

SUSTAINING ARABIC LANGUAGE LEARNING STRATEGIES THROUGH EFFECTIVE TEACHING AND MOTIVATION

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Abstract. Arabic language is a challenging subject yet worth to learn it. As for non-Arab students, it is difficult for them to learn Arabic language without support such as self-determination and effective instruction especially those who are not a native speaker. The study aimed to determine the way to sustain Arabic language learning among secondary school students through motivation and teaching effectiveness. A simple model consisted teaching effectiveness, motivational beliefs and self-regulated learning also shown to explained the result. This study uses quantitative design through survey method. A total of 542 non-Arab students from several secondary schools in Malaysia were selected using stratified random sampling techniques. Students' Evaluation of Teaching Effectiveness Rating Scale (SETERS) and Motivational Strategies for Learning Questionnaire (MSLQ) through Motivational Beliefs Scale and Self-Regulated Learning Strategies Scale were used as an instruments. A multiple and hierarchical regression was conducted for data analysis. Furthermore, a structural equation model also derived to strengthen the result by showing an indexes fitting the model. The findings showed that teaching effectiveness and motivational beliefs significantly influence self-regulated learning in Arabic language learning. The best predictor for self-regulated learning is the intrinsic value, test anxiety, self-efficacy and teachers' delivery of subject information. The findings also show how self-regulated learning can improve and empower the Arabic language learning in Malaysia. This study has indicated an important implication for teachers to improvising teaching methods and for students to motivate them-self in order to catalyze self-regulated learning to improve Arabic language performance.

Keywords: *teaching effectiveness, motivational beliefs, self-regulated learning, Arabic language, non-Arab students*

Introduction

Arabic language learning requires students' persistence and awareness because of factors such as emotion, environment, goals, tests and skills can potentially influence their language acquisition (Yusri et al., 2013). Furthermore, as for non-Arab learner, they have to be more confident controlled and systematic in their learning strategy. Generally, the development of Arabic language in non-Arab country like Malaysia still need an improvement and yet to achieve its objectives (Abdullah et al., 2014; Arifin et al., 2014). Findings show that Arabic language learning in Malaysia still counting entirely on teachers to be the primary source for students to acquire Arabic language skills (bin Samah, 2009).

Arabic language learning in Malaysia secondary schools is based on a curriculum developed by the Curriculum Development Division under the Ministry of Education (KPM) beside providing well-trained teacher, syllabuses, standardized instruments, examinations and learning materials. The Arabic language curriculum has been developed to empower students with four skills including listening, speaking, reading and writing in addition to basic grammar, morphology and vocabulary. Students need to complete these skills in other to achieve their goals in learning Arabic language. However, students' achievement showed poor performance and did not balanced especially in public examinations as highlighted by recent studies.

This situation shows that Arabic language achievement among secondary school students in Malaysia is still low even after several years learning it. It is possible that this scenario is due to a factor such as lack of skills in learning strategies. More than that, students' environment like teachers delivery and students' rapport. Low teaching effectiveness can cause less effective in students' learning and their motivation as well. Previous study stated that a learning strategies like self-regulated learning can be boost up when students perceived language knowledges and skills from teachers then level up their motivation that will increase proactive learning skills especially when facing difficulties while learning Arabic language.

The question is how teaching effectiveness and motivational beliefs can influence self-regulated learning in Arabic language learning. The usage of Arabic language for students were precious and important for most of them. Damit et al. (2016) explained that students learn Arabic language as a way to understand a readings in praying (*Solah*), the words from Quran and other worship. But it showed that majority of the respondents were non-Arab students and lack of Arabic language skills even have learn it since elementary schools. This also cause low achievement in their Arabic language performance either in examinations or given task. Samah (2013) also mentions weaknesses in Arabic language learning in Malaysia because of less formal teaching training, less reading materials, less communication and language activities and students attitude. In addition, a teacher-centered learning culture still prevalent in the education system and this cause students lacking knowledge and skills what have been taught (Taat and Abdullah, 2014).

Many researchers have realized that students' ability to motivate themselves to learn effective is an important element to achieve their learning goals. Pintrich (2004) explained a specific phases that control one's learning according to students' cognitive abilities. With this phase, students will be able to learn and perceive a subject more effectively and efficiently with motivational beliefs. If students have a high level of motivation, they can directly improve their ability to practice self-regulated in learning Arabic language. Consequently, a parts of motivational beliefs and self-regulated learning have been identified to be related to student academic achievement and goals (Zimmerman et al., 1992), students' self-efficacy (Al-Harthy ey al., 2010), emotional matter (Mega et al., 2014), metacognitive (Yusri et al., 2013) and social environment (Manukaram et al., 2013).

