

Socio-educational Support and Arabic Language Practices among Secondary School Students

¹Alfitri, ²Mohd Mahzan Awang, ³Abdul Razaq Ahmad, ⁴Mohd Khairi Ahmad

¹University of Sriwijaya, Indonesia; ^{2,3&4}Universiti Kebangsaan Malaysia, Malaysia;
(INDONESIA, MALAYSIA)

E-mails: ¹al_fitri2002@yahoo.com, ²mohdmahzan@gmail.com; ³razaq@ukm.my, ⁴ust.khai@gmail.com

ABSTRACT

This study aimed to identify how the social environment in school and family affect the usage of Arabic language among Muslim students. This study also aimed to identify students' competency in Arabic language communication skills, Arabic language speaking practices and the usage of Arabic language among Muslim students in secondary schools. The study utilized survey method where questionnaires were administered to 100 secondary school students who learned Arabic language. Collected data were analyzed using descriptive and inferential statistic. Findings indicated that most students had a low level of Arabic language competency. Majority of the respondents have limited Arabic language vocabulary. Findings also suggest that Arabic language speaking practice among them is moderate. Many respondents received low socio-educational support in learning Arabic language at a school level. Findings also showed that the weakness in the social support system in learning Arabic language has affected the Arabic language speaking practices. Therefore, the schools are suggested to arrange activities that could encourage the usage of Arabic language among the students. Re-strategizing the current support and practice to improve students' ability in using Arabic language is needed.

Keywords: Social Support System, Educational Social, Ecological System, Arabic Language Learning

1. INTRODUCTION

Mastering a second language has become a part of the education's aim in most countries. In a multi-ethnicity society, the proficiency of other ethnicity's language is able to tighten racial divide and encourages the process of assimilation. The development of world civilization also drags in the usage of language. The languages that are being uttered by the societies in these developed countries such as Japan, France, United Kingdom and the United States of America have dragged in many developed and underdeveloped countries in making Japanese language, French language and English as second language. In the Islamic civilization context, Arabic language is the most important language due to it is used in two highest Islamic resources namely al-Quran. Therefore, non-Arabic speaking countries that own Islamic education system have placed Arabic as second language. According to Ab. Rahim (1993), Arabic is considered as an important language for religious purposes in Malay-Muslim community in Malaysia, of which the Malay-Muslim community at least must be able to utter Arabic, although they do not understand the meaning of it.

In Malaysia, the official learning of Arabic started with the emergence of *pondok* (hut) schools during the 18th century (Abdullah Jusuh, 1989). However, Arabic at that time has not learnt specifically because of focusing more on the learning of al-Quran and Fardu Ain (Khoo Kay Kim, 1980; Mohd Salleh, 1992). During the early stage, learning focuses more on syntax and morphology learning as the prerequisite to learning of learned Islamic skills (Rosni, 2009). In 1977, the Curriculum of Arabic Language Communication is formed in accordance with the intake of 11 People and State Religious Secondary Schools and placed under the Malaysia Ministry of Education as Government Assisted Religious Secondary Schools (SMKA). Teachers began their training and courses in the locals and overseas including Sudan and Saudi Arabia. Textbooks on the other hand are refined time to time with the assistance of the Arabic experts from Islamic international organizations. In Malaysia, Arabic language is officially included in the national education curriculum as a foreign language. It is taught in schools as one of the subjects. Today, Arabic is not only available in Arabic stream schools, it acts as a compulsory subject in boarding school and several higher education institutions such as International Islamic University of Malaysia (Jaseem Ali, 1999). Research carried out by Abd.Razak (2007) revealed that Malaysian communities especially the Muslims are still having uncertain perception on the teaching and learning of Arabic in Malaysia. This is due to most of them are not aware of the Arabic language status itself towards their souls. Nevertheless, there are many past studies indicated that many secondary schools' students have less proficiency in the language and the usage of Arabic speaking skills as compared to other skills in Arabic language such as reading skill, listening skill and writing skill.

Due to the arising issue with regard to teaching and learning language as well as the lack students' proficiency in Arabic, many students are not able to compete at the international level. As many studies indicated that there is a strong link between language learning and supportive socio-environment, the current study has examined the possible social supports that could be contributed towards increasing the learning of Arabic among students. Social supports is referred as various materials and emotional supports accepted from others (Brannon & Feist, 2004). It could also be seen according to the social ties or social network that sees numbers of people that are in relation with individuals. Usually, social support is measured based on structure or function of social ties. Apart from that, social support is also connected with demographic factors such as gender, marital status and ethnic.

