

A PRELIMINARY STUDY ON PERCEPTION OF SCIENCE STUDENTS AT ISLAMIC SCIENCE UNIVERSITY OF MALAYSIA

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Abstract

Purpose of the study: To analyse students' perceptions of Arabic language learning for science purposes in USIM.

Problem of the study: The existing Arabic module in the Higher Education Institution in Malaysia did not discuss the topic related to Science in Arabic language learning for science students, except in USIM. Using the existing modules, researchers analysed respondents' perceptions of Arabic Language for Science Purpose.

Methodology: This study applies a quantitative approach which involves 169 science students at the Islamic Science University of Malaysia (USIM) as respondents and randomly selected. The data were analysed descriptively by looking at the percentage and mean score by using SPSS Statistics 25.

Main Findings: The descriptive analysis findings demonstrate that the overall mean of interest was 3.72, the mean of the module was 3.78, the mean of the use of scientific terms was 3.49 and the mean of the learning duration was 3.08. The findings showed that using the specific module of Arabic Language for Science had successfully nurtured students' interest in Arabic and able to introduce them to scientific terms in Arabic. This study could be a measurement of the use of Arabic language modules that contain specific content based on "Specific Purposes" for Institutions of Higher Learning in Malaysia.

Applications of this study: This study involves science students who have studied the subjects (مدرسة علمية) using the Arabic Language for Science Purpose module within a semester from Faculty of Medicine and Health Sciences, Faculty of Dentistry, Faculty of Science and Technology and Faculty of Engineering and Architecture at USIM

Novelty/Originality of this study: This study could be a measurement of the use of Arabic language modules that contain specific content based on the "Specific Purposes" for Institute of Higher Learning and the Private Higher Learning Institution (IPTS) in Malaysia.

Keywords: Perception, Arabic for Science Purpose, Arabic Language Module, Scientific Terms.

INTRODUCTION

The Arabic Language played an important role in the development of knowledge in various fields. Considering the place of Arabic language in global education, the establishment of units and institutions of study in non-Arab countries such as in America, Britain, including Malaysia proved the acceptance of this language internationally. Among the non-Arab institutions offering Arabic programs were the University of London through The School of Oriental and African Studies, Heriot-Watt University, Edinburgh, International Islamic University Malaysia (IIUM) and Islamic Science University of Malaysia (USIM) (Wan Azura Wan Ahmad et al., 2006). Beginning the middle of the 20th century, language learning was expanded by looking at certain needs, namely learning the Language for Specific Purposes.

Among the Specific Purpose was for religion, business, administration, tourism, economy, science and so on. If it was for a particular purpose, the contents of the module should focus on that purpose. This was clearly stated by Hutchinson & Waters (1987) that the method of Language Teaching for Specific Purposes was to use syllabus and language teaching methods based on the needs of students.

Therefore, the researcher intended to study Arabic learning for Science Purpose. If for science, then the contents of the module should discuss the topics related to science. The problem was that the existing Arabic module in the Higher Education Institution in Malaysia did not discuss the topic related to Science in Arabic language learning for science students, except in USIM. Using the existing modules, researchers analysed respondents' perceptions of Arabic Language for Science Purpose (*Bahasa Arab untuk Tujuan Sains*, BATS).

LITERATURE REVIEW

Previous studies had been widely conducted on the topics related to Language for Special Purposes. English was a major topic as it was the pioneer for this learning method among the world's major languages (Mohammad Najib, 2013).

Given the language learning method for Specific Purpose was just expanded in the middle of the 20th century, Olga (2015) in his study stated that Language Learning for Specific Purpose was still new in its development in Russia. Thus, English learning was still highly based on linguistic learning for translation purposes. In another study conducted by John (2000), he stated that Language for Specific Purposes was a preliminary study of applied discourse. It had a very close association

with Language measurement and learning of Language for Communication. This was further reinforced by [Budsaba \(2013\)](#) study which stated that Specific Purpose studied in Asia was aimed for language learning, the scope of learning, as well as the method and content for that particular purpose.

Many studies had begun to explore the need of Arabic Language for Specific Purposes. [Solih, Mahgroub & Khairun Nisaa, \(2016\)](#) also emphasize that Arabic teaching for Specific Purpose was addressed to certain groups to see the purpose, the needs of students in learning the Arabic language and having their own contents, modules, and learning duration predetermined.

