



# Development of the *E-Muhadatsah* Kit for Non-Arabic Speakers in Malaysian Institutions of Higher Learning: A Need Analysis

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**Abstract:** Needs analysis plays an important role in the development of a product to ensure that the product can meet the needs of consumers. The development of the E-Muhadatsah kit or Arabic conversation kit based on an android application is a self-communication platform among non-Arabic speakers in Malaysian Institutions of Higher Learning. This study aims to identify the need for developing the E-Muhadatsah kit among non-Arabic speakers at the tertiary level as well as to identify the level of interest in Arabic speaking, Arabic communication confidence, and students' willingness to communicate in Arabic. The assignment and exercise needs in improving students' Arabic speaking or communication skills were also identified. A set of questionnaires was distributed to 214 respondents from universities in Malaysia namely UPM, UPSI, UniSZA, and UiTM. Then, the data obtained from the administration of the questionnaire were analyzed using SDSS version 25 software and interpreted based on the analysis of mean scores and standard deviations. Meanwhile, the open-ended questionnaire data were analyzed thematically. The results showed that respondents saw the development of the E-Muhadatsah kit as a great need for non-Arab students in higher education. In addition, the study also found that respondents showed a high interest in Arabic speaking, confidence in Arabic communication, and students' willingness to communicate in Arabic at a high level. Thus, this study proposes the development of a conversation-based Arabic language interactive multimedia kit to improve the communication proficiency of non-Arabic speakers, further able to help Arabic language educators to diversify multimedia-assisted teaching methods.

**Keywords:** E-Muhadatsah, arabic teaching and learning, willingness to communicate, non-Arabic speakers, need analysis

## 1. Introduction

Various educational innovations and teaching approaches were introduced to improve the quality of teaching and learning in Malaysia. This effort has been carried out at various levels of educational institutions including Higher Education Institutions such as the use of multimedia materials in the form of websites, E-Learning, Massive Open Online Courses (MOOCs), smartphones application, educational software, and others (Ahmad Zaki, Zulazhan & Nurkhamimi, 2021). This coincides with the Malaysian Education Development Plan

(Higher Education) 2015-2025 that online learning needs to be strengthened so that education in Malaysia continues to progress toward global education (Ministry of Education Malaysia, 2015). Hence, the role of educators is vital in providing attractive teaching aids with interactive multimedia elements. According to Mohid, Ramli, Abdul Rahman, and Shahabudin (2018), multimedia-assisted learning can spark creative ideas, motivate students in learning and engage students to master learning, in addition to improving the quality of teaching to replace traditional teaching methods.

As mentioned by Ramli, et al. (2019), the use of Information, Communication, and Technology (ICT) in Arabic language education in this digital age are capable of empowering this world language towards global education and producing competent professionals in Arabic language communication. The concept of *Al-Ittisāl* or *al-Muhadathah* (communication/conversation) in Arabic refers to an individual's ability to speak fluently or his/her ability to practice Arabic spontaneously (Marpuah, 2015). Arabic communication or conversational skills are one of the basic Arabic language skills (including Arabic reading skills, Arabic listening skills, and Arabic writing skills) and it is an important medium that people use to communicate with each other. This language does not achieve its benefits in exchange and understanding between individuals except through pronunciation and conversation. Arabic communication or conversational skill is a productive skill, as mentioned by (Al-Naqah, 1985), this productive skill requires the learner to be able to use sound accurately, mastery of grammatical formulas and the word order system, so that it can help him/her to express what he/she wants to say in conversation.

In the context of Arabic language education in Malaysia, even after years of studying Arabic in school up to the university level, most students are still unprepared or unwilling to practice Arabic spontaneously, either in the lecture room or outside the lecture room (Ibrahim, 2013, Fateehah, 2015). According to MacIntyre, Dornyei, Clément, and Noels (1998), the main factor that determines a second or foreign language used spontaneously and frequently is a person's willingness to communicate in that language. Willingness to Communicate in a Second Language (L2 WTC) is the willingness to engage in communication at a particular time, with a particular individual or individuals using a second language (MacIntyre et al., 1998). Ayedoun, Hayashi, and Seta (2018), Ebadi, and Ebadijalal (2020) state that the digital learning environment plays an important role in addressing language anxiety issues and improving students' WTC in a second or foreign language. Therefore, as a solution by looking at the influence of the digital education environment impacting WTC language learners, the development of teaching aids with ICT integration in teaching communication or Arabic speaking skills such as smartphone application is needed to foster a culture of self-determined learning (heutagogy) or student-centered learning, further achieving the goal of learning Arabic.

