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The Development of FunArabic in Learning Arabic for Secondary Schools Students

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Abstract

Learning by using Internet is no longer foreign in the education system in Malaysia especially for the important subjects such as Mathematics, English Language and Science. However, it is still foreign to some subjects such as Arabic. Hence, an Arabic language learning website called FunArabic was built to attract students to learn Arabic. This study was done to see the development of Funarabic website and how it can attract the student with the interfaces and informations included. The website of FunArabic contents of learning Arabic for the basic level . The development of FunArabic as a medium in learning Arabic in a more aspect of gam and relaxing. This site was built in the Malay language to attract students to be more inclined to learn Arabic. This website is built using free software that webnode.com. Notes, exercises and activities in this software are applying the principle of constructivism.

Keywords: Development, Website, FunArabic, Learning, Arabic, Students, Secondary School

Abstrak

Pembelajaran menggunakan Internet bukan lagi sesuatu yang asing dalam sistem pembelajaran di Malaysia untuk subjek-subjek yang penting. Namun, ia masih dianggap sesuatu yang asing bagi beberapa subjek seperti Bahasa Arab. Justeru itu, satu laman web pembelajaran bahasa Arab yang diberi nama FunArabic telah dibina bagi menarik minat pelajar untuk mempelajari bahasa Arab. Kajian ini dilakukan bagi melihat pembangunan laman web Funarabic dan kepentingannya dalam proses pembelajaran bahasa Arab. Laman web FunArabic memuatkan isi pembelajaran bahasa Arab untuk peringkat asas.

Pembangunan laman web adalah sebagai satu medium pembelajaran dengan bercirikan aspek permainan dan santai. Laman web ini dibina dalam bahasa Melayu untuk menarik minat pelajar supaya lebih cenderung mempelajari bahasa Arab. Laman web ini dibina dengan menggunakan perisian percuma iaitu *webnode.com.* Nota, latihan dan aktiviti dalam perisian ini pula menerapkan prinsip teori konstruktivism.

Kata Kunci: Pembangunan, Laman Web, FunArabic, Pembelajaran, Bahasa Arab, Pelajar, Sekolah Menengah

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Introduction

In modern times, too much of the technology developed for the purpose of helping people and facilitate the work. This is evidenced by the development of communication technology such as the use of smart phones and information technology such as the Internet. The majority of people agreed that technology and the impact of changes in everyday life. The era of the present technological developments have greatly influenced human aspects of life including lifestyle and the way people communicate with each lain. Human invention that has brought great changes and widespread impact in people's lives since it was first created in the mid- century - 20 up to the present day.

Developments and technological advancements also influence the education world, including in Malaysia. According to Tengku Zawawi (1999), rapid technological advancements, the world has been utilized by the Ministry of Education with the school curriculum by incorporating aspects of the technology. This is an effort to nurture and cultivate and attract students and thus forming a positive attitude towards the development of technology. This is supported by Lechner and Boli (2000) that recent developments witnessed in Information Technology and Communication (ICT) is a key enabler tool for disseminating and storing information and help students build new knowledge. Saharani et al . (2005) states that there are over 50 million sites and growth of 10 percent per day . The website is a source of infinite information content. Even so, according to Ow (2000) , there are many educational website developed by a private company that is pretty yet sophisticated about applying or learning theory approach and design philosophy based on the commercial value of many. He also stated that this software is not compatible, not high quality and do not meet the requirements or objectives of the Philosophy of Education. In building a website for language learning, of content, text, graphics, animation, audio and video can be important.

These are the issues that can motivate students to continue browsing the website or not. This coincides with the opinion and Baharuddin and Mohamad (1995) states that multimedia is the latest information technologies that allow the integration and text manipulations, graphics, animation, audio and video. In general, multimedia can be defined as a computer -based interactive communications process that includes the use of audio-visual media such as text, graphics, audio, video and animation (Jamalludin and Zaidatun, 2000). With the advent of multimedia elements, then a change will be more interesting and interactive communication process occurs . Whereas in the context of education, if the latest information technologies applied in the field of education , the teaching and learning process will be an enjoyable experience and help students understand concepts more quickly and easily (Zawawi ,1999) .