Kahn and Antonucci (1980) define social support as interpersonal transaction which involves one or more elements such as love, confession and help. Love is perceived as an interest expression and involving help. Confession or agreement is perceived as an action or statement by someone. Help includes direct assistance or help in terms of finance, information, time and needs. While according to Cohen, Mermelstein, Kamarck and Hoberman (1985) define social support as help that is given by family members, peer groups, relatives and others that are important to an individual. There are four aspects of social support which are belonging support, appraisal support, esteem support and material support. Besides that, social support is also divided into three sources which are family, peer group and others that are significant (Dahlem, Zimet and Walker, 1991). Social support refers to events and related environment with the usage of intentional behavior and involving a sense of respect, appreciate and nurturing intrinsic student's motivation and reflexive capacity (Lisa, Isabelle and Luc, 2006). The needs among each other lead to the attitude of giving support among themselves to reduce pressure. The presence of strong support system enables students and teacher to share problem between one and another where it could contribute to the proposal of which helps in an individual's excellence and is able to act more effectively if they have more effective social relationship (Brannon and Feist, 2004).

There are many studies that have proven that social environment factors could affect or become the learning sources to someone's behavior formation process through various social learning patterns such as inducement, obstacle, feedback and model (Azhar, 2006). Social environment factors that are intended include elements of humanity, such as influence from parents, teachers, peer groups and society or also elements of non-humanity such as the influence of various media type accepted by someone while undergoing their process of living (Zakaria, Ahmad and Noranizah, 2012).

Several studies in the western country try to relate the commitment and enthusiasm of a teacher with students' academic achievement. Teaching practice is seen as one of the support factors on the involvement of students in school. The role of teacher could improve the level of interest on learning process among students. Furthermore, approaches used by teacher whether are attractive or not, could attract students' interest in the learning process. Proactive teacher will search for alternatives to help their students in increasing their potential, to explore their ability and to give opportunity and alternatives to students to be the best in both curriculum and co-curriculum area (Amal, Mazdalina and Ramlah, 2013). Several studies have indicated that higher level of social support from peer group and family members is associated with larger perseverance and is associated with average grade and academic achievement (Cutrona, Cole, Colangelo, Assouline and Russell, 1994; Dennis, Phinney and Chuateco, 2005). There is a possibility that students that are more prone to success in the area of academic will also search for larger social support and gain benefits from the support.

Despite there are many education approaches and techniques that are much modern are introduced, the Arabic language proficiency is still less satisfying. In realization of this condition, this study assumes that Arabic language among youth will be faster by creating a social environment that supports the usage of Arabic. Although it is difficult in the beginning, however the support received from friends, teachers and parents finally has succeeded in speaking in Arabic. This is due to as a social being; humans live mutually with one and another. Based on the hypotheses, this study is carried out to survey the roles of social environment in the usage of Arabic in daily life. In this study, the scope of social support is limited to parents, peer group friends and teaching staffs.

2. SOCIAL SUPPORT AND LANGUAGE LEARNING

The history of the arrival of Arabic language to Malay Archipelago is unknown accurately; but it is definite that Arabic language came to Malay Archipelago with the arrival of Islam (Abdullah Ishak, 1995). Hence, the teaching and learning of Arabic language in Malay Archipelago is influenced a lot by religion domain, in fact it is said that those who learn Arabic also study the Islamic religion (Abdullah Hasan, 1987). If it is based on Arabic is not the original language of the people in Malay Archipelago, according to Asmah (1992) Arabic language is classified as a foreign language. On the other hand, if it is based on the usage situation and the needs of development in the education system in Malaysia, it could be classified as second language that is needed to be learned after the mother tongue. Problems that arise in learning Arabic language are the weakness of school students to master it, especially in speaking and writing (Kamarul Shukri, Nik Mohamad Rahimi, Mohd Amin and Zambri, 2009). The weakness in Arabic language proficiency is distinctly visible through several researches that have been conducted. Research from Kamarulzaman, Abdul Ghani and Nik Mohd Rahimi (2005) indicate that the weakness is visible through the exam results that reflect the weakness of students generally in mastering Arabic. Research by Nasimah (2006) indicates that the usage of Arabic language among students is not at the satisfactory level.

