all the basic skills</td>
<td>1 (1.1)</td>
<td>22 (24.4)</td>
<td>37 (40.7)</td>
<td>30 (33.7)</td>
<td>3.07</td>
</tr>
<tr>
<td>6. Teachers ensure the accuracy and the latest knowledge about the subject matter</td>
<td>2 (2.2)</td>
<td>22 (24.4)</td>
<td>41 (38.9)</td>
<td>25 (51.1)</td>
<td>2.99</td>
</tr>
<tr>
<td>7. Teachers put high expectations on the student's achievement</td>
<td>2 (2.2)</td>
<td>7 (11.1)</td>
<td>35 (31.1)</td>
<td>46 (55.6)</td>
<td>3.39</td>
</tr>
</tbody>
</table>

Table 3 Effective instructional practices for incentive aspects

<table>
<thead>
<tr>
<th>Items</th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very often</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers inspire the students to study hard</td>
<td>2 (2.2)</td>
<td>10 (11.1)</td>
<td>28 (31.1)</td>
<td>50 (55.6)</td>
<td>3.40</td>
</tr>
<tr>
<td>2. Teachers told the students to learn until they can get into the university</td>
<td>2 (2.2)</td>
<td>18 (20.0)</td>
<td>17 (18.9)</td>
<td>53 (58.9)</td>
<td>3.34</td>
</tr>
<tr>
<td>3. Teachers give praise or rewards to students who strive to achieve success</td>
<td>3 (3.4)</td>
<td>29 (32.2)</td>
<td>29 (32.2)</td>
<td>29 (32.2)</td>
<td>2.93</td>
</tr>
<tr>
<td>4. Teachers give fines to students who are lazy</td>
<td>12 (13.3)</td>
<td>43 (47.8)</td>
<td>19 (21.1)</td>
<td>16 (17.8)</td>
<td>2.43</td>
</tr>
</tbody>
</table>

The mean value was recorded for the statement "teachers teach according to students' ability levels." For the item "teachers are sensitive to the emotional and physical conditions of students," the mean value is 2.76; the mean value for the item "teachers ensure that students have the attitude of wanting to learn" is about 2.88; for the item "teachers ensure the accuracy and the latest knowledge about the subject content" the mean value is 2.99.

Practices that students often felt about their teachers is the item "teachers always ensure that all students master all the basic skills." A total of 30 (33.3%) chose very often, 37 (41.1%) often, and 22 (24.4%) sometimes, with mean 3.07.

Based on Table 3, the distribution of respondents by percentage and mean in terms of incentives indicated the highest mean is for item 1 with a mean of 3.40.

More than half the students (55.6%) expressed that teachers very frequently inspire...
Table 4 Effective instructional practices for time aspects

<table>
<thead>
<tr>
<th>Items</th>
<th>Never n (%)</th>
<th>Sometimes n (%)</th>
<th>Often n (%)</th>
<th>Very often n (%)</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers make full use of the time allocated for teaching</td>
<td>1 (1.1)</td>
<td>14 (15.6)</td>
<td>42 (46.7)</td>
<td>33 (36.7)</td>
<td>3.19</td>
</tr>
<tr>
<td>2. Teachers give practices and enough time to complete the practices/homework</td>
<td>23 (25.6)</td>
<td>36 (40.0)</td>
<td>31 (34.4)</td>
<td></td>
<td>3.09</td>
</tr>
<tr>
<td>3. Teachers enter the classroom to teach in a timely manner</td>
<td>13 (14.4)</td>
<td>42 (46.7)</td>
<td>35 (38.9)</td>
<td></td>
<td>3.24</td>
</tr>
<tr>
<td>4. Teachers depart from the classroom on time</td>
<td>24 (26.7)</td>
<td>30 (33.3)</td>
<td>36 (40.0)</td>
<td></td>
<td>3.13</td>
</tr>
</tbody>
</table>

the students to study hard, and 28 (31.1%) choose often, 10 (11.1%) choose sometimes, and only 2 (2.2%) state that teachers never give encouragement to study hard. The lowest mean is for the 19th item. The mean value of this item is 2.43, which is "teacher gives a fine to students who are lazy."