Thus, teaching effectiveness can be known as students learning environment and motivational beliefs as students emotion that can influence any variance in self-regulated learning. The fact that teachers do not expose students to self-regulated learning among students has influence students' performance in learning Arabic language. English and Kitsantas (2013) emphasize the need for teacher's support to promote self-regulated learning among students to ensure their ability to organize their own learning and be more independent learner. Melissa (2010) also mentioned the interrelationships between effective teaching and students' motivational beliefs in language learning activities. The question is, has Arabic language teacher demonstrated the effectiveness of Arabic language teaching that can enhance the implementation of self-regulated learning among non-Arab students? How do students practice self-regulated learning by maintaining their motivational determination?

The study conducted by Yusri et al. (2013) found that among the disadvantages of students in learning Arabic are the lack of self-regulated learning and less confidence. When this happens, as non-Arab students, they feel the burden as low achievement

under expected and as planned (Samsuiman et al., 2015). Could it be that students hard to practice self-regulated learning because because of teaching weakness and unmotivated ? It is imperative to identify the level of knowledge about students' self-regulated learning as a must in learning Arabic as a foreign language. Oxford (2003) also expressed that acquisition for foreign language depends on students' ability to organize their learning strategies. But teaching effectiveness and motivational beliefs should be considered as a factors that could potentially influence self-regulated learning among students in learning Arabic language as they are non-Arab students.

As a result, this study will examined teaching effectiveness and motivational beliefs as a predictors to non-Arab students self-regulated learning in learning Arabic language. In the end, the results should be taken seriously by stakeholders to make sure students more expose to self-regulated their learning and become independent and autonomy learner by managing and organizing their own learning skills to achieve Arabic language goals.

Teaching environment

A process of teaching and learning will take place between teachers and students, either directly either inside or outside the classroom beside indirect learning such as online learning. A teaching will not happen in a one way. Ahmad et al. (2009) explain that teaching in education institutions involves a systematic and appropriate approach to create a conducive learning environment in the classroom. Therefore, for good impact on students, teachers need to be more effective, considering students' cognitive level, consistent, active and ongoing learning activities for students to gain sufficient information and knowledge.

However, to consider students' level to perceive and understanding of subjects matters, it depends on the students' interests and attitudes in their learning activities. The way they take the importance of a subject matters is different and has been identified as an influence how they learn to achieve goals (Pintrich, 2004). If the teaching is more clear and acceptable, the learning process will be more interesting and students can learn and gain knowledge as well for future sake. As described by Arbaa et al. (2010) that teaching effectiveness such as the good relationship between teachers and students, was identified to have a positive impact on students' interest in particular subjects matter. Thus, this shows the teaching effectiveness connected with the conducive environment of student learning. Melissa (2010) stated that relation with teacher includes in students' learning development as social environment. Even the classes could not help enhance students' learning, teacher can be a person that student will always seek for help. After that, they can stand learn on their own with the guidance from teacher.

Teaching effectiveness describes as a process involves strategic learning activities and involves all levels of students' cognitive abilities in the classroom. Teachers should not self-centered instead they should act as mentors. Paolini (2015) recommends teachers to communicate clearly on specific topics and then allow students to practice or discuss in their own way with the guidance to gain understanding and knowledge. Teachers can explain appropriate methods for mastering a topic and describe some other learning skills that students need to obtain new information so that students themselves know what learning skills and strategies that suit them (Manukaram et al., 2013).

As for Arabic language teaching, teacher should explain the reduction and addition of letters in verb or word by giving a brief introduction, interpretation and example

using simple sentences. Then, students will have to work individually or in groups, forming another Arabic sentences consist words and adjectives based on the guidance of their teacher. Learning guides will be provided by teachers whether through textbooks, dictionaries, Arabic magazines, internet and so on. Therefore, teachers should provide explanations phase by phase so that students gain the information clearly and enhancing their efforts to solve the task on their own.

Academic motivation

Emmanuel et al. (2014) and Tiwari et al. (2014) interpret motivation as a desire to achieve something that been setting earlier. However, academic motivational or they call it as motivational beliefs had a deeper meaning because it combines various factors such as personality, environment, behavior, emotions and confidence level.

Motivational belief is an expectancy for self to contribute and perform in other to achieve goals set at the beginning. It also consist factors like self-efficacy and goal orientation that can predict student academic achievement (Eccles and Wigfield, 2002; Pintrich, 2004). Students skills and experiences related with the importance of a particular subject can be factors to enhance their confidence in learning. In the other hand, this skills and experiences to learn any foreign language such as Arabic language enables students' confidence level toward the subject matter. Some of them may be learn Arabic language for their future cause of jus for their own sake and interest.

In conclusion, several aspects such as self-efficacy, value and affective are components of motivational beliefs. This aspect has shaped non-Arab students to be more capable and put effort in controlling the learning environment. High levels of self-efficacy and intrinsic value emphasize Arabic language learning activities especially in selecting appropriate learning strategies, planning, implementing and upgrading (Yusri et al., 2013) such as self-regulated learning.

Self-regulated learning strategies

Paris and Paris (2001) viewed self-regulated learning as a set of skills that can be taught and guide by teachers and peer or as developmental strategies that emerge from previous experience and skills. Teachers can provide information and opportunities to students that will help them become independent and autonomy learners especially in learning Arabic language. This learning strategies has been studied for decades that show its importance to students learning process.