Problem Statement

Use of this website in the Malaysian education system is widely used. However, the website for learning Arabic stills few in number. While there are sites of learning Arabic, but most are paid, using the English language and content sites that focus on high-level learning. After conducting a survey, an overview and interviews, researchers found that

students with low levels in their interest to learn Arabic. Among the factors that influence students' interest in learning Arabic is boring textbooks and lack of reference books published in Arabic by the publishers of the book. Therefore, this problem has led researchers to develop a web site known as FunArabic to help students to learn Arabic at a basic level. Indirectly, the construction site to attract students to continue to learn Arabic to a higher level. Clement (1994) noted that learning to use computers and the Internet can provide knowledge on a recurring basis. An extensive body of education research is showing that technology can support learning in many ways. Using technology in the classroom, for example, can be moti-vational. Teachers have found that using computers, mobile devices, digital media, and other computer-related technologies can capture students' attention and improve students' outcomes (Frei et al., 2007).

Model Of Study

1 Theory of Learning Using the Internet

Theory is something that organized, coherent and systematic articulation of a set of statement related to significant questions in a discipline and communicated as a meaningful whole (Meleis, 2011). He also stated the definition of theory as symbolic depiction of those aspects of reality that are discovered or invented for describing, explaining, predicting or prescribing responses, events, situations, conditions or relationships. The theory is also a summary of the knowledge that guides to research and obtain a new discussion. Thus, in learning to use the Internet, there are several theories that could be linked. Learning to use the Internet was initially designed based on behavioristic theory. Based on Woollard (2010), he defined the behaviorism as a theory of human and animal learning focuses upon the behavior of the learner and the change in behavior that occurs when learning takes place. The approach of this theory states that behavior can be seen showing what students have learned something or not, and not what happens in the minds of students (Ally, 2002).

Generally we knew that not all students acquire knowledge on behavior. Thus, constructive learning theory has been introduced. According to Fosnot (2013) constructive theory is a theory about knowledge and learning which is can be described as both what "knowing" is and how one "comes to know". Based on theory of constructivist, it has been stated that learners interpret information and world according to their personal reality, and they learn through observation, process, and the interpretation and make that information into knowledge (Aukrust, 2011). Leach and Scott (2000) defined the constructivist learning as the way how students construct rather than absorb new ideas. On their observations, learning is not the transmission of knowledge from the head of the teacher to the head of students. Students actively generate meaning based on their experiences on the basis of existing idea, each individual and when changing ideas.

Apart from behavioristic theories and constructive theories, another theory used is cognitive theory. Virtually cognitivism learning theory is a theory that tend to engage in practices that lead to students' intellectual quality (Suparno, 2001). Cognitive load theory (Sweller et al., 2011) is an instructional theory based on some aspects of human cognition.

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It takes an evolutionary approach to cognition. According to Mayer (2001), cognitive theory incorporates several concepts from both the science of learning (how people learn) and the science of instruction (how to design instruction). It is built on the philosophy that "the design of e-learning courses should be based on a cognitive theory of how people learn and on scientifically valid research studies. In other words, e-learning courses should be constructed in light of how the mind learns and experimental evidence concerning e-learning features that promote best learning

Even so, all of the above theoretical study has its own advantages and can be used in online learning material. The three theories stated above can be used as taxonomy for learning. With the implementation of behaviorist, it can be used to teach the students about " what " (the facts) while the cognitive strategies caused to teach the " how " (processes and principles), and strategies constructivist can be used to teach the " why " (level thinking). Development of web-based learning model needs to consider learning strategies component. The main components of the learning strategies to be designed are: early learning activities, presentation materials, learner participation, assessment, and follow-up activities (Walter Dick, et al, 2008).

2 Implications of the theories in Internet based learning

i. Behaviorism Theory

According to theory behavioristic there are some powerful underlying principles, such as:

a. Concerned with the influence of the environment (external factors)
b. Concerned with the parts
c. Concerned with the role of reaction
d. Concerned with the role of ability preconceived
e. Concerned with the formation of habits through practice and repetition
f. Learning outcomes are achieved is the emergence of the desired behavior.

ii. Cognitive Theory

Implications of cognitive learning theory in learning, educators must understand that learners not as easy adult in his thinking process, pre-school age children and early elementary school learning using concrete objects, active learners so overlooked, educators arrange materials by using pattern or specific logic from simple to complex, educators create meaningful learning, in view of the individual differences of learners to achieve successful learners. Piaget, the philosopher in cognitive describes the implications of cognitive theory in education are :

a. Focus on ways of thinking or mental processes of children, not just the outcome.
b. Giving priority to the role of learners in their own initiative and active involvement in learning activities.

iii. Constructivist theory

In the constructivist learning theory, students can search through a knowledge of their own learning activities such as observation, experimentation, discussion, question and answer, read books , and even surf the Internet . General principles common practice in the application of the learning theory of constructivism in the classroom are:

a. Every student should be able to facilitate the teachers, so that knowledge of the material that is built or constructed for them not implanted by teachers.
b. To teach well. Teachers must understand the mental models used by the students to know their world and to support those models that have been applied and used by students.
c. Students need to construct their own understanding of each concept so that teachers in teaching materials instead of "lecturing", explained or similar efforts to transfer knowledge to students but to create a situation for students that help them make the development of mental constructions necessary.
d. Students are expected to always be active and can find a way of learning that suits them. Teachers as facilitators, mediators and friends who make the situation conducive to the self- construction of knowledge.

3 FunArabic Web Interfaces

Discussions on web pages that have been fostered by the investigators, students were exposed to the situation will be when the truth using learning more relaxing and comforting. By using a flash video, students will be able through the learning process more fun and easily understood. This web page development involved three main phases which are:

a. Analysis Purposes,
b. Design Phase,
c. Develop and Implement Phase.

For each phase are expressed, assessment quest to have run out of time during the construction of a web page so that it runs as designed and to comply with the established framework. In phase analysis purposes, the contents and target users for this webpage has been determined. All content of the subject content of the Arabic language contained in this webpage is based manner of measure Arabic lessons that have been set by the ministry and as contained in school textbooks.

However, the webpage is just a load of topics principle of learning Arabic. It is perceived that this study is the initial study to look at the acceptance stage students towards learning Arabic using the web pages. Furthermore, developer has also made an analysis of which will be used as well required in the wake of this webpage. In design phase, will be

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woken up a web page that is systematic and easily understood for the purpose of learning. In the development and implementation phase as well, applying the theory, approaches and strategies that have been designed before it is loaded into a web page that can be fostered in order to produce meaningful learning among students. Supported with the use of the free software to build the website, webnode.com, have triumphed wake a web page for learning Arabic.

Phase analysis purposes requires some analysis of the characteristics of the target set. Among cases considered is who is going to use this webpage prototype, whether difficulty studying this subject, or the objective to be achieved and the important of the content that will be presented, as well as specifications and also the used of the software and hardware necessary to awaken this webpage. The main users are targeted are all secondary school students. However, these web pages may also be used by the beginners as a tool to assist them in the learning process of studying the Arabic language is more relaxed. In addition, this webpage also be used by teachers for teaching purposes in the classroom.

To initiate the learning, the user will enter the first page as the Home page in Figure 1. He presented the main content of the web page contents as Sejarah Bahasa Arab, Belajar Bahasa Arab, Kuiz Bahasa Arab, Cerita Pendek, Belajar Sambil Menyanyi, Forum, Borak Bersama Rakan, Guest Book, Feedback dan Hubungi Kami. This is where, for the beginning, users can find more detail on the web page. In this page, users are given various options for exposure to onward through linkage provided.

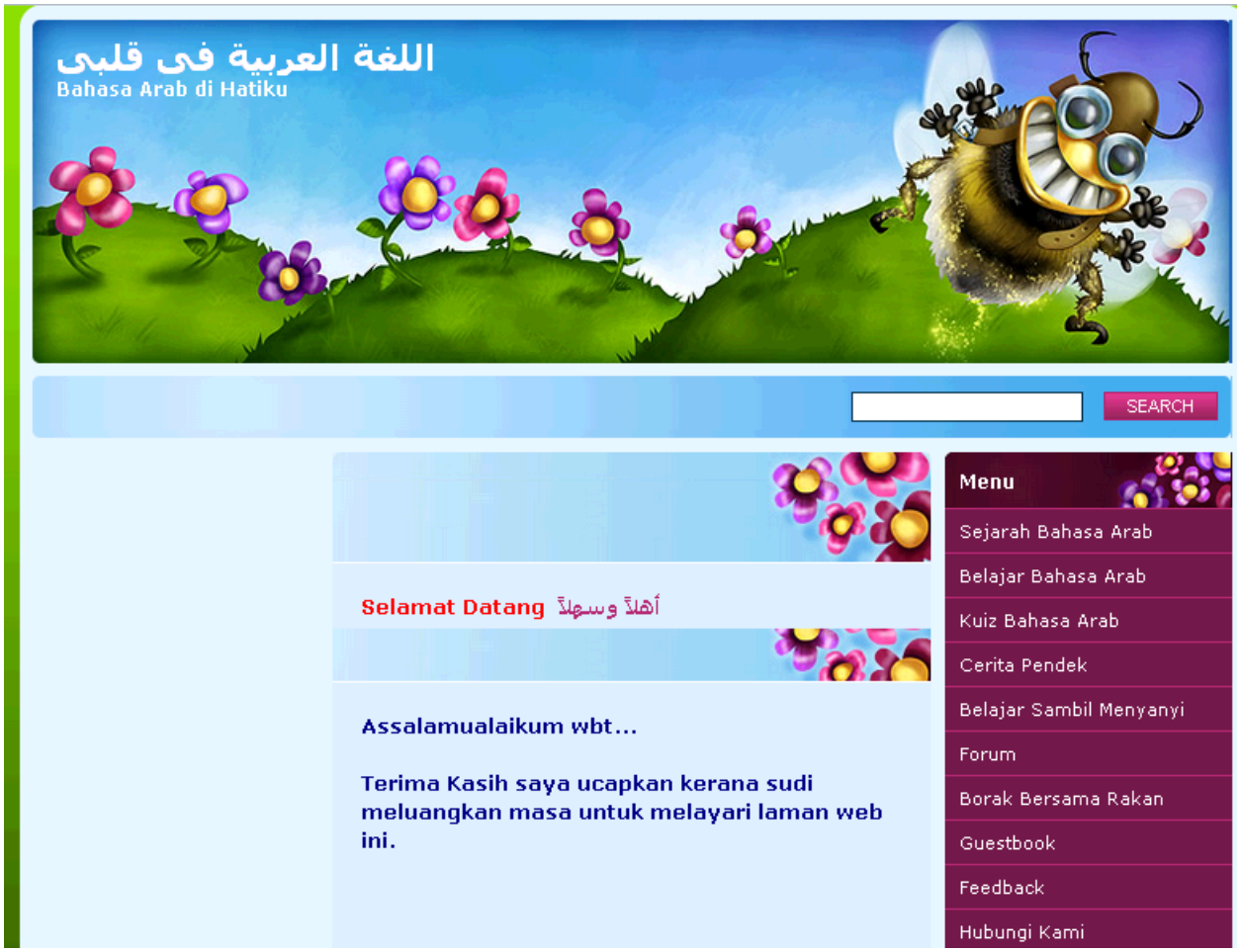

Figure 1

To facilitate the users navigate the web pages, each page in it has been homogenized to have five major portions which are upper, left portion, middle portion and a lower portion. Top portion and a bottom portion that is fixed and unchanging. Thus, the navigation bar contained in it also fixed for each page. If students choose to study Arabic, this web page will explain the contents of the subject to be studied as shows in Figure 2. However, it is still more prototype guidance and entertainment elements still not sufficient anymore.

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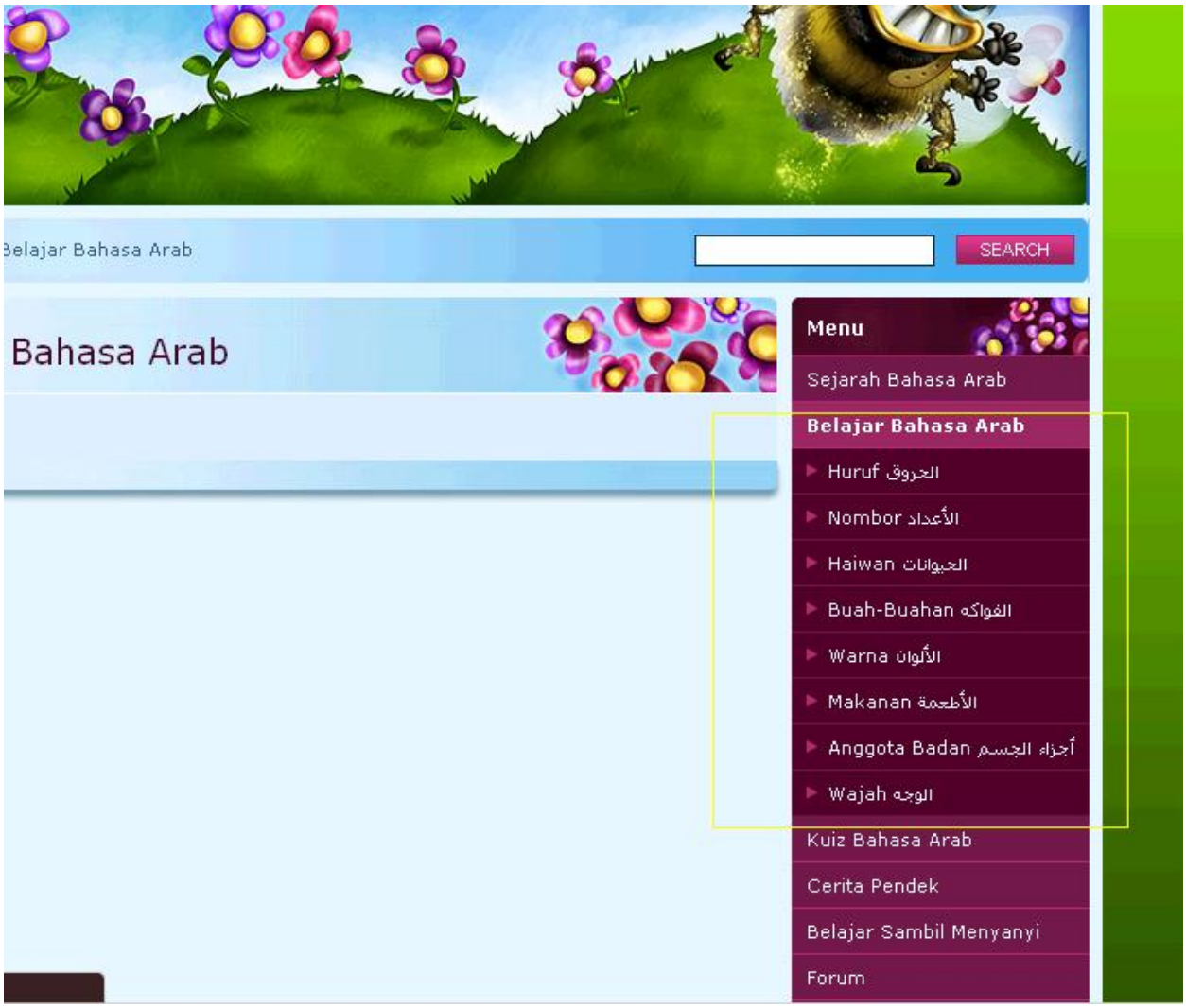

Figure 2

If students choose to study one of the topics provided, such as exposure in the figure 3 will appear. Students can learn to follow what topics they choose. The topics provided to be learned such are Huruf (Alphabet), Nombor (Number), Haiwan (Animals), Buah-buahan (Fruits), Warna (Colors), Makanan (Food), Anggota Badan (Body Parts) and Wajah (Face). The figure 3 below shows the example of learning Arabic under the topic of alphabet (huruf).

Once the learning session has been completed, so students will choose to answer the quizzes provided (figure 4). All the questions in quizzes section are based on what the student had been learning under the "Belajar Bahasa Arab"

Figure 3

Figure 4

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When clicking on the button to answer the quiz, students will be shown the display as Figure 5. Students can now begin to answer the quizzes which are provided. Each topic in quiz section contains 5 questions.

Figure 5

After the student click on the answer and submit it, the comment will be shown in Malay language. These comments are divided into two parts, if the student answers correctly, the interface will display the comment as in Figure 6 and if a student gives a wrong answer, the interface in Figure 7 will be shown.

