

Predicting Self-Regulated Learning Among Non-Arab Students in Learning Arabic Language: Contributions of Teaching Effectiveness

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ABSTRACT

ABSTRACT. Self-regulated learning is a combination of the metacognitive, motivational, and behavioural aspects for student to achieve their learning goals. Previous studies have found that self-regulated learning can make students autonomous in their learning without relying on teachers. Without the ability to learn on their own can lead students to become passive in learning process because Arabic language is a challenging subject to them. Therefore, this study investigates teaching effectiveness in predicting self-regulated learning among non-Arab students. The quantitative approaches used and the data collected with SETERS and MSLQ as the research instruments. 542 non-Arab students in Malaysia have been participated in this study from various schools. The data processed by multiple regression analysis using SPSS. Overall, this study found that teaching effectiveness significantly predicts self-regulated learning. Therefore, teachers need to ensure that the information delivery of the lesson is effectively conveyed to the students to stimulate self-regulated learning in Arabic language learning.

Keywords: *Teaching effectiveness, self-regulated learning, information delivery, Arabic language*

1.0 INTRODUCTION

Self-regulated learning was mentioned by Zimmerman and Martinez Pons (1986) as an active learning process that involved metacognitive, motivational and behavioural aspects to achieve learning objectives set by the students themselves. Through self-regulated learning, students will set goals and then plan their learning process to achieve academic goals, implementing, supervising and controlling the environment and personal to keep the learning on course. Finally, students will evaluate their learning process to make an upgrade or improvement based on their academic goals.

Students who practice self-regulated learning can improve their academic performance (Melissa, 2010). In learning Arabic language in secondary school, self-regulated learning can be a solution for

student's achievement. Practicing self-regulated learning will reduce relying on teacher's delivery. Based on some recent research reports that students are still practicing teacher-centred learning and expect all knowledge to be acquired only by teachers (Muhamad Suhaimi & Mohd Yusof, 2014). Whereas in Arabic language learning, translation-based instruction and increased understanding among non-native students have made students passive in their learning.

Teachers should play an important role in encouraging students to practice self-regulated learning in their learning behaviour. In addition, Arabic language is a subject that students must learn not in their language and must take it in public examinations. Therefore, learning strategies are essential to ensure effective Arabic language learning. It also noted that opportunities for practicing self-regulated learning among students should be broadly open to students by looking at their

students' abilities especially in foreign language learning as Arabic language. Students ability to plan, execute and evaluate their learning makes them active learners and constantly strives to gain knowledge in a way that meets their goals. As such, teachers should foster and encourage the practice of self-regulated learning as one of the ways to improve Arabic language performance.

1.1 Reviewing the Issues

Learning Arabic requires persistent and efforts from students to learn it. Student environments such as peers and teachers have the potential to influence student learning. Furthermore, for non-native learner, students need to be more confident and effective in learning process. Generally, the development and achievement of Arabic language learners in Malaysia is still at an unsatisfactory level and has not yet achieved its objectives. Factors affecting the planning and implementation of effective and controlled learning methods that result in students' academic achievement situations are sluggish and do not meet their goals (Cetin, 2015).

In addition, a teacher-centred culture that is still prevalent in the education system has making students who achieve only good grades in examination but lack of skills and knowledge (Muhamad Suhaimi & Mohd Yusof, 2014). The reliance on teachers and grades as a benchmark has left students without the ability to maintain their learning holistically. The previous studies have mentioned students still expected teachers to be the primary source for acquisition of language.

Students in secondary school may be less exposed to self-regulated learning practices that been caused the low achievement in Arabic language detected in a past few years. The application of a learning strategy that is compatible with students' characteristics in learning process can potentially influence their academic performance. This may be because teachers are less responsive to students' academic development and less involved with students to help them when needed. As previously reported by Peeters, De Backer, Kindekens,

Triquet, and Lombaerts (2016) that students lack self-regulated learning skills were because their teachers lack knowledge in self-regulated learning. Rosni (2013) have mentioned that the lack knowledge of learning strategies such as self-regulated learning have cause several other issues in Arabic language learning such as lack of fluency, less attractive teaching aids and reading materials, communication problem and less language activities and students' passive attitude. In fact, students are also found to face similar problems even though they have been learning Arabic since primary school. The potential to make self-regulated learning a more efficient way to learn Arabic language will be more effective if the teachers can enhance and foster the strategies among student.

2.0 PURPOSE OF STUDY

This study aimed to determine teaching effectiveness and it constructs as a predictor to self-regulated learning among non-Arab secondary school students in Arabic language.

3.0 METHODS

3.1 Design and Participants

In this study, quantitative design non-experimental survey methods are used for the data collection process. The participants were selected from Malaysia secondary schools that required Arabic language learning. Stratified random sampling method has been used to collect a total of 542 form 4 non-Arab students and can be analyse. Selection of form 4 students are sufficient for students to develop and determine appropriate learning behaviours in language learning.