In accordance with that, the existence of string social support system enables students and teacher to share problem between one and another whereby it could contribute to the proposal that could help an individual's excellence and able to act effectively if there is a social relation that is more effective (Brannon and Feist, 2004). The concept of social support has become a main topic in psychological research and its impact on individual's peace and prosperity increases dramatically among researchers (Cohen and Syme, 1985). However, the concepts and definitions that are given by psychologists and sociologists are different following their respective views. According to Kessler and McLeod (1985) social support is referred to the function of social relationship, with social support playing roles or function to help individual in facing things. This function plays a major role to influence an individual's peace and prosperity that caused by family, peer group, and others that are significant. There are six types of social supports that

is mentioned by Willis (1985), namely support of appreciation, support of status, support of information, support of instrumental, social friendship, and support of motivation. These concepts could also be referred as a concept which leads to equal understanding and could be used in replacing (Cantor and Little, 1985). Social support could be defined through various manners and it is based on subjective approaches which are whether it is based on an individual's perspective on social support. There are some researchers define social support based in types, behavior, effects or outcome of a support. Cohen and Mc Kay (1984) define social support according to the concept of outcome support as an interpersonal process that produce positive impacts. Human is a positive creature to accept influence and change. Any changes that occurred in human or in their lives are caused by the influence that is gained by human from various elements and sources in life. Environment that is surrounding human is an element, factor and external strength which stimulate human (Kamal Basyar, 2000).

Environment is also a place or location that provides factor and suitable phenomenon for an individual's life or a group of human such as social environment, geographical environment and others (Cohen and Manion, 2000). In the context of language environment, it covers human's activities that create a relation system among themselves by using a sound system in their inherited culture or those they acquire through learning process (Chua Yan Piaw, 2006). In general, language environment includes classroom, content and teacher's lesson during teaching or educating society in direct teaching without teacher. Classroom is always referred as a fake environment in learning and using foreign language. It is also a social element that has its own form of environment. Several studies have indicated that students are more likely to succeed in the academic field will also search for a larger social support and gain benefit form that support. Students and teacher according to Zawawi, Ab Halim, Nik Mohd Rahimi and Mohd Ala-Uddin (2011) have a social relation between one and another, whereby the teaching technique of speaking skill that a teacher practice is an important aspect that determining the successfulness of teaching and learning in second language. The mastery of both that is obtained in classroom could be transfer in different situations. In order to achieve a good level of speaking Arabic among students, teaching method should be using communicative approach. Research carried out by Zawawi Ismail et al. (2011) shows that teacher merely uses a few techniques only in teaching Arabic speaking skill such as question and answer technique, repetition of listening, chorus, prose and dialogs. Whereas other techniques such as substitution, conversion, exclaim, development practice, true or false practice, advanced practice and role-playing is less used in teaching Arabic. Likewise, it is also the same in couplets writing technique which is seldom used in teaching speaking skill. The usage of various techniques will provide a better opportunity for students to master Arabic speaking skill because every student has certain compatibility and various abilities.

Findings from Ghazali, Nik Mohd Rahimi and Parilah (2010) has obviously indicated teacher's attitude and teacher's routine in using communicative approach teaching method in speaking skill requires students to be involved actively by dividing them into small groups that could give space to students to contribute as much as possible in teaching and learning language. Language class environment as a social context needs to be benefited. Littlewood (1978) has listed four methods in creating class environment as social context. Firstly, language that is going to be learnt needs to be use in the classroom organization. This provides rich communicative needs in the classroom. Second, use foreign language as teaching medium. Communicative skill could be developed well in situation when this language experiencing as a tool to achieve purpose not the language. Third is talking session or discussion. This could expose students to experiences, interests and opinions in implementing communicative interaction and fourth, to conduct dialogs and role-playing based on school experiences. This will help students in understanding environment and to overcome problems in the environment.

In accordance to that too, teacher and school are the most important influents in the development of students from the aspects of physical, intellectual, emotion and social. Teacher who is loving and efficient in managing teaching and learning activities in classroom will produce knowledgeable students and have outstanding achievement and school climate which is conducive and equipped with teaching and learning facilities that will help in students' development of cognitive, effective and psychomotor, Zakaria, Ahmad Munawar and Noranizah (2012).

Findings by Nik Mohd Rahimi, Zamri and Kamarulzaman (2008) who study on learning motivation on Arabic listening skill and its relation with achievement. Their research indicates that there is a significant relation between motivation and achievement of Arabic listening skill. In learning second language, motivation could contribute towards the enhancement of language achievement learnt. Findings also find that students feel pleasurable when they could listen and grasp better in teacher's teaching in Arabic.

A Study carried out by Fadzilla, Parilah and Fauziah (2007) find that majority of students that have high level of motivation in learning English as second language in class have high achievement. The perseverance of students in speaking English with peer group and their teacher in school will make students to master more on the language. According to Lundsteen (2001), the perseverance to improve students' usage on language and achievement do not only depending on the utilization of observe-listen materials and teacher, but teacher should also understand students' attitude and factors that could influence their attitude and motivation. Therefore, attitude and motivation are able to give impacts on their level of achievement whether in school or in higher education.

Brannon and Feist (2004) stress that individual that receives social support from others shows better act force compared to isolated individual. Based on the research opinion by Zawawi et al. (2011); Ghazali et al. (2010); Zakaria et al. (2012); and Nik Mohd Rahimi et al. (2008), above shows teachers including administrator have role to form environment and social support in school. Henceforth, it is able to give impact on students; achievement level and contribute on the improvement of students in language learning.

Despite from the factors of school, teacher and external factor self-motivation such as parents' inducement also need to ensure the existence of interest on Arabic language learning among students. This is due to parents are the closest individual in their children's ecosystem space (Bronfenbrenner, 1979) and also have influence that is significant to children. A closed relationship with parents also plays an important role in the social network. Parenting psychology suggests the relationship between mother and child begins in the birth early stage and this indicates baby readiness in creating social ties. Parents' response in children's school activity involvement and parents monitoring on children's movement is important to give attention because this aspect affects children's learning achievement and academic achievement (Johari, 2007).

Meanwhile a study carried out by Abd Halim (2011) on 256 Form Four students from Science and Humanity stream in four rural schools found that the level of depression and social support and academic achievement. Findings indicate the influence of family members and friends are closely related to the student's academic achievement in school. A research done by Amla, Mazdalina and Ramlah (2013) also find that there is a significant relation between student's involvement and parents support factor. This discovery is in accordance with the research by Abd. Razak and Noraini (2011) that shows parents support have relevance to academic performance. Practice of parenting in the involvement of education is the root of their academic achievement in school. Parents that practiced positive parenting style such as constantly remind students on education goals, reading habit, support, motivation to increase performance, caring and communicating with children will affecting more on children's learning achievement and academic achievement. Whereby a context of conducive and harmony family is capable to stimulate successful children in education. There is a possibility that to communicate, a student needs high motivational force from social network that is close to them such as parents and peer group. Without motivational force and social support, students will choose to keep a quiet attitude and do not communicate. This attitude will not help students in increasing their communication skills in Arabic.

3. ISSUES

Problems in mastering the Arabic language has also capture the attention of Anwar Zainal (1993). He states that Islamic learning students in higher education center in Malaysia could not speak Arabic well and the ability to read and understanding them also poses questions. In addition, the mastery of Arabic language is the most important basic matter in Muslim community because Islamic civilization begins in the land of Arab. In fact two main Islamic books, al-Quran and Hadith are written in Arabic. The weakness of mastering Arabic among students is a serious matter and it needs a mechanism that is more concrete. Empirical research done by Mohd Ali Tuah (1998) discovers that students that have graduated in their secondary level studies are still incapable to speak well in Arabic. Research by Nik Mohd Rahimi (1999) finds that the usage of Arabic in formal education context in school is not at a satisfactory level. The study finds that only a small percentage (5% from the Muslim population in school) uses Arabic in their conversation in class. In an informal situation especially outside classroom, only 2% of the Muslim students' population use Arabic in their conversation along with their friends. In other studies on the other hand, Nik Mohd Rahimi (1999) finds that the level of speaking skill that students achieved is at moderate level. This shows that the mastery of speaking skill is not in the level stated in BAK objectives that hope to produce students that can speak fluently and able to issue opinion and arguments in certain situation (JAPIM, 2003). Zawawi (2001) finds that social environment is the determinant factor to mastery of Arabic. Social environment that emphasizes on communication in Arabic will be familiarized with Arabic among students and instantly help students in their Arabic communication skill. Osman Haji Khalid (1993) has done research on student transition process from school to university. He finds that secondary students own very limited Arabic debate vocabulary which is only around 500 to 1000 words. The findings are very shocking because according to the real target of Ministry of Education like those written in Arabic Language Education Syllabus has placed a target of 2000 words in lower secondary level and 3000 words in upper secondary level. Limitation in vocabulary will make students to not be able to communicate Arabic well. Empirical study by Ishak (1992) also finds that secondary students are still fail in mastering Arabic. An oversea study conducted by Zainal Abidin and Hasan Basri (2007) discover that administrator of Al-Azhar University in Egypt expresses their feelings of dissatisfaction when they find out Sijil Tinggi Agama Malaysia (STAM) graduated students from Malaysia showed satisfactory performance even though they achieve rank of distinction (Mumtaz) in examinations in Malaysia.

Ironically, teaching and learning of Arabic language has long based and grow in this country but the mastery level of Arabic among students is still cannot be proud of yet. Although students have reached secondary school level, their mastery level of Arabic are still cannot be proud of. This has caused students that have graduated at secondary school level are still not able to speak well in Arabic. Problem that is being elaborated gives picture that there is biasness in the process of teaching and learning Arabic whether formally or informally. Due to mastery of the language has significant relation with the usage frequency, environment that encourages the usage of Arabic is vital.

4. OBJECTIVES OF THE STUDY

This study aims to identify students' competency in Arabic language communication skills, Arabic language speaking practices among secondary school students and how far is the social environment in supporting the usage of Arabic

language among Muslim students. Specifically, this study aims at identifying the competency and practice of the usage of Arabic Language Communication among students in daily secondary school; and identifying social support system in the usage of Arabic language communication among students in daily secondary school.

5. RESEARCH METHODOLOGY

This research is in the form of survey that involves 100 Muslim teenagers that took Arabic language subject at secondary school level. This study uses build-up questionnaire that is divided into three main parts which are (1) Arabic language competency (Self-competence in this study refers to perceptions of ability in learning and practicing Arabic either in school or public), (2) practice of Arabic Language Communication among students, and (3) social support system in the usage of Arabic Language Communication. There are four main construct in social support system which are (1) family support (referring to parents' support in the usage of Arabic language at home), (2) socio-educational support in school (referring to teachers' support in Arabic language communication activity and preparation of relevant reading materials), (3) classroom support (referring to the usage of Arabic language learning techniques that are more effective, in practical form and interesting), and (4) socio-educational support (referring to the support of communicating in Arabic in community outside of school). Questionnaire used contains Five Point Likert Scale. This scale is applied because it is able to measure practice, perception and attitude of respondents (Cohen et al., 2000). The content of questionnaire also is made by dank omen comment (review) by Arabic language specialist teachers. Purification of item is carried out based on response, comment and suggestion given, pilot test is then carried out to determine the degree of belief and item validity. Chornbach Alpha's value for all items is high that is exceeding 0.800 and could be accepted as research instrument (Brymen and Cramer, 1999); Aiken, 2000; Zaidatun and Mohd Salleh, 2003). Researcher has governed questionnaire in two national secondary schools in Selangor, Malaysia. Data collected are analyzed in descriptive and inferential using Statistical Packages for Social Sciences version 15. Descriptive statistics used is frequency, mean, standard deviation and percentage. To elaborate descriptive analysis, mean interpretation schedule of affective behavior is formulated by Nunally (1978), Norasmah (2001) and Azhar (2006) has been used. Mean value used in this research is interpreted as follows: 1.00 to 2.33 (low), 2.34 to 3.66 (moderate) and 3.67 to 5.00 (high). Inferential statistics used in this research is Pearson correlation and T-test.

6. FINDINGS

From 100 respondents that are involved in this research, 70 are males and the rest are females. Detailed discussion follows.

6.1. Arabic Language Competency

Table 1. Arabic Language Competency (self-competency)

Statement	Mean	Standard Deviation	Interpretation
Arabic terms that I know	2.980	0.852	Low
Confidence in speaking well in Arabic language	2.660	0.623	Low

Research findings show that the level of self-competence among the respondents is low. Majority of the respondents have limited Arabic vocabulary, thus making them unconfident in speaking Arabic. This research supports past study by Nik Mohd Rahimi (1999) that found out most secondary school students have problems to communicate in Arