UNIVERSITI TEKNOLOGI MARA

DEVELOPING AN EFFECTIVE INTERACTIVE MULTIMEDIA COURSEWARE TO TEACH ARABIC LANGUAGE: THEORETICAL-EMPIRICAL BASED INSTRUCTIONAL DESIGN APPROACH

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ABSTRACT

The majority of foreign language classes notably the Arabic Language are taught with little or no regard with the current field-tested paradigm of foreign language acquisition. Many teachers are using almost outdated paradigm of teaching in the classrooms. If this notion persists to dominate our classrooms, the problem of acquiring the Arabic Language will continue into the future. Stimulating and motivating foreign language environment are necessary to cultivate intellectual skills in learning Arabic as a foreign language in Malaysian classrooms.

The prime objective of this experimental research is to identify and critically appraise the existing Arabic Language products available in Malaysian markets and to evaluate their strength and weaknesses. In the process, this research has developed a viable Arabic Language courseware called *Bahasa Arab Interaktif Kurikulum* (BAIK) which is theoretically researched and has been empirically tested in the classroom. This research has investigated the effectiveness of technology-based learning and conventional-based learning instructions to statistically measure students' final grades, comprehension, motivation, satisfaction and critical thinking.

In this research, the Triangulation method (Quantitative, Qualitative, and Descriptive) has been used in carrying out the investigations. A total of 82 students from two classes participated in the study. Instruments used to collect data are pre and post tests, checklists, questionnaires, interviews and classroom observations. Results indicate that students who were exposed to BAIK significantly improved and outperformed the traditional group on comprehension skill, satisfaction, motivation, and significantly increased their final grades. The mean score of the traditional students in pre-test was 52.4% while in the post-test it was noted at 59.2%. The mean score of the students from BAIK in the pre-test was 47.48% while in the post-test it was observed at 78.63%.

Results signify that BAIK helped students to learn the Arabic Language effectively and significantly improved their final grades in the exam. This is because BAIK was developed based on field-tested theories and modalities of instructional design intervention while the traditional learning method is based on poor conceptual understanding and students are taught with an incomprehensive collection of facts which overload their memories.

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