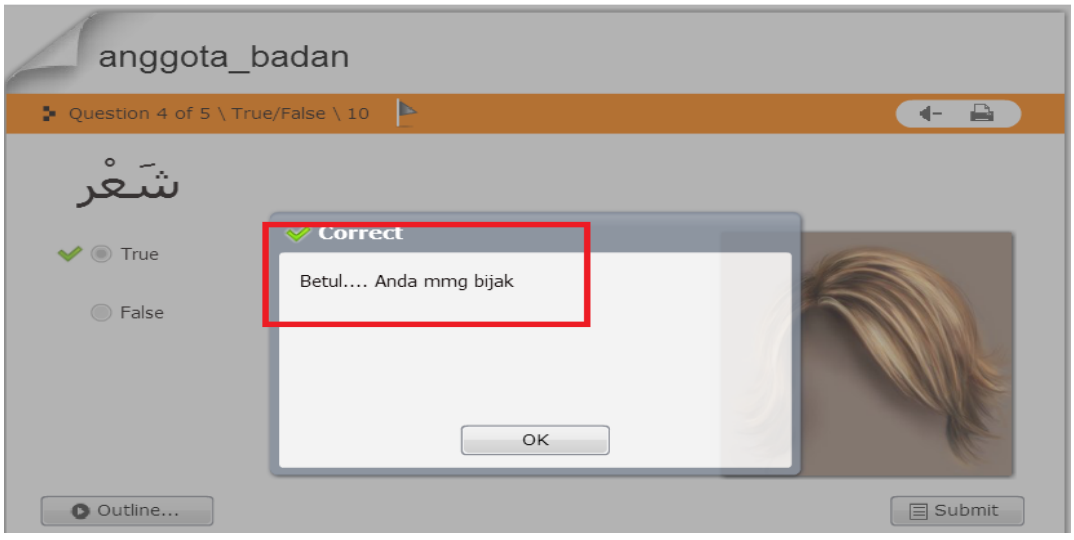

Figure 6

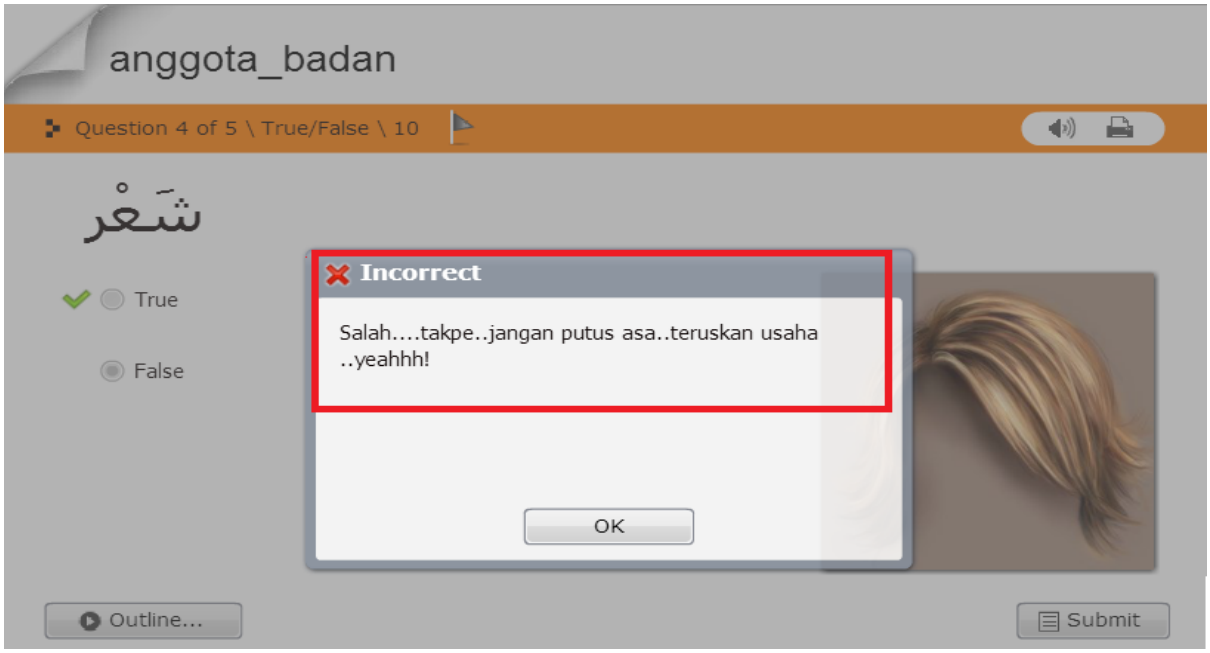

Figure 7

Once the students have answered all the questions, the display will be shown for the scores that have been acquired by the students for each quiz answered. (Figure 8).