It also considered as a strategic and systematic for students to face difficulty in learning subject like Arabic language. Students have own persistence in learning Arabic metacognitively, behaviorally and motivationally. This is due to the inclusion step such as planning, implementation, observations, elaborates and reflection done by students to achieve their objectives either on their own or teacher's guidance (Pintrich, 2004; Zimmerman, 2002). However, for active learners, self-regulated learning is not a problem because they depending on confident level, skills and knowledge that enable them to perform their tasks or activities on course (Manukaram et al., 2013). Teachers do not have much trouble guiding and teaching active learners to applying different learning strategies. However, the practice of self-regulated learning for passive learners requires more efforts such as monitoring and guidance to avoid misunderstanding that can chaos their learning activities. Nevertheless, in some situations of over react active

students may also can face the same situation of misunderstanding without the constant supervision of teachers.

Thus, self-regulated learner has the knowledge to determine the best and most effective way to learn without being bound by a common learning environment such as teacher-centered. The goal setting switch on students' cognitive strategies by preparing their learning activities until they are satisfied with it. Winne (2010) pointed out that students who seek ways to study will develop an autonomous and effective combination of their own knowledge and skills. The study conducted that non-Arab students should strive to use materials such as dictionaries, comics and other reading materials to enrich their Arabic vocabulary so that they can use it in speaking and writing. As said by Samah (2013), less vocabulary was the main challenge that non-Arab student have to face in learning Arabic language as they not native speaker.

Arabic language teaching and learning

Arabic language is an important subject in Malaysian school. The education authority encourages students to master languages other than Malay language. As a result, Arabic language has been studied from elementary school to higher education. However, the performance and objectives stated by the Ministry of Education for Arabic language are still low among non-Arab students (Abdullah et al., 2015). It is because students do not learn it in right path and always rely on teachers. At the same time, Arabic language teachers may not be proficient to teach a learning strategies such as self-regulated learning. Teachers are more comfortable dominating learning activities on their own ways and less giving students the opportunity to share an ideas on the content of the lesson's contents (Ahmid et al., 2018). Therefore, enhancing self-regulated learning among students can be an initiative to improve Arabic language achievement.

The objectives of the Arabic language curriculum according to the standard guidance for student development document of Arabic language (PPPM), states that students will be able to speak, read, write, memorize language patterns, idioms, grammar, and memorize at least 1500 Arabic vocabulary. However, students' Arabic language performance still evaluated by a paper test in public examinations that contains grammar, comprehension, morphology and writing. The result indicates that they have achieved a level of performance appropriate to their proficiency in Arabic language.

In that case, students who practice self-regulate learning should be more flexible to learn the subject matter. Guiding self-regulated learning among students can be practiced regularly and naturally by teachers. Schunk and Usher (2019) and Kistner et al. (2010) state that students should be given the opportunity to apply whatever learning method they feel is in accordance with their skills and knowledge. This statement is in line with bin Samah (2014) suggestion that teachers should not be too attached to the old teaching methods like translating that occurs teacher-centered learning. They can ask students to elaborate their studies skills that suit them self. If not, students can be turned to be passive because they have to follow teacher's ways although the its not suit them. For examples, in reading skills (*qira'ah*), teacher reads a sentences then translate it just like that without any efforts from students. Rather than that, teachers supposed to guide students how to use Malays-Arabic dictionary besides provide them with children's books or comics as additional reading Arabic material either in the classroom or at home. The books can encourage students because it helps them to understand the

text they are reading so that they will become better acquainted with the correct pronunciation of the text and expressions.

Purpose of study

This study aimed to determine teaching effectiveness and motivational beliefs as a predictor to self-regulated learning among non-Arab secondary school students in learning Arabic language. Besides, this study also consisted a structural equation model of the prediction.

Materials and Methods

Design and participants

The study designed with survey quantitative and relational screening model which aims to determine the existence of variations between more than a variant. Relational screening model was an alternative for non-experimental studies. According to Lay and Khoo (2015), survey studies are an appropriate study to identify specific thoughts, feelings and behaviors in a large population. A total of 542 non-Arab students in Malaysia were selected from several secondary schools that required Arabic language through stratified random sampling methods.

Instruments

A set of questionnaire was distributed to each of participants to assess the variables. Teaching effectiveness collected with Students' Evaluation of Teaching Effectiveness Rating Scale (SETERS) developed by Toland and De Ayala (2005). This instrument was chosen based on its success and it has been proven by the other researchers and previous studies. The instrument highlights three constructs that are teacher's delivery of subject information, teacher/student interaction and regulating student learning. It a 34-item instrument that required students to response on their Arabic language teacher's teaching effectiveness.

While data for motivational beliefs adopted from Motivational Beliefs Scale in Motivated Strategies for Learning Questionnaire (MSLQ) originally developed by Pintrich and de Groot (1990). The 22-item instrument required students to response on their motivational beliefs while learning Arabic language. As for self-regulated learning also assessed by the same questionnaire through the Self-Regulated Learning Strategies Scale. There are 22-item in this well-known questionnaire. It also widely used for students to self-report on their Arabic language learning process.