Most studies conducted on Arabic for Specific Purposes were for Religious Purposes. [Najib, Kirembwe & Hishomuddin's \(2013\)](#) study found the reasons of learning Arabic for Religious Purpose for the majority of students were to understand the religion itself and help them understand the Quran and the Hadith. In another study conducted by [Muhammad Najib \(2014\)](#) on the secondary students of the Pusat Permata Insan at USIM discussed the application of Arabic language teaching method for Islamic Science. The results showed that the Arabic text sources for Islamic Science could be derived from the main sources of the Quran and al-Sunnah, as well as secondary sources such as prayer and other texts. Meanwhile, the Arabic vocabulary teaching method was done through repetitions.

Other studies related to the Religious Purpose were studies conducted by [Najjah et al. \(2015\)](#). The study was conducted on the Military Religious Corps (KAGAT) to analyse Arabic language requirements to assist them in the official duties of Hajj operation. Respondents strongly agreed that the purpose of learning Arabic was for that purpose. A similar study was conducted by [Mohd Sollah Mohamed & Mohammad Seman \(2016\)](#), the results of the study stated that the majority of Hajj and Umrah pilgrims wanted a special module to assist them in performing Hajj and Umrah. The results showed that the need to devise and build the "Arabic Module for Hajj and Umrah" should be realized.

In another study by [Husaini et al. \(2015\)](#) which examined the specialized needs and requirements of Arabic language learning for senior citizens found that the awareness to deepen religious knowledge was the main factor for them to learn Arabic. [Mohd Shahrizal Nasir \(2013\)](#) also looked at the perception of Arabic language learning for Ibadah (act of worship) among the public in Malaysia. The study was carried out through questionnaire surveys uploaded on social media facebook®. The main target for this study was the public Muslim community from various backgrounds. The findings showed that the majority of the public recognizes the importance of Arabic language learning for the Muslim community, especially to understand basic recitation in ibadah.

In addition to the Religious Purpose, many studies were conducted to dismantle the widespread use of the Arabic language for tourism purposes. Among them was the study by Sabri which found that Arabic language needed to be learned for tourism purposes. It was clear that Malaysia was one of the most popular tourist destinations among Arab tourists or from Middle East countries. This was proved by [Najib Jaffar \(2016\)](#) and confirmed by the study ([Ruzanna, 2011](#)) that the Arab tourist's difficult to visit the United States was due to the events of September 11. The position of Malaysia as an Islamic country, the safe condition, and the temperate climate were among the reasons of interest for people from the Middle East to travel to Malaysia. Learning Arabic can indirectly help tour guides in communicating and interacting with Arab tourists.

Arabic Language for Tourism study was conducted by [Najib Jaffar \(2013\)](#) involving 126 respondents from USIM, UiTM and KUIS which focused on the effectiveness of Arabic language teaching modules for tourism on students found that the majority of respondents agreed that special teaching modules for Tourism indirectly helps them apply the skills in their tourism career. Another study of Mohammad [Najib Jaffar \(2013\)](#) and [\(2017\)](#) analyzed the linguistic needs of the Arabic language model for Islamic Tourism based on the Language Need Analysis theory pioneered by Hutchinson and the Waters theory. The study proposed the Arabic language module for Islamic tourism to be offered by the Institute of Higher Learning (IPTA) and the Private Higher Learning Institution (IPTS) in the Klang Valley, Malaysia.

[Zalika Adam \(2013\)](#), [\(2008\)](#) & [\(2007\)](#) also discussed the need for Arabic language teaching modules for Tourism purposes. Language requirements should be available for every academician for Arabic Language teaching for tourism industry practitioners. This study had successfully introduced teaching modules for Arabic Tourism courses in line with the current needs of Malaysian students and practitioners in Malaysia.

In addition to the printed module, research conducted by [Rosni \(2008\)](#) stated that searches made through various major yahoo and Google websites were sufficient and could be used as a teaching and reference material especially for tourism purposes in Malaysia. In another study, [Rosni \(2009\)](#) listed the name of the Arabic language teaching website of tourism.

[Ruzanna's study \(2011\)](#) emphasizes tourism in education. She emphasized the importance of the Arabic language for Tourism Education as it greatly influences the entry of international students into Malaysia in higher learning levels.

Regarding the perception of Arab tourists and service providers at the Kuala Lumpur International Airport on the use of Arabic language in information delivery, [Sulaiman's \(2008\)](#) study found that most Arab tourists were satisfied with the common facilities and information facilities such as Arabic language instruction provided at KLIA. However, the information in the form of printed materials such as pamphlets, brochures and so on was extremely few and should be increased to serve as a guide for Arab tourists. In addition, tourist guide services such as 'Ambassador' among USIM students have not been satisfactory due to the lack of a number of staffs and their lack of exposure to specific tourism

terms. Therefore, the study on the development of Arabic Guidebooks for Tourist Guides should be done to meet the needs of the tourism sector, especially Islamic Tourism.

[Muhammad Nizwan](#) (2015) conducted an interview with a taxi driver from Syarikat Limo (M) Sdn. Bhd. which clearly demonstrates the importance of Arabic for oral communication, social and career function. The language skills also helped Arabic Ambassadors to interact with the Arab tourists who were weak in English as an intermediary language.

Besides to tourism purposes, [Rawya and Abdul Rahman Chik](#) (2012) focused on Arabic studies for Cultural Purposes. This study emphasized that certain approaches should be used so that it was focused on the goals. The study found that Arabic teaching for Specific Purposes must first be based on basics Arabic language in general. Therefore, before learning Arabic for Specific Purposes, the need for general language learning should be met first.

[Ummu Nasibah](#) et al. (2015) used the ADDIE Model to design a specific Arabic language teaching module for Science which included five steps namely analysis, implementation, design, development and evaluation. The module was key for the success of a teaching course.

The results of the previous study found that many studies on Arabic for Special Purpose were conducted for Religious and Tourism Purposes. Therefore, researchers were inspired to study the Arabic language teaching and learning for Science Purposes (BATS) as the science students need to know scientific terms in Arabic particularly those related to the Quranic verses.

METHODOLOGY

The study used a quantitative approach using questionnaires for data collection. The questionnaires were adapted based on the model of teaching language for specific purposes developed by [Hutchinson and Water](#) (1987). Items were modified to meet the objectives of the study and were validated by experts in teaching of Arabic language. The findings of the questionnaire were descriptively analysed to find the percentage and mean score. The perception constructs were the Interest in Learning BATS, BATS Module in Helping Science Students, the Use of Scientific Terms in Arabic Language and the duration of learning of Arabic Language for Science Module.

The respondents suited for the purpose of the study because according to [Bryman \(2001\)](#), the preparation of a questionnaire should be formulated according to the suitability of the sample. This sampling was randomly assigned to science students who have studied the subjects (مجال علمي برعلا غللا) or BATS within a semester. The sample used in this study was 169 students from the total population of 550 students from Faculty of Medicine and Health Sciences, Faculty of Dentistry, Faculty of Science and Technology and Faculty of Engineering and Architecture at USIM.

The data which were obtained through questionnaire were processed using SPSS Statistics 25 as a tool. According to [Lay & Khoo](#) (2012), an instrument is a tool or procedure used to collect information systematically. The five-point Likert Scale has been used was shown 1= strongly disagree, 2 = disagree, 3 = slightly disagree 4 = agree, 5 = strongly agree.

For the purpose of data interpretation based on the mean score, this study would categorize them into three points based on the [Rudzi](#) (2003) study as follows:

Table 1: Data Interpretation based on the Mean Score

Mean Score	Interpretation
1.00 to 2.23	Low
2.34 to 3.67	Moderate
3.68 to 5.00	High

FINDINGS AND DISCUSSION

The construct of respondents' perception of about BATS was as follows:

Table 2: Interest in Learning BATS

Item	Frequency (%)					MEAN SCORE
	SD (1)	D (2)	SD (3)	A (4)	SA (5)	
1 I enjoyed learning the BATS module	1 (0.6%)	15 (8.9%)	49 (29%)	70 (41.4%)	34 (20.1%)	3.72
2 I like to learn scientific terms in Arabic	2 (1.2%)	14 (8.3%)	42 (24.9%)	76 (45%)	35 (20.7%)	3.76

Based on table 2, the respondents like to learn scientific term in Arabic and enjoyed learning the module. Therefore, the mean score for these two statements above obtained high interpretation which is (3.72) and (3.76).

Table 3: The Effectiveness of the BATS Module in Helping Science Students

Item	Frequency (%)					MEAN SCORE
	SD (1)	D (2)	SD (3)	A (4)	SA (5)	
1 The BATS module make me more interested to learn Arabic	6 (3.6%)	22 (13%)	55 (32.5%)	59 (34.9%)	27 (16%)	3.47
2 The BATS module helps me boost my Arabic language skills	7 (4.1%)	16 (9.5%)	39 (23.1%)	70 (41.4%)	37 (21.9%)	3.67
3 The BATS module helps adding my vocabulary in that language	3 (1.8%)	12 (7.1%)	35 (20.7%)	72 (42.6%)	47 (27.8%)	3.88
4 The BATS module helps me find out the Qur'anic verses about Science	1 (0.6%)	11 (6.5%)	21 (12.4%)	75 (44.4%)	61 (36.1%)	4.09

Table 3 showed the findings of respondents' perceptions regarding the effectiveness of the BATS module in helping science students. Based on the table above, the mean score for the BATS module helps them find out the Qur'anic verses about Science obtained high interpretation 4.09 rather than the mean score for the module helps boosting their Arabic language skills was 3.67 and the mean score for module helps to add their vocabulary was 3.88. Meanwhile, the studies found the mean score for item number 3 was moderate (3.47).

Table 4: The Use of Scientific Terms in Arabic

Item	Frequency (%)					MEAN SCORE
	SD (1)	D (2)	SD (3)	A (4)	SA (5)	
1 The Scientific terms in Arabic is easy to learn	5 (3%)	42 (24.9%)	69 (40.8%)	45 (26.6%)	8 (4.7%)	3.05
2 The term Scientific terms in Arabic should be learned by students in other IPTs	1 (0.6%)	14 (8.3%)	33 (19.5%)	72 (42.6%)	49 (29%)	3.91
3 Some Scientific terms in Arabic are easy to be memorized.	4 (2.4%)	27 (16%)	54 (32%)	60 (35.5%)	24 (14.2%)	3.43
4 Some of the term Scientific terms in Arabic is the loan word from English	7 (4.1%)	13 (7.7%)	57 (33.7%)	60 (35.5%)	32 (18.9%)	3.57

Based on table 4, the data showed respondents' perceptions regarding the use of scientific terms in Arabic. A total of 72 respondents (42.6%) agreed and 49 (29%) respondents strongly agreed that scientific terms in Arabic should be learned by students in other IPTs. Therefore, the mean score obtained was 3.91. Meanwhile, the mean score obtained from statements number 7 (3.07), 9 (3.43) and 10 (3.57) were moderate.

Table 5: Learning Duration of Arabic Language Module

Item	Frequency (%)					MEAN SCORE
	SD (1)	D (2)	SD (3)	A (4)	SA (5)	
1 The learning duration of BATS module is sufficient	12 (7.1%)	41 (24.3%)	54 (32%)	46 (27.2%)	16 (9.5%)	3.08

Based on Table 5, 54 respondents (32%) were not sure whether the BATS module learning duration was sufficient or not. The mean score of the last statement on the duration of BATS learning was 3.08.

CONCLUSION

The Arabic for Science Module (BATS) taught to Science students at USIM conforms to Arabic teaching for Specific Purpose. The construction of the BATS-based module had a very positive impact on the students. The average score of

students' interest in studying BATS was 3.49. Meanwhile, the effectiveness of the BATS module in helping Science students was 3.67. In terms of the use of scientific terms in Arabic among students, the average mean score was 3.49.

Therefore, it was proposed that the Arabic language teaching module for IPT would be based on the method for teaching Arabic for Specific Purpose, which focused on the needs of students. This offer would not only affect students in terms of learning, but it could also even help students in enhancing and reinforcing Arabic language skills through various language goals. The university can also produce students and graduates in various fields capable of integrating their specific fields with Arabic.

LIMITATION AND FUTURE STUDIES

This study was an early stage to analyse the perceptions of students who have studied the Arabic language module for Special Purpose. A more extensive and in-depth study would be done to look at the overall implementation of Arabic language teaching and learning for Science Purposes. The study of various Specific Purposes of Arabic language learning should also be done. It is hoped that the study will help Arabic module makers see the importance of Language for Specific Purpose so that it catered for the target group.

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