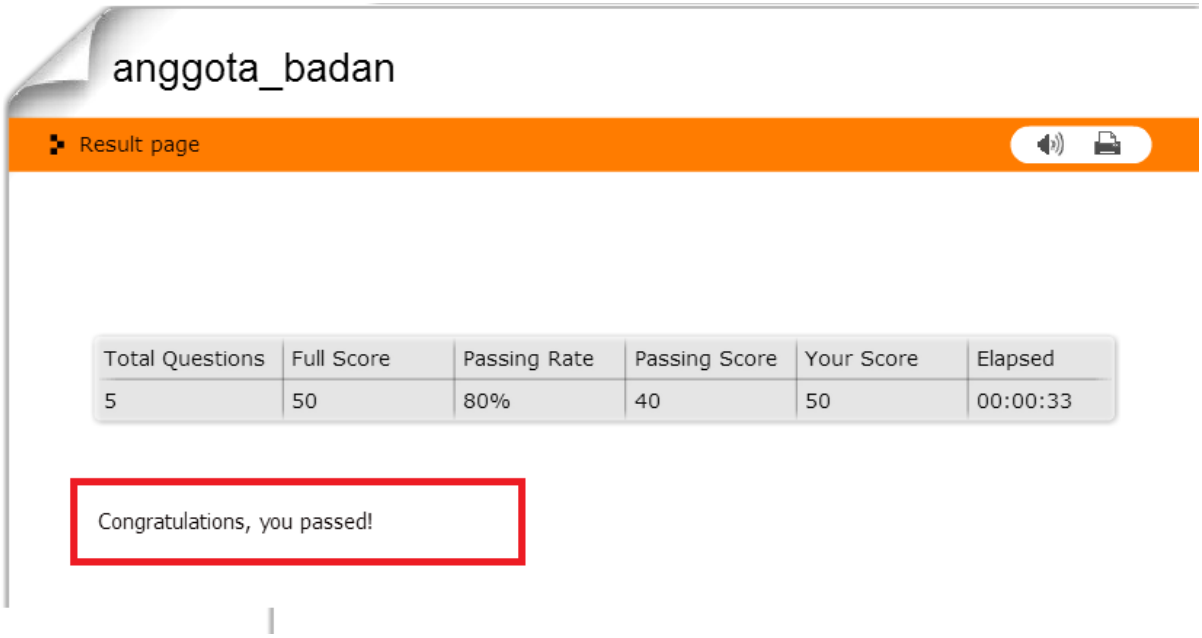

Figure 8

This web page can foster the development of students towards analytical and creative thinking as well as the ability to make decisions and solve problems. In this webpage, teachers should encourage students to seek access, use and assess the intimation using multimedia technology. So, the results of this study may also indicate the extent to

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which the interests of a web page provided plays an important role in helping students obtained the edict.

Conclusion

Increasing use of e-learning technology in education is often seen as the result of a general shift towards adult learning theory where the teachers is not seen as a distributor of content knowledge, but as a facilitator of learning and assessment of learning outcomes. Most of courseware education built has the power of the elements and these appear to attract the attention of the target users. Nevertheless, to emphasize the strength of the courseware, maybe there are also some disadvantages that may form in courseware were awakened in where weaknesses have not realised or directly by the developer.

The FunArabic has been developed fixed values the uniqueness and advantages even as there are many problems that developers face during the process development. Among the advantages of the FunArabic are this web site has a simple interface design and suitable for the user target which is high school students. Beside, this website navigation system is a simple and easily understood by students and more relaxed. FunArabic also provides information that is normally required to learn a variety of topics that have been available on the website. Furthermore, this website using Malay language in order to motivate students to continue to learn Arabic. There is a forum column included in this website to give the students chances to talk and discuss with their friends virtually.

Although the site has been developed with some advantages as listed, not doubt that there are also shortcomings and weaknesses in the site. The lack of clearly be observed are the integration of audio at the very least though activities there is an element other multimedia elements that were used in the website. The developer also realised that other weakness of FunArabic is the less on the process of strengthening the level of exercise to the user.

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