For item questions 2 and 3 were indicated the mean values of 3.34 and 2.93, respectively, which means that more than half the respondents (58.9%) felt that teachers very often advise their students to learn to get into the university. For the item "teachers give praise or rewards to students who strive to achieve success," the percentage is equivalent to status sometimes, often, and very often (32.2%). This result shows that there are teachers who regularly give praise and rewards; some of them give praise and rewards very often, and fewer rarely give praise and appreciate students.

All teachers should constantly praise and appreciate the students because these have become a part of human nature and all love to be praised and appreciated. Praise and gratitude create a good relationship between teachers and students. A good relationship is very important to create an atmosphere of learning that can attract interests and produce fun among students. Learning in an enjoyable and passionate way as well as being motivated will certainly increase a student's understanding and achievement in a particular subject.

Table 4 is an analysis of the distribution of respondents by percentage and mean in terms of the time recorded, the highest mean being 3.24 for the item "teachers entering the classroom to teach in a timely manner." 85.6% of respondents said that teachers entered the classroom to teach in a timely manner. Only 14% felt that teachers are rarely punctual.

As for the item "teachers use the time allocated to teaching," the mean was recorded as about 3.19, of which 84% of respondents felt that teachers make full use of the time allocated for teaching and learning. Similarly, for the statement "the teacher departs from the classroom after teaching in a timely manner." 73.3% of respondents felt the teachers left on time, showing that teachers were timely in entering and leaving the class.

Going to class on time, taking full advantage of the time allocated for the purpose of teaching and learning, and also going out of the classroom on time are
the characteristics of effective teaching, and these are practiced by most of the Arabic language teachers at the school, proving that the teachers successfully manage their time well. Good time management is the positive impact of rigorous lesson planning.

The lowest mean value of 3.09 is for the item “the teacher provides a variety of training and enough time to complete the homework.” Although there are students (25.6%) who said that teachers rarely or only occasionally provide various training and enough time to complete the homework, 74.4% thought that their teacher gives them homework quite often.

From the analysis of the mean for all question items 1–26, the highest mean is 3.40 and the lowest is 1.88. We concluded that the respondents agreed that the Arabic teacher applied an effective teaching practice on a regular basis, especially in terms of time management and providing incentives to students.

4 Summary of the Research

4.1 Quality of Teaching

Based on the analysis carried out using the mean distribution of the study, in general, effective teaching of aspects of the quality of teaching is practiced by Arabic language teachers in secondary schools with a mean of 1.88 to 3.23. The teachers planned the lessons in advance before teaching by providing a complete record book. The results showed 60% of students felt that teachers planned the lessons regularly. When teaching, the teacher will make sure of the accuracy of the subject matter, which indicated 48.9% of students said that their teachers often ensured the accuracy of the subject matter and 37.8% expressed very often.

In addition, teachers delivered lessons systematically, wisely choosing a teaching strategy that includes approaches, methods, and multiple techniques. The results showed 42.2% of respondents felt that teachers often give lessons in a systematic way and 28.9% said very often. Presenting lessons with systematic and explicit teaching is an important variable and has a strong correlation to student achievement (Brophy and dan Good 1986). Teachers also regularly relate the subject matter to students’ previous knowledge (54.4%).

After lessons, the teacher very often gives a lot of practice and homework (42.2%). A teaching activity that is followed by practices and homework will help to strengthen the concept of a lesson that has been learned. In addition, teachers also need to monitor students’ progress by conducting appropriate testing and evaluation of the next report to parents and related parties.

Finally, rigorous lesson planning is important because teaching involves time and the time that allocated to a particular subject is limited. Proper planning will make a lesson that can be delivered smoothly, and every minute allocated will be fully utilized. This opinion is supported by Yinger (1980), stating that a teacher in the classroom will not work effectively without careful planning.
Quality teaching is important because when the quality of teaching is at the highest level, the information presented will give meaning to the students, attract their interests, and this enables them to remember and apply what they have learned, thus increasing student achievement (Slavin 1994).

Overall, this study found that the level of planning made by the teacher is high, as evidenced by Mohd Rizuan Abd Rasip (2007) in a study which found that teachers plan out the Arabic teaching lesson at a high level. However, its implementation is moderate. Among these are the aspects of the use of teaching aids in teaching. Teachers found less variety of teaching materials. This study found that 33.3% of respondents felt the teachers never diversify teaching materials, 48.9% sometimes, and only 17.7% of respondents stated that teachers diversify the instructional materials.

This finding is consistent with research conducted by Mohamed Abd. Rahman (1994) and Fatimah (1999), which found that teachers of the Arabic language used less variety of teaching aids, and this will lead to a negative effect on teaching and the students' learning process. The lessons do not have an effect on the students and they may feel that Arabic is a difficult subject and boring. Therefore, teachers need to maximize the use of teaching aids, particularly the use of information and communication technologies, in line with the rapid development in that field.

4.2 Appropriateness of Teaching Level

In terms of the appropriateness of the level of teaching, the study recorded a mean value between 2.19 and 3.39. The mean value is the lowest for the item “teachers gathered the students based on their ability:” 21.2% of respondents said teachers never gathered the students based on their ability, 46.7% sometimes, 24.4% often, and only 7.8% very often. Similarly, in terms of “teachers teach according to student’s ability levels” are just often status in which 47.8% of respondents felt the teachers teach according to a student’s ability levels. Teachers should always make sure that the lessons are based on the level of ability.

To handle the problem of individual differences, the various measures include gathering students in groups of intelligent students with weak students in other groups, based on ability and mastery of skills (Slavin 1994). With this provision, clever students will not feel bored and they are able to perform more challenging activities while the weaker students can be guided more by the teacher.

The highest mean value was recorded as 3.39 for the item “teachers put high expectations on students.” Placing high expectations on the students has a very high impact on both parties. In the teachers’ high expectations, of course, the students will make sure the teaching can be understood by all students whether students are those who excel or who are weak. Teachers will make every effort to get to know their students and take into account the individual differences of students to diversify their teaching strategies and approaches as are appropriate to the level of education. For the students, high expectations by their teachers will make them
The study recorded a mean test for the item “teachers respond to students’ weaknesses.” 24.4% of respondents said teachers sometimes teach according to the students’ abilities. Teachers should always be aware of students’ weaknesses. Various measures include: focusing on students’ weaknesses, encouraging students to do more challenging tasks, and grouping students according to their abilities. Teachers should be aware of the students’ levels and abilities. The study also found that the students’ performance is influenced by the level of motivation, which is high, as found in previous studies. However, the use of teaching aids in the classroom is limited. This study found that 48.9% of teachers diversify the teaching materials. Mohamed Abd. Rahman the Arabic language used have a positive effect on teaching and learning. Therefore, teachers need to use information and resources in that field.

The concept of effective teaching is a very important concept to be applied in a well-planned process, particularly in the teaching of Arabic. This concept should be practiced by Arabic teachers to improve students’ academic achievement. Other scholars believed that students’ academic achievements are affected by their teachers’ ability to understand and use subject matter knowledge and to choose suitable instructional materials in implementing the process of teaching (Shulman 1986; Wilson et al. 1987; Ball 1990). Besides that, the things that seriously need to be a concern by the teacher include lesson plans, ensuring the accuracy of the subject matter, diversifying teaching strategies, using a variety of materials, and the latest teaching materials that are appropriate with the developments in information technology, delivering the subject matter in a systematic manner and relating it to the student experience.

In addition, a teacher also needs to ensure that the teaching process should be presented according to the student’s ability level, providing many practices and conducting assessments on a regular basis, and providing motivation, expectations, and incentives to the students so that they will work hard in their studies. Effective teaching by the teachers will be able to attract the students’ interest in Arabic and can then improve their academic performance, especially in the examination. Thus, teachers have critical and important roles in the process of teaching and learning. If it comes to improving academic excellence in schools (Wiseman et al. 1999) and also particularly in improving a student’s academic achievement.
References


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