

ABSTRACT

This study aimed to analyze the problems of students in writing an Arabic sentence from the aspect of syntactic, lexical and morphological, to develop teaching modules in Arabic sentence patterns and to evaluate the effectiveness of the teaching modules. The Instructional Design Dick & Carey Model (2005) has been used to develop teaching modules and the Need Analysis Brindley Model (1989) has been applied in analyzing the needs of students. In addition, the theory of Bandura (1986) has been utilized in teaching and learning modules and the Gronlund Taxonomy (1982) has been used as the framework in assessing the effectiveness of the module.

This study was divided into two phases: first, descriptive research design to analyze students' grammar problems and the second, quasi-experimental study design to develop and evaluate the effectiveness of the teaching modules in Arabic sentence patterns. There were a total of 178 samples in this study. The instruments of this study were questionnaires, diagnostic tests, pre test and post test.

The findings showed that the aspect of syntax was the most difficult aspect faced by the students in constructing grammatical sentences with more than 80% of students in low and middle levels. In the lexical aspect, there were more than 70% of students in the moderate and low levels. While in terms of morphology, there were more than 50% of moderate and weak levels. In assessing the effectiveness of the teaching modules which were developed by the study, the

findings showed that there were significant differences in mean scores pre and post test between the treatment and control groups. The study found that students who underwent treatment with the module of teaching an Arabic patterns get higher achievement than students of the control group who used traditional teaching approaches. This showed that the approach of teaching Arabic sentence pattern module is more effective than traditional teaching approaches in developing students' writing skills in Arabic sentences. The study also found that there were significant differences the effectiveness of teaching modules in the pattern of sentences between SMKA and KAA students. Although the achievement of the treatment groups KAA and SMKA students have increased in ability writing an Arabic sentence; the achievement of students in KAA treatment group's significantly higher compared with the performance of students in SMKA.

Based on these findings, a model of teaching module in Arabic sentence patterns has been proposed. It is hoped that this teaching module's model will contribute to the new pedagogy in teaching and learning of Arabic language in Malaysia.