Data analysis

The data were analyzed using hierarchical regression analysis to determine which independent (exogenous) variables predict dependent (endogenous) variable in combined model. Furthermore, a structural equation model also be done to strengthen the result within the approval of fitness indexes such as RMSEA, CFI, GFI and TLI. To make sure the data more accurate, students have to answer the questions honestly and answer it after they clear of the instruction given. They are assured that their response is confidential and the study interested in the average only. Before that the outlier analysis using 3.3/-3.3 value, multi-collinearity and homoscedasticity tests as well as

Mahalanobis distance have been done with the chi-square value accepted to continued further analysis. This study also has a permission to change the word 'instructor' and 'course' from the original questionnaire to 'teacher' and 'subject' to prevent students from misunderstanding.

Results

Reliability test

The alpha coefficients based on Pallant (2011) who proposed that $\alpha .50$ is a common appropriate alpha value when there are fewer than 10 items in a construct. If the number of items is more than 10, then the alpha value of .70 and above is considered appropriate. The reliability test found that SETERS has showed an alpha value of .94 which is high. The test also performed on each constructs; teacher's delivery of subject information (.90), teacher-student interaction (.86) and regulating students learning (.83). These findings are slightly lower than the reliability analysis conducted by Toland and Ayala (2005) who used two samples at different occasion. However, the alpha values obtained in this study are consistent and considered appropriate for the population.

Meanwhile, a test performed on motivational beliefs scale shows a reliable value (.89) and its constructs; self-efficacy, intrinsic value and test anxiety. Self-efficacy was tested at .94 and slightly higher than the original value by Pintrich and De Groot (1990). Then intrinsic value has obtained .86 and test anxiety .75 which is similar to the original alpha. Therefore, the motivational beliefs scale is a consistent instrument for this population.

Whereas for the reliability analysis of the self-regulated learning strategies scale was .84. Then the construct; cognitive strategy use (.87) and self-regulation (.63). Even the value slightly lower than the original findings of Pintrich and De Groot (1990), it considered appropriate because the construct contained 9 items, which were less than 10 items sufficient for the alpha .50 (Pallant, 2020).

Teaching effectiveness and motivational beliefs as predictors

The findings of the analysis indicated how teaching effectiveness and motivational beliefs predicts self-regulated learning through a hierarchical regression process. The result consisted two models as model 1 explained teaching effectiveness as predictor and its constructs while model 2, in turn, combines teaching effectiveness and motivational beliefs all together.

The summary of the hierarchical regression models obtained significant variance in self-regulated learning. Model 1 resulted R^2 value .217 or 21.7% explains the variance in self-regulated learning generated by teaching effectiveness and it constructs. However, when model 2 blended the combination of teaching effectiveness and motivational beliefs, the R^2 value increased to 46.2% ($R^2 = .462$) can be explained the variance in self-regulated learning. While, the inclusion of motivational belief constructs together in model 2 found that the contribution of variance on self-regulated learning are also significant. Thus, there was a change statistically 24.5% from model 1 to model 2.

A summary analysis of the regression model showed that the combined interaction of independent variables acting as predictors (teaching effectiveness and motivational

beliefs) in model 2 yielded predictive value of 67% of variance in self-regulated learning. Although the three constructs of teaching effectiveness in model 1 produced only a predictive value of 21.7%, still in term of significant level of variance in hierarchy. Therefore, the variance values contributed by the combination of teaching effectiveness and motivation belief in model 2 were also significant.

The analysis also identify the constructs predicting self-regulated learning by showing the regression coefficients that serve as indicators in testing model parameters. This analysis explains the predictor value contributed by each independent variable constructs and the changes that occur in model 1 and model 2. The level of variance contribution separately for teaching effectiveness and motivational belief in self-regulated learning is shown in beta value.

The hierarchical regression coefficient shows significant values ($p < .05$) that determine the level of contribution of the independent variable on dependent variable. Model 1 involving constructs of teaching effectiveness found that teacher delivery of subject information were at a significant level ($\beta = .168$), ($t = 2.817$, $p < .05$). Although the other two constructs were found to be insignificant, the results of the analyzes summarize the regression model were found to be significant in contributing variance to self-regulated learning. Whereas the analysis found a slightly change value of teacher's delivery of subject information (.17) in model 2 after combining with motivational belief constructs; self-efficacy ($\beta = .27$), ($t = 3.853$, $p < .05$), intrinsic value ($\beta = .89$), ($t = 10.788$, $p < .05$) and test anxiety ($\beta = .84$), ($t = 9.524$, $p < .05$).

As a result, model 2 consisted four constructs were found to be significant predictors to self-regulated learning; self-efficacy, intrinsic value, test anxiety and teacher's delivery of subject information. Intrinsic value predicts self-regulated learning the most 89% ($\beta = .89$), then test anxiety 84% and followed by self-efficacy 27% and 17% from teacher's delivery of subject information.