## 2. Problem Statement

Arabic is a subject that is considered difficult, boring, and less interesting because it is more focused on traditional teacher-centered teaching methods. In today's modern age, the convenience of internet access allows students to access learning resources anywhere and anytime. However, technology-assisted learning in Arabic teaching and learning is still at a moderate level and more focused on learning in schools, compared to the university level (Mohd Firdaus, Muhammad Sabri & Mohd Shahrizal 2013; Ibrahim, Kaseh, Suhaila & Hazrati 2018). According to Rahimi, Zawawi, and Wan Nordin (2005), the use of teaching aids in Malaysian universities such as media kits in the form of websites among Arabic language students can have a positive effect on academic performance.

In addition, the use of media kits also can promote communication or speaking skills among Arabic language students (Saipolbarin, Nazri, Zarima, & Mohammad Ariffin, 2017). This is in line with the issues and problems of students in Arabic communication. These barriers are due to factors of psychological unpreparedness such as language anxiety, lack of self-confidence, lack of motivation in learning, lack of interest in teaching and learning Arabic, and others. Other than that, non-psychological unpreparedness factors such as lack of Arabic vocabulary, failure to understand Arabic sentences, lack of conducive environment to speak Arabic, and others (Ibrahim, 2013; Fatihah, 2015).

According to Muhammad Sabri (2016), the importance of the Arabic language is not only limited to Muslims but also important in professional fields and international communication such as in the fields of translation, business, diplomatic relations, broadcasting, and mass media. This statement is supported by Nazri, Saipolbarin & Zawawi (2014) who argue that the widespread use of Arabic has had a positive impact on producing science and technology professionals such as doctors, engineers, and scientists globally. This has a great impact on the development of the Arabic language at the level of educational institutions in Malaysia. Thus, looking at the importance of Arabic at the global level, students majoring in Arabic in Malaysian institutions of higher learning should have a good command of Arabic communication and be better prepared to communicate in that language.

Nowadays, multimedia technology in the teaching and learning of Arabic is able to create an interactive and more interesting learning environment, foster a culture of self-learning among students, help students become more creative, innovative, comprehensive, even globally competitive, where learning is more flexible and

student-centered (Saipolbarin et al., 2019; Mohd Shahrizal, Mohd Firdaus, Mohd Fauzi, & Muhammad Sabri, 2016; Rahimi, Zawawi, & Wan Nordin, 2005). In addition, the integration of multimedia technology in learning is predicted to change the learning system for the better, while helping educators and students to improve teaching and learning strategies (Norlidah, 2010). The use of multimedia teaching aids or electronic devices can also achieve effective learning quality if educators and students are given exposure to use them optimally (Aida Suraya et al., 2006; Mohd Majid & Zakaria, 2007).

Thus, the role of educators is to explore new methods and approaches in teaching and learning Arabic such as interactive multimedia, to be in line with the technology used by students today (Radzuwan, Mohd Firdaus, Mohd Fazry, & Kamariah, 2016). Therefore, the *E-Muhadatsah* kit is an alternative for Arabic language students in Malaysian public universities to practice Arabic communication or conversational skills, as soon as they increase their willingness to communicate in Arabic. Thus, before developing the *E-Muhadatsah* kit for non-Arabic speakers, a needs analysis should be done to identify the kit development needs, students' level of interest in speaking Arabic, their communication confidence, and willingness to communicate in Arabic, as well as the Arabic language exercises and assignments that students need as a basis for model development kits.

### 3. Need Analysis

This field study was conducted to identify the needs of Arabic language students in Malaysian universities on the development of the *E-Muhadatsah* kit to provide solutions to students' issues and problems in Arabic communication or their willingness to communicate in Arabic. According to Mohd Ridhuan and Nurul Rabihah (2020), needs analysis plays an important role in providing information relevant to the target group to design and develop a module or product. In module or model development studies such as media kits using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) Instruction Model procedure, needs analysis is one of the five compulsory phases, besides the design phase, development phase, implementation phase, and evaluation phase (Nurul Aina, 2020). Meanwhile, the needs analysis study also identifies student problems, student characteristics, type of learning, assignments or training required, and student learning medium (synchronous or asynchronous). According to Mohd Firdaus et al. (2021), the analysis phase is an important phase to see the development needs of a module or model, in addition to identifying appropriate products designed and developed for the target group, in order to resolve the issues and problems of the study.

#### 3.1 Research Objectives

This study aims to identify student's needs for the development of the *E-Muhadatsah* kit, as well as the level of students' interest in Arabic speaking, communication confidence, and willingness to communicate in Arabic among non-Arabic speakers in Malaysian public universities. In addition, the study also describes the assignments and exercises required in improving communication or speaking skills, and subsequently their willingness to communicate in Arabic.

#### 3.2 Research Questions

1. What are the development needs of the *E-Muhadatsah* kit for Arabic language students in Malaysian public universities?
2. What is the level of students' interest in Arabic speaking, communication confidence in Arabic, and willingness to communicate in Arabic?
3. What are the assignments and exercises needed in developing the *E-Muhadatsah* kit for Arabic language students in Malaysian public universities

### 4. Methodology

This study was conducted on 214 respondents from four Malaysian public universities, namely Universiti Putra Malaysia (UPM), Universiti Pendidikan Sultan Idris (UPSI), Universiti Sultan Zainal Abidin (UniSZA), and Universiti Teknologi MARA (UiTM) using simple random sampling. A set of questionnaires adapted from (McCroskey & Baer, 1985) and Ku Fatahiyah et al., (2014) were distributed online using Google form to the respondents. This *E-Muhadatsah* kit instrument (i-KEM) was measured for validity and reliability based on Rasch Model measurements and obtained good validity and reliability with an individual reliability value of 0.90 and an item reliability value of 0.96. Then, the i-KEM instrument was distributed to respondents consisting of Bachelor of Arabic students at UPM, UniSZA, UPSI, and UiTM. The data obtained from the study were analyzed to obtain the total mean score and standard deviation, then interpreted according to the mean score interpretation table. Thus, the interpretation of mean value analysis by Nor Kamaliah & Ahmad Zabidi (2015) and Mohd Paris & Saedah (2016) was used to identify the level of agreement of needs analysis based on Table 1 below:

**Table 1 - Mean interpretation of need analysis**

Min Score	Interpretation
3.67-5.00	High
2.34-3.66	Average
1.00-2.33	Low

## 5. Finding

### 5.1 Study of the Demographics

A total of 214 respondents participated in this study which consisted of Arabic language students in Malaysian public universities. The majority of the study sample were female students of 187 people (87.4%), compared to male students of 27 people (12.6%). In addition, based on the year of study, a total of 75 respondents were year 1 students (35.0%), 77 respondents were year 2 students (36.0%), 27 respondents were year 3 students (12.6%) and 35 respondents were year 4 students (16.4%). Students from year 2 were found to record the highest number of responses with 77 respondents (36.0%). A total of 4 Bachelor of Arabic programs were involved in this study and it was found that the majority of 57 respondents (26.6%) were among the students of Bachelor of Arabic Language in Professional Communication, UiTM, followed by 56 people (26.2%) were students of Bachelor of Arabic Studies, UniSZA, followed by 51 people (23.8%) were students of Bachelor of Arabic Language Education, UPSI and 50 people (23.4%) were students of Bachelor of Arts in Arabic, UPM. The respondents of the study also received Arabic language education at the secondary level with a majority of 191 people (89.3%) studying it in STAM or STPM, 12 people (5.6%) studying it in SPM, and 11 people (5.1%) studying it in diploma. In terms of the type of learning Arabic speaking skills, a large number of 106 respondents (49.5%) chose *"listen & practice Arabic conversations in social media"*, followed by 85 respondents (39.7%) who chose *"practice speaking skills with Arabic speakers in class"*, while 22 respondents (10.3%) chose to *"participate in co-curricular activities such as debates & public speaking in Arabic"* and 1 respondent (0.5%) chose to *"participate in international conferences such as presentations in Arabic"*. Table 2 shows the study of the demographics:

**Table 2 - Study of the demographics**

Demographics	Frequencies (f) (N = 214)	Percentage
<b>Gender</b>		
Male	27	12.6%
Female	187	87.4%
<b>Bachelors' Program</b>		
Arabic Literature (UPM)	50	23.4%
Arabic Language Education (UPSI)	51	23.8%
Arabic Language Studies (UniSZA)	56	26.2%
Arabic Language in Professional Communication (UiTM)	57	26.6%
<b>Year of Study</b>		
Year 1	75	35.0%
Year 2	77	36.0%
Year 3	27	12.6%
Year 4	35	16.4%
<b>Arabic Education at the Secondary Level</b>		
SDM	12	5.6%
STAM/ STPM	11	5.1%
Diploma	191	89.3%
<b>Types of Learning Arabic Speaking Skills</b>		
Practice speaking skills with Arabic speakers in the lecture room	85	39.7%
Listen & practice Arabic conversations in social media	106	49.5%
Participate in international conferences such as presentations in Arabic	1	0.5%
Participate in co-curricular activities such as debates & public speaking in Arabic	22	10.3%
<b>Total</b>	<b>214</b>	<b>100%</b>

## 5.2 The *E-Muhadatsah* Kit Development Needs

Table 3 shows the findings of the study for the analysis of the development needs of the *E-Muhadatsah* kit among Arabic language students in Malaysian public universities. This descriptive analysis includes mean score values (MS) and standard deviation (SD) as a whole, mean values, and standard deviation by item. Mean score values were also interpreted using the interpretation scale of Mohd Paris and Saedah (2016) and Nor Kamaliah Mohamad & Ahmad Zabidi Abdul Razak (2015). The findings of the study explained that respondents most agreed on item B6 “*I think that the development of the E-Muhadatsah kit can help improve the level of Arabic language skills (such as listening and speaking skills)*”, with the highest mean value of (MS = 4.55, SD = 0.639). While the mean score value for the lowest item is on item B5 which is “*I am more interested in learning Arabic speaking skills with the E-Muhadatsah kit developed in the smartphone application*”, with a mean value of (MS = 4.41, SD = 0.737), but is still at a high level. Respondents also argued that the need for the development of the *E-Muhadatsah* kit containing multimedia elements can increase the willingness to communicate in Arabic, like on item B1 with a mean value of (MS = 4.51, SD = 0.634). Other than that, respondents also argued that the need for the development of the *E-Muhadatsah* kit can create an interactive Arabic language learning environment like on item B2, with a mean value of (MS = 4.54, SD = 0.632). In addition, respondents also agreed that the need for the development of the *E-Muhadatsah* kit can attract students to practice heutagogy (self-determined) learning, such as on item B3, (MS = 4.47, SD = 0.683). Furthermore, respondents also think that the need for the development of the *E-Muhadatsah* kit is to foster the practice of peer learning, like on item B4 with a mean value of (MS = 4.51, SD = 0.619). In total, 6 items related to the construct of the *E-Muhadatsah* kit development need for Arabic language students were at a high level with an overall mean score of (MS = 4.50, SD = 0.571).

**Table 3 - The *E-Muhadatsah* kit development needs**

Item	Statement	MS	SD	Interpretation
B1	The <i>E-Muhadatsah</i> kit or a conversation kit in Arabic that contains multimedia elements needs to be developed as it can increase my willingness to communicate in Arabic	4.51	0.634	High
B2	The <i>E-Muhadatsah</i> kit needs to be developed because it can create a more interactive Arabic language learning environment	4.54	0.632	High
B3	The need for the development of the <i>E-Muhadatsah</i> kit can attract students to practice heutagogy (self-determined learning)	4.47	0.683	High
B4	The <i>E-Muhadatsah</i> kits in Arabic language classes should be developed to foster peer learning practices such as discussions or group assignments	4.51	0.619	High
B5	I am more interested in learning Arabic speaking skills with the <i>E-Muhadatsah</i> kit developed in the smartphone app	4.41	0.737	High
B6	I think that the development of the <i>E-Muhadatsah</i> kit can help improve the level of Arabic language skills (such as listening and speaking skills)	4.55	0.639	High
	<b>Total</b>	<b>4.50</b>	<b>0.571</b>	<b>High</b>

## 5.3 Students' Interest in Arabic Speaking

Table 4 shows a descriptive analysis of the construct of interest in speaking Arabic among Arabic language students in Malaysian public universities. This analysis explains that the highest mean score is on item C2 which is “*I am interested in mastering Arabic speaking skills*”, with a mean value of (MS = 4.67, SD = 0.602). In addition, the mean score value for the lowest item is on item C4 which is “*I am actively involved in Arabic language learning classes*”, with a mean value of (MS = 3.94, SD = 0.851), but still at a high level. Respondents also agreed that they were interested in speaking or communicating in Arabic as on item C1, (MS

= 4.57, SD = 0.638). Then, respondents agreed that they trying to attend Arabic classes for no reason to improve their communication proficiency in Arabic, such as on item C3, (MS = 4.47, SD = 0.683). Analysis of mean scores also showed that respondents agreed that they like to ask questions related to Arabic language subjects on item C5, (MS = 4.01, SD = 0.842). Overall, 5 items related to the construct of interest to speak Arabic among Arabic language learners were at a high level with an overall mean score value of (MS = 4.33, SD = 0.552).

**Table 4 - Students' interest in Arabic speaking**

Item	Statement	MS	SD	Interpretation
C1	I am interested to communicate in Arabic	4.57	0.638	High
C2	I am interested in mastering Arabic speaking skills	4.67	0.602	High
C3	I tried to attend Arabic classes for no reason to improve my communication proficiency in Arabic	4.47	0.683	High
C4	I am actively involved in Arabic language learning classes	3.94	0.851	Average
C5	I like to ask questions about Arabic subjects	4.01	0.842	High
<b>Total</b>		<b>4.33</b>	<b>0.552</b>	<b>High</b>

#### 5.4 Students' Confidence in Arabic Communication

Table 5 shows a descriptive analysis of the confidence constructs to communicate in Arabic among Arabic language students in Malaysian public universities. The findings of this study explained that the respondents most agreed with item D4, "*Make a presentation in Arabic to a group of friends*", obtaining the highest mean value of (MS = 3.89, SD = 0.938). While the respondents least agreed with item D2 "*Speaking Arabic with strangers*", obtained the lowest mean value of (MS = 3.03, SD = 1.130), which is at the average level. Respondents also agreed that they were confident to speak Arabic with peers as on item D1, (MS = 3.62, SD = 0.955). Analysis of mean scores also showed that respondents agreed that they liked to converse in groups with acquaintances in Arabic such as item D3, (MS = 3.72, SD = 1.024). Then, the respondents also agreed to make an Arabic presentation to a group of strangers such as item D5, (MS = 3.15, SD = 1.083). Overall, 5 items related to the construct of communication confidence in Arabic among Arabic language students were at a moderate level with an overall mean score value (MS = 3.48, SD = 0.823).

**Table 5 - Students' confidence in Arabic communication**

Item	Statement	MS	SD	Interpretation
D1	Speak Arabic with friends	3.62	0.955	Average
D2	Speak Arabic with strangers	3.03	1.130	Average
D3	Have small group conversations with acquaintances in Arabic	3.72	1.024	High
D4	Make a presentation in Arabic to a group of friends	3.89	0.938	High
D5	Make a presentation in Arabic to a group of strangers	3.15	1.083	Average
<b>Total</b>		<b>3.48</b>	<b>0.823</b>	<b>Average</b>

#### 5.5 Students' Willingness to Communicate in Arabic

Table 6 shows a descriptive analysis of the constructs of willingness to communicate in Arabic among Arabic language students in Malaysian public universities. The findings of this study showed that the respondents most agreed with item E1, "*If I get the chance to meet Arabs in public, I hope to be able to talk to them*", obtaining the highest mean value of (MS = 4.20, SD = 0.898). While the respondents who least agreed such as on item E3 "*I am willing to speak in Arabic with foreign students at any time*", (MS = 3.72, SD = 1.009), but still at a high level. Respondents also agreed that they would take the opportunity to speak Arabic with Arabs who had problems in Malay as on item E2, (MS = 4.06, SD = 0.940). Analysis of mean score also showed that respondents agreed that they were willing to practice conversation in Arabic with friends outside the lecture room as on item E4, (MS = 4.03, SD = 0.880). Then, the respondents were also willing to converse in Arabic with lecturers or Arab friends through a virtual platform as on item E5, (MS = 3.96, SD = 0.961). Overall, 5 items of willingness to communicate in Arabic among Arabic language students were at a high level with an overall mean score value (MS = 3.99, SD = 0.795).

**Table 6 - Students' willingness to communicate in Arabic**

Item	Statement	MS	SD	Interpretation
E1	If I get the chance to meet Arabs in public, I hope to be able to talk to them	4.20	0.898	High
E2	If I meet Arabs who have problems in Malay, I will take the opportunity to speak Arabic with them	4.06	0.940	High
E3	I am willing to speak in Arabic with foreign students at any time	3.72	1.009	High
E4	I am willing to practice conversation in Arabic with friends outside the lecture room	4.03	0.880	High
E5	I am willing to chat in Arabic with lecturers or Arab friends through a virtual platform	3.96	0.961	High
<b>Total</b>		<b>3.99</b>	<b>0.795</b>	<b>High</b>

### 5.6 Assignments and Exercises Need in Arabic Speaking

Table 7 shows the need for assignments and exercises to improve the mastery of speaking skills in Arabic among Arabic language students in Malaysian public universities. The findings of this study indicate that there are 12 categories of assignments and exercises needed by students such as create and watch Arabic videos, learn through Arabic stories or movies, practice Arabic conversation or communication, Arabic speaking assignments with a groups of friends, vocabulary exercises in Arabic, construct Arabic sentences, learn through Arabic dictionary, speak with Arabs and non-Arabic speakers, acting, singing performances and competition in Arabic, practice reading in Arabic, increase listening practice in Arabic and learn Arabic speaking through multimedia.

**Table 7 - Assignments and exercises need in Arabic speaking**

Theme	Comments
<b>1. Create and watch Arabic videos</b>	<ul style="list-style-type: none"> <li>• Watching Arabic videos.</li> <li>• Always watch Arabic videos.</li> <li>• Learn through Arabic videos.</li> <li>• Watch video clips in Arabic.</li> <li>• Multiply Arabic video assignments individually.</li> <li>• Create a video about daily life as a student in Arabic.</li> <li>• Watch Arabic videos according to students' mastery level.</li> <li>• Create more interesting videos on You Tube related to Arabic.</li> <li>• Watch an Arabic video then create a short video as a summary.</li> <li>• Watch the video on You Tube how to communicate briefly in Arabic.</li> <li>• Create simple and easy Arabic language videos to attract students' interest to speak in Arabic.</li> <li>• Watch a long video in Arabic and make a brief summary of the lessons learned from the viewing.</li> </ul>
<b>2. Learn through Arabic stories or movies</b>	<ul style="list-style-type: none"> <li>• Watch Arabic movies.</li> <li>• Watch cartoons in Arabic.</li> <li>• Multiply watching Arabic stories.</li> <li>• Watching a movie with an Arabic subtitle.</li> <li>• Practice a lot and listen to stories in Arabic.</li> <li>• Telling stories about daily activities in Arabic.</li> <li>• Find and watch favorite genre stories in Arabic version.</li> <li>• Watching stories with elements of Arabic communication.</li> <li>• Perhaps, students can improve their speaking skills, through "story telling" in Arabic.</li> </ul>
<b>3. Practice Arabic conversation or communication</b>	<ul style="list-style-type: none"> <li>• Daily conversation in Arabic.</li> <li>• Multiply conversations in Arabic.</li> <li>• Practice Arabic conversation in extra classes.</li> <li>• Daily Arabic dialogues based on specific themes.</li> <li>• Practicing Arabic conversation through oral tests.</li> <li>• Speak frequently in Arabic despite basic questions.</li> </ul>

	<ul style="list-style-type: none"> <li>• Communicate in Arabic while the class is in progress.</li> <li>• Try to practice the Arabic conversation heard in daily life.</li> <li>• Do activities that make it compulsory to communicate in Arabic.</li> <li>• Communication training 10 minutes and 1 day 5 verbs mastered.</li> <li>• <i>Hiwar</i> exercises (conversation in Arabic) based on text and without text.</li> <li>• Practicing Arabic conversation in your daily routine no matter where you are.</li> <li>• Make notes and practice simple conversations that are organized and easy to understand.</li> <li>• Hold one or two sessions a week to practice Arabic speaking, so that students can communicate in Arabic more fluently and confidently.</li> </ul>
<b>4. Arabic speaking assignments with a group of friends</b>	<ul style="list-style-type: none"> <li>• Speak Arabic with peers.</li> <li>• Read passages or dialogues in Arabic and reviewed by friends.</li> <li>• Practice speaking Arabic with friends no matter right or wrong.</li> <li>• Group assignments in Arabic (<i>kalam jamaie</i>, public speaking, etc.)</li> <li>• Assignments in groups are more enthusiastic to practice Arabic with friends and others.</li> <li>• Implement Arabic language quizzes in group activities, to strengthen the basics of Arabic.</li> <li>• Have a high-spirited friend wanting to speak in Arabic, so as to be able to practice together.</li> <li>• Introduce acquaintances who are fluent in Arabic to jointly share an Arabic speaking assignment.</li> <li>• Make sentences in Arabic or find the meaning of words in an essay or construct dialogues in Arabic with friends.</li> </ul>
<b>5. Vocabulary exercises in Arabic</b>	<ul style="list-style-type: none"> <li>• Arabic quiz exercises.</li> <li>• Memorize Arabic words.</li> <li>• Exercises to add vocabulary.</li> <li>• Search for Arabic words a lot.</li> <li>• Exercises to recognize Arabic words.</li> <li>• Write whatever words are used every day in Arabic.</li> <li>• Organize activities that help increase Arabic vocabulary.</li> <li>• Increase Arabic vocabulary easily through Arabic songs.</li> <li>• Writing Arabic words for the purpose of speech in Arabic.</li> <li>• Make a quiz related to words that are rarely heard in Arabic.</li> <li>• Increase reading so as to acquire a lot of vocabulary to improve speech in Arabic.</li> <li>• Exercises to add vocabulary such as synonyms and antonyms so that it is easy to speak in Arabic.</li> </ul>
<b>6. Construct Arabic sentences</b>	<ul style="list-style-type: none"> <li>• Writing Arabic sentences.</li> <li>• Exercises to construct sentences correctly.</li> <li>• Practice writing short Arabic essays every day.</li> <li>• Write a lot or make posters in Arabic for communication purposes.</li> <li>• Correct sentences usage through <i>wazan</i> (patterns of word formation) conversion</li> </ul>
<b>7. Learn through Arabic dictionary</b>	<ul style="list-style-type: none"> <li>• Constantly check new vocabulary in the dictionary.</li> <li>• Translate Arabic-Malay sentences according to dictionary.</li> <li>• Read Arabic dictionary and study the sentence structure and grammar.</li> </ul>
<b>8. Speak with Arabs and non-Arabic speakers</b>	<ul style="list-style-type: none"> <li>• Dialogue with Arabs.</li> <li>• Virtual class with Arab friends.</li> <li>• Conversation with the public in Arabic.</li> <li>• Always speak to people around you in Arabic.</li> <li>• Record interviews with native Arabs spontaneously.</li> <li>• Speaking in formal as well as informal language with Arabs.</li> <li>• Interacting with people who speak Arabic to practice speaking Arabic.</li> <li>• Build self-confidence by having the courage to speak Arabic with Arabs.</li> <li>• Make friends with Arabic people and always listen to the Arabic words they speak.</li> <li>• Speaking practice with Arabic speakers is indeed necessary in order to improve</li> </ul>



	<ul style="list-style-type: none"> <li>language skills.</li> <li>• Multiply being in an Arabic-speaking environment and reducing the speech and environment of the mother tongue.</li> </ul>
<b>9. Acting, singing performances and competition in Arabic</b>	<ul style="list-style-type: none"> <li>• Acting in Arabic.</li> <li>• Make an Arabic drama or sketch.</li> <li>• Make a play or sketch using Arabic.</li> <li>• Sing Arabic songs and see the meaning.</li> <li>• Often participate in competitions organized in Arabic such as Arabic speeches or Arabic debates.</li> </ul>
<b>10. Practice reading in Arabic</b>	<ul style="list-style-type: none"> <li>• Read Arabic books.</li> <li>• Learn and read a lot of Arabic books.</li> <li>• Arabic reading practice to improve speaking proficiency.</li> </ul>
<b>11. Increase listening practice in Arabic</b>	<ul style="list-style-type: none"> <li>• Learn through audio.</li> <li>• Often listen to songs in Arabic.</li> <li>• Listen to Arabic songs in videos</li> <li>• Strengthen listening skills in Arabic.</li> <li>• Lots of listening to conversations in Arabic.</li> <li>• Always listen to your favorite songs in Arabic.</li> <li>• Practice listening to the pronunciation of Arabic words.</li> <li>• Listen to the audio of Arabic conversations over and over again.</li> <li>• Listen a lot, if you are good at listening then you are good at conversation too.</li> </ul> <p><i>In shaa allah</i></p>
<b>12. Learn Arabic speaking through multimedia</b>	<ul style="list-style-type: none"> <li>• Learning using Arabic multimedia.</li> <li>• Arabic conversation exercises with AI or robots.</li> <li>• Learn Arabic from a more interesting and easy platform.</li> <li>• Create a smartphone application of Arabic conversation.</li> <li>• Create an application that includes 4 skills to master in Arabic.</li> <li>• Create lots of Arabic conversation quizzes in Quizizz/Kahoot.</li> <li>• Improve Arabic language proficiency with existing social media.</li> <li>• Maybe create Arabic quiz apps to improve your Arabic language skills.</li> <li>• Learn through the You Tube platform because it is more fun and convenient as well as economical.</li> </ul>

## 6. Discussion

This study encompasses the development of the *E-Muhadatsah* kit need for non-Arabic speakers at Malaysian public universities. The finding showed that students saw a great need to develop the *E-Muhadatsah* kit for Arabic language students in Malaysian Institutions of Higher Learning. They thought that this kit can help them to increase their willingness to communicate in Arabic, as well as create a more interactive Arabic language learning environment. This finding in line with study by Mohd Taufiq et al., (2020) stated that multimedia in Arabic language learning can create more interesting learning and improve student performance. As mentioned by Hat, Sha'ari, Abdul Hamid (2013) and Mahmuda (2018) that multimedia technology-assisted learning can have a significant impact in creating a student-centered interactive learning environment. This can help to stimulate students' interest, increase learning motivation, and result in more effective Arabic language teaching and learning activities. In addition, this study found that students have a high interest in Arabic speaking. They saw that language plays a vital role in giving better understanding between two or more individuals. This finding in line with study by Ku Fatahiyah et al., (2014) which stated that students more interested to speak Arabic, when they got opportunity to speak either in the lecture room or outside the lecture room.

Other than that, the finding showed that the students have a moderate level of confidence to communicate in Arabic. They are less confident to communicate Arabic especially to strangers. As mentioned by Edward and Roger (2015), self-confidence in the second language is a significant predictor of language proficiency and a factor influencing students' WTC in the second language. This means someone who has high self-confidence in Arabic, is more proficient in the language and better prepared to communicate in that language. This finding in line with study by (Ibrahim, 2013) and (Fateehah, 2015) which stated that communication confidence in Arabic among students was a factor they were willing to communicate in that language. Moreover, the study found that most students were willing to communicate in Arabic with native Arabic or non-Arabic speakers either inside or outside the lecture room or on the virtual platform. This finding is in line with the study of Mahmoodi and Moazam (2014) and Siti Rahmah (2018) who stated that students in higher education were more willing to speak Arabic with native speakers in the classroom as well as influencing students' language achievement.

According to MacIntyre et al., (1998), willingness to communicate (WTC) plays a crucial role to determine that people will use the second language spontaneously and frequently.

Furthermore, this finding showed that students were willing to communicate in Arabic on the virtual platform. According to Lee (2019) and Soyof (2021), WTC in the second language influenced an extramural digital context among students at the tertiary level. It help students to enhance WTC and reduce language anxiety among them. In addition, the finding also showed that students need Arabic language assignments and exercises to improve their speaking or communicating skills in Arabic. Assignments and exercises in Arabic in the form of listening skills, vocabulary, games, multi-context conversation, multimedia-assisted learning and others can help students to master speaking or communication skills and further enhancing students' willingness to communicate in Arabic. As mentioned by Nor Musliza et al., (2016), dialogue simulations and games play an important role to increase motivation as well as training students to communicate Arabic effectively.

## 7. Conclusion

In conclusion, the level of need for the development of the *E-Muhadatsah* kit in improving students' WTC in Arabic is at a high level. Students also showed a positive attitude and encouraged the use of multimedia materials such as the media kit in Arabic speaking skills classes. However, students are still not fully confident if they learn Arabic speaking skills only through smartphone applications. They need teacher guidance, various exercises and assignments that can increase their confidence to communicate and be willing to communicate in Arabic. Therefore, educators and educational institutions play an important role in ensuring the development of teaching aids that meet the needs of students and achieve the objectives of teaching and learning Arabic speaking or communication skills. Thus, this study proposes the development of a conversation-based Arabic language interactive multimedia kit to improve the communication proficiency of non-Arabic speakers, further able to help Arabic language educators to diversify multimedia-assisted teaching methods.

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