3.2 Instruments

The study used Students' Evaluation of Teaching Effectiveness Rating Scale (SETERS) developed by Toland and Ayala (2005). This instrument was chosen based on its success and has been proven by most previous studies. It a 34-item instrument that required students to response on their Arabic language teacher's

teaching effectiveness. The instrument consists three main constructs; teacher's delivery of subject information (12-item), teacher/student interaction (10-item) and regulating student learning (12-item). A permission also has been to make change on 'instructor' word into 'teacher' and word 'course' to 'subject' as it is the secondary school student who has to answer the questionnaire. While self-regulated learning assessed by an instruments developed by Pintrich and de Groot (1990), the Motivated Strategies for Learning Questionnaire (MSLQ) through the Self-Regulated Learning Strategies Scale. There are 22-item in this well-known questionnaire within two main construct, cognitive strategy (13-item) and self-regulation (9-item). It also widely used for students to self-report on their learning process.

3.3 Data Analysis

The data were analysed using inferential multiple regression analysis to determine the contributions of teaching effectiveness on students self-regulated learning. The alpha Cronbach test also has been conducted to make sure the questionnaire used reliable on the population. The alpha showed .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). Meanwhile, an alpha test on self-regulated learning strategies scale was .84. Its construct; cognitive strategy used (.87) and self-regulation (.63). Even the value slightly lower than the original findings, it still considered sufficient because the construct consist 9-items, which were less than 10 items that can accept at least alpha .50 (Pallant, 2011).

Besides, the test of homocedasticity, multicollinearity and outliers also have been done by analyzing the value of 3.3/-3.3 and the scatterplot. In addition, the Mahalanobis distance also show that the independent variable factors have been confirm and can proceed to further analysis. To validate the data collected, a confirmatory factor analysis (CFA) also has been done and all items are loading in the factors and construct similar to

the original. The eigenvalue has resulted the three factors within $>.1$ value so the CFA can be run and valid to the population.

4.0 RESULTS

The contributions of teaching effectiveness and its constructs on self-regulated learning were examined through multiple regression analyses. Table 1 shows that the predictor which is teaching effectiveness based on all three constructs could significantly contributes low percentage 9.7% or $R^2 = .097$ of the variance in self-regulated.

TABLE I
Model Summary^b

Model	R	R ²	Adjusted R ²	Std. Error of the Estimate
1	.311 ^a	.097	.092	14.26259

a. Predictors: (constant), Teaching Effectiveness

b. Dependent Variable: Self-regulated learning

However, in table 2, there is only teacher's delivery of subject information construct (Beta = .168), ($t = 2.817$, $p < .05$) was a significant predictor of self-regulated learning. Meanwhile, teacher/student interaction and regulating student learning was not predictive. This finding indicates that teacher's delivery of subject information positively affects self-regulated learning.

TABLE II
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. error	Beta	t	
(constant)	64.299	6.005		10.708	.000
Teacher's delivery of subject information	.432	.154	.168	2.817	.005

b. Dependent Variable: Self-regulated learning

5.0 DISCUSSION

The prediction shown was significant especially in determining students' learning behaviour in learning new Arabic vocabularies. The study reported that students' achievement in Arabic language influenced by teaching effectiveness

as previously stated by researchers on aspects of changing in students learning behaviours. For example, Arabic language learning activities such as making cards, Arabic language week, acting and coral speaking are often conducted by teachers in an effort to increase students' Arabic language comprehension, interest and skills so they not relying solely on their teachers. This can enhance students self-regulated learning towards Arabic language.

Without further and sufficient information in the subject area, student cannot regulate or plan what and how to learn. So, teacher has to deliver the subject matter effectively so they can provide students with knowledge, skills and experiences required. To give more Arabic experiences, teachers need to convey the contents be more informative and accessible to students. Therefore, teachers need to avoid boredom or else reduce motivation and effort to learn as a result of less effective delivery. It also purposed the appropriateness of current tools such as the internet and multimedia-based displays. In this regard, the opportunity should be taken by the teacher by presenting or suggesting students to watch Arabic language channels that correspond to the level of ability of the students as some programs use *fushah*. This program can be a virtual learning tutorial that can be done in the classroom such as preparing a notebook to copy important material or using recorder devices.

This mean to activate students self-regulated learning, teachers have to make effective delivery of the contents and knowledge. Acquiring sufficient skills and knowledge can help students plan to maintain their knowledge of the information and content taught by teachers. In Arabic language, students often have to memorize and facilitate it to complete task, tests and exams. Therefore, with good delivery of information and knowledge, students can plan and organize their self-regulated learning to ensure that the information obtained can be expanded and used when the time is required. By the time, students will know what and how to learn and solve any task given.

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