Statistical model for the study

Besides multiple and hierarchical regression analysis, a structural equation model has been done to strenghten the results through graphic. Because the accuracy of the maximum likelihood statistic based on the level of multivariate normality, the study also examined the fitness indexes of the data. Nevertheless, the analysis can measure either the constructed model matches the observed data from the research or not. Thus, the simple equation model derived from the results of the multiple and hierarchical regression analysis of exogenous (independent) variable prediction on endogenous (dependent) variable as follow;

$$y = \beta_0 + \beta_5 x_5 + \beta_6 x_6 + \beta_4 x_4 + \beta_1 x_1 + e_1 \quad (\text{Eq. 1})$$

This equation model parameters have shown positive coefficients between the independent variables $x_1, 4, 5, 6$ and the dependent variables (Y). The combination of all independent variable constructs in model 2 explained that Arabic teachers delivery and self-efficacy led to 17% (.17) and 27% (.27) increase in students self-regulated learning. Similarly, the increase in x_5 intrinsic value of these non-Arab students increased their self-regulated learning in learning Arabic language by $\beta = .89$ or 89% and in x_6 test anxiety increased their self-regulated learning by .84 or 84%. The statistical regression model determined students' intrinsic value for Arabic language was the most significant

predictor that led to significant changes in their self-regulated learning. *Figure 1* shows a structural equation model of the study.

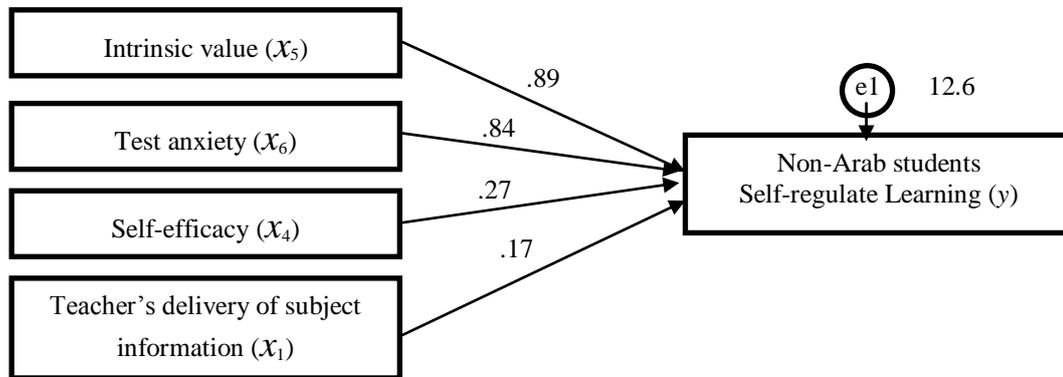


Figure 1. Structural equation of self-regulated learning in Arabic language learning.

According to the structural equation model, an initial fitness indexes has been examined using maximum likelihood. Fitness indexes inspection prove the data used in this study to be reasonable for the model resulted from hierarchal regression. As proposed by Awang et al. (2018), four indexes explained such as root mean square of error approximation (RMSEA) = .045, goodness of fit index (GFI) = .922, comparative fit index (CFI) = .872 and Tucker Lewis index (TLI) = .947 have been done the value approval and fit the proposed model.

Discussion

To determine the contribution of teaching effectiveness and motivational beliefs towards self-regulated learning among non-Arab students, all exogenous variable constructs (6 constructs) were included in the equation through hierarchical regression analysis. The results showed the two model conclude the endogenous variable self-regulated learning with 21.7% increase of variance in model 1, and increase to 46.2% in model 2.

However, four exogenous variables detected to contribute significantly the most which is intrinsic value, test anxiety, self-efficacy and teacher's delivery of subject information predict self-regulated learning in learning Arabic language. Comparative analysis of the two models carried out has resulted two others constructs of teaching effectiveness not predict self-regulated learning significantly despite only teacher's delivery of subject information originally a significant predictor in model 1.

The finding also shows that students' self-regulated in learning Arabic is more influenced by their own motivational beliefs than teacher's teaching. Although model 1 found that teaching effectiveness was related to self-regulated learning, teachings alone did not help students practice self-regulated learning if students did not have high levels of motivation. It seems that motivational beliefs should act as a mediator for self-regulated learning that predict student achievement but this can be studies in future research.

Arabic language is a very challenging subject and requires perseverance as well as a strong desire to learn it. Students with highly intrinsic values in this language will

always train themselves do the tasks without relying entirely on teachers. The desire to learn Arabic language in depth is students' priority showed the high intrinsic value. Berger (2012), Pulfrey et al. (2012) emphasize the importance of intrinsic value among students in practicing self-regulated learning because students with it do not care about grades as long as they can do assignments or tasks on their own will. The intrinsic value in students is the most important aspect for conducting self-regulated learning because of high expectations without the influence of external factors such as grades, gifts or others allow students to arrange their own learning in an independent and autonomy way.

In the meantime, some research states that students are often mistaken in learning Arabic language correctly without guidance from teachers. Rosni (2009) described that the disadvantages of Arabic language learners were relying too much on teachers, and when it comes a time that students have to done the tasks by themselves, they could not adapt the skills and knowledge they have gain. This situation has an impact on student emotions which may lead to a changes in their strategies. Emotional factors such as anxiety can cause students to lose control of their learning because they are always worried about their learning strategies whether it work or fail. Subsequently, students' Arabic performance has been volatile as described by Ranellucci et al. (2015) on student emotion in the implementation of learning strategies and the concerns is significantly related to the decrease of self-regulated learning behavior. These findings suggest that self-regulated learning consist emotional development can influence students performance (Dent and Koenka, 2016; Zimmerman, 2002).

Due to the findings of this study, test anxiety has made students more aware and cautious in learning Arabic language and motivated to activate self-regulated learning through contents and skills obtained. This non-Arab students do not want to be over confident about their skills and knowledge. They are more comfortable worrying because these emotions can put a little more pressure on them to work harder and make their self-regulated learning strategies more effective. However, the findings of this study are slightly different from Yen et al. (2005) and Msayar et al. (2016) that reported a test anxiety did not significantly affect self-regulated learning. However, the focus and population of the study have distinguished between these studies and the current findings.

Meanwhile, students with high self-efficacy are more confident in learning Arabic language. This is due to their confidence and ability to complete a tasks well and effectively. This confidence enables students to organize their self-regulated learning and achieve the goals they set. The ability to self-regulate requires a high level of self-efficacy (Pintrich, 1999). Without the confidence and ability to leverage the environment, knowledge and skills, students may face difficulties determining self-regulated learning and become passive.

Even teacher's subject information delivery are quite less contributes to self-regulated learning, but still the factor has to aware by them. Should teachers deliver the information about any knowledge and skills in Arabic language without hesitate and need to make students understand the topic been taught clearly. Once the students perceived the subject matter explicitly, they can start planning their strategies and that is the beginning in practicing self-regulated learning. This does not mean they still rely on teachers because the studies has shown that teachers can be students' positive social environment beside peers as described in motivational beliefs and self-regulated learning.

The combination of teacher's delivery of subject information, self-efficacy, intrinsic value and test anxiety has made students more aware to practice self-regulated learning. Confidence in self-efficacy supported by high intrinsic desire and teacher's delivery in Arabic language as well as moderate levels of anxiety has led a changes in students' cognitive and emotional attitudes toward effective self-regulated learning. Non-Arab students know their limitations of knowledge, but because of their motivation, they manage to outline guidelines for achieving Arabic language performance based on their own ability and skills.

Strategies in learning Arabic language

There are three strategies that can be used in self-regulated learning to learn Arabic more effectively among non-Arab students. Based on the study findings and the simple model (*Figure 1*), the strategy consists planning, applying and evaluation. The following are the learning activities included in each strategy.

Planning

The findings show that intrinsic value is the best predictor for self-regulated learning among non-Arab students to learn Arabic language. Inner desire shows interest and love for this language as it has been embedded since they were in elementary school. The first step to effective learning is to determine the learning objectives. In an examples, students want to gain proficiency in demonstrative pronouns (*ism al-isyarah*) and its usage in writing and speaking. At the end of learning, they should know how to use the pronouns given in a simple sentences and then use it on their writing. This goals will guide students until they reach what they want and to reach that they have to plan. A self-regulated learner will listed the plans and attached it on paper without requested by others. They do it all by themselves as desired. This also can be done by sketching a flow chart of their study process and fixing an organize learning time schedule besides a gantt chart as suggested by Ahmid (2019).

A self-regulated learner can developed a skills in the planning process because of their autonomy, independent and confident on the strategies. he plans done by listing the pronouns needed to be learn. Analyze the difficullities and opportunities can be gain from the topic matter and content. In this way, students can already know the next steps to take in the applying phase. Then, a setting of specific time for this topic in students schedule has to be done. In addition, it is necessary to identify the peer such as teacher or friends who can assist the topic matter and contact them to learn collaboratively. Finally, determine the goals you want to achieve on the topic whether in speaking, writing or examination.

Applying

Applying is an important phase in determining self-regulated learning among students as cited from Pintrich (2004). In this phase, there are several steps that students need to take into account such as implementation, observation and control. During the implementation process, students need to re-read the list of demonstrative pronouns as in example, that need to be learned. Translating the pronouns will make it easier to understand and memorize. Words replication and memorize technique is a best way for non-Arab students (bin Samah, 2014) to make sure the words needed to learned last forever on their mind. Seeking help from teachers and peers in terms of simple

sentences and appropriate use for each pronouns learned. As a result, students will be able to know the usage the pronouns and intergrated it with other words in speaking and writing.

There was a few strategies such as making notes in form of mind map and do some exercise often. Then, students can also connecting the usage of the pronouns of *isim isyarah* (demonstrative pronouns) on other words and outline the letters that receive the pronouns correctly. Finally, students have to keep practicing and answering the questions even when teachers did not ask them to do it so that they do not rely on teachers. But if needed, students should seek help from them especially on the answer they have done besides keep improvising remembering methods.

Observation phase refers to an activities where students give attention on their own their learning activities. A self-regulated learner independently observed and controlled their own learning by reversing the strategies through their understanding of the topic matter and skills needed, in example the demonstratvie pronouns. In this case, the student can revisit the checklist, flow chart or learning time schedule, whether it being obey or not. This is where self-control needed to prevent students from getting far from the goals so it is not to late. Remembering the goals can help to control students learning and keep it on the right path.

As resulted from the model, student test anxiety and self-efficacy influences their self-regulated learning process. A slight change in its will change self-regulated learning level. So, students have to control ther anxiety toward examination or tests. Faslia and Faslib (2017) described that self-contol can influence anxiety and furthermore student academic achievement. Therefore, student have control it and upgrading self-efficacy to make sure the positive behaviour in their learning process. Student have to curious on their anxiety matter because it obvious that every students will have it while facing an examination. Still, students have to think about the consequence on their learning strategies when the emotion being low and threatened. The study resulted that test anxiety can enhances self-regulated learning on a positive way with an assistant of high self-efficacy and effective teachers information delivery. The anxiety has made students more careful in their learning process so that they can control it. In addition, Arabic language needed more curiosity and anxious in students to be persistence and efficient while monitoring and controlling the learning strategies especially when trying to understand the words or sentences and flexing it (*i'rab*).

Evaluation

The actual evaluation process is done as soon as a task or test completed by student. In this phase, students evaluate their learning process from their plan along with the implementation to whether it shows a good result or need to be improve or change. As a self-regulated learner, this process shows that students are actually active in deciding how to study certain topics in Arabic language and perhaps its usually works. This is because during the process of implementing the learning skills, students evaluated the learning process at the same time by observing and controlling the environment. The changes immediately made if students realize that something does not right. Eventually, when they have failed to achieve the objective setting, they should have to go back on their applying phase to make some change or improvise.

Students can also involve their teachers and peers in the process. The social environment can help students identify and learn how they do in learning (Høigaard et al., 2015; Melissa, 2010) through feedback from teachers and peers. However, this aid

need to become proficient in self-regulated learning as an individual way of learning based on students' skills, cognitive and knowledge. Within evaluation process, students can maintain this factors together to maximize and activate themselves as self-regulated learner.

In conclusion, Arabic language teachers' role as a mentor cannot be underestimated especially in delivering subject information. In order to make an active and independent students, teacher guidance was needed to assist an accurate knowledge of syllabus as well as to help students to perceived self-regulated learning skills. Teachers also need to understand that to learn Arabic language is not only relying on academic performance such as examinations or tests, but also should provide an extensive opportunity to pioneer students' Arabic skills to suit their interests in life and future. In the other hand, less oppotunities given can cause passive students' in planning strategies and skills and more over on their learning objectives.

The simple flow chart in *Figure 2* has shown a determination strategies journey of self-regulator learners to achieve their learning objectives in Arabic language. As explained in the previous three main strategies to learn Arabic language effectively, this simple flow chart will make it easier for students to identify and determine the learning process that students have planned and possibly with teacher's guidance.

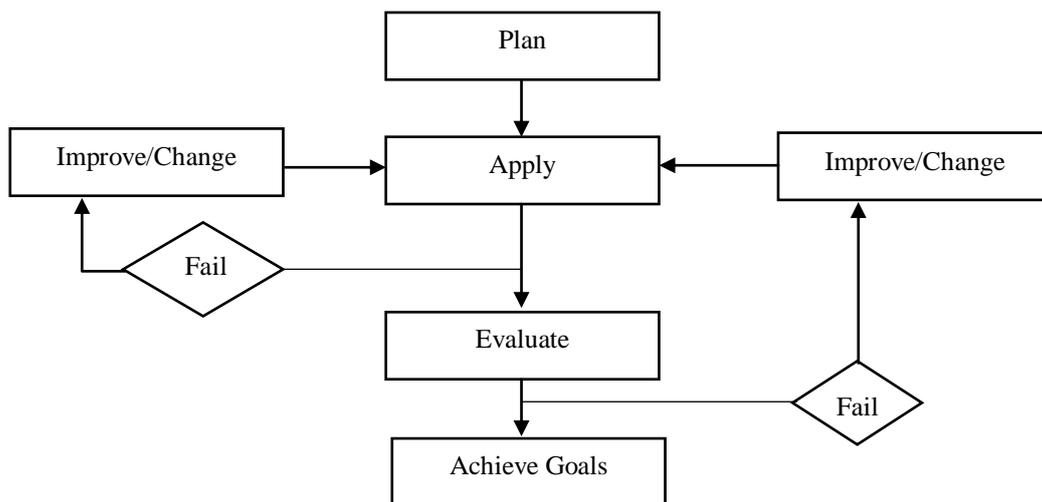


Figure 2. Simple flow chat of Self-regulated in learning Arabic language.

Each learning process needs to be carefully planned before applying it. For example, students want to master morphology or *mahfuzat* such as idioms, poems and proverbs. for example, Arabic idioms that used in writing and speaking. The flow start with students determining strategies that within a month, they will be able to memorize and understand at least four idioms which mean an idiom in a week. Not only that, within a month students should be able to use the idioms in their speaking and writing. The strategies include taking notes, use sticky paper, memorizing and questioning.

After done planning, students will apply the strategies within the planned period of time. During the period, while applying the strategies, if students feel that it seems to be less effective and still cannot master a single idiom within a week, then they can assume the strategies maybe failed and need improvement or change. If the students are able to apply the strategies well, then the next step is, the strategies need to be evaluate whether

its objective to use all four Arabic idioms accurately achieved or not even though they realize that the strategies really help them to use the idioms correctly. In addition, students could seek help either from teachers or peers by asking for some questions or an exercise to test their abilities and skills. Furthermore, while following the steps, students have to maintaining their emotional behaviour and motivation so they keep going and persistence towards any change and problem.

If students successfully master all four idioms and use it correctly or at least understand them, then the objectives can be considered to be achieved. Otherwise, if students get less than four idioms as planned, students would have to backwards step so that improvements or changes need to be made in applying and enhancing the strategies and so on. This simple flow chart (*Figure 2*) could be used every time students setting their objectives to achieve any skills and knowledge in Arabic language and so far it can guide students to achieve their academic objectives. Teachers have to play their roles guiding and peering students using the flow chart (*Figure 2*) as it will benefit them in their teaching effectiveness as well as their hope for students' overall Arabic language for good achievement.

Conclusion

This study has paved the way for further studies on the future of Arabic language learning for non-Arab students in Malaysia. The findings of this study prove the objectives and confirm the assumptions made through the analysis of this study, which illustrates the phenomenon occurring in Arabic language learning among non-Arab secondary school students. Self-regulated learning is an active learning process that takes place among students consisting of goal setting, learning activity planning, applying monitoring, control, empowerment and evaluation that done by the students themselves. This process occurs when the dynamic interaction between the environment, personal and behavior produces students with the ability to organize their learning. Melissa (2010) mentioned the importance of self-regulated learning in learning environment. So that self-regulated learners have a clear goals and efforts to achieve these goals and do not give up easily.

Basically, secondary school students especially non-Arab students in Malaysia practice moderate self-regulated learning in Arabic language learning process as stated by Ahmid and Abdullah (2020). Furthermore, Arabic language is not native language and requires a lot of hard work and efforts yet students have lack explicit knowledge how to self-regulate in their learning process. An instruction and guidance to apply self-regulated learning can give students more confident in learning and improving the quality of Arabic language performance. Similarly, a theory such as social cognitive theory (Bandura, 1986) has shown that the conceptual frameworks are designed to explain the influence of instruction and motivation as independent variables on self-regulated learning as dependent variables. The connection has been expected because learning Arabic language within non-Arab students was challenging and need support from their social environment such as teacher's instructional delivery and emotional indicators to be an established self-regulated learner.

In this study, teaching effectiveness was an exogenous variable measured with SETERS and it based on students' evaluation. This is a limitation on the findings that depend on students' evaluation of Arabic language teachers in the current year.

Elements of bias among students are inherent in evaluating their teachers had been a limitation to know the truth of teaching phenomena (Otani et al., 2010).

Therefore, it is proposed that further studies will use instruments related to teaching effectiveness whose respondents are teachers themselves especially who teach Arabic language. In addition to this study, the finding shows a significant low impact on teaching effectiveness based on one of its constructs towards self-regulated learning. Hence, other variables may have value over self-regulated learning such as teacher metacognition, motivation, experience, pedagogical content knowledge and so on may result in different findings. However, the differences in findings are also influenced by the subject matter of the study.

Therefore, more detailed study areas such as Arabic language skills such as listening, speaking, reading or writing and use of educational technology, grammar (*nahu*), morphology (*sarf*), syntax (*i'rab*), rhetoric (*balaghah*) and many others are proposed to be explored and studied in the future. These knowledge and skills potentially to be identified from the view of variables of this study or with other variables. An aspects mentioned at the secondary level among non-Arab students and how they manage and perceive their learning in such environment still need a further study.

As a result, this study can help teachers to gain more effort and an explicit effective way to reboot students learning strategies by triggering self-regulated learning into their learning behavior. This can help them to achieve goals and improve Arabic language performance for themselves, their teachers and schools. Therefore, to ensure that Arabic language learning among non-Arab students continues to grow and competitively demands the efforts of all parties. It is not to be taken lightly and needs serious consideration in order for the suggestions and hopes set forth in education development to uphold student inclusion in all type of language knowledge and skills. Finally, it thus supports the aspirations outlined in the Malaysia National Philosophy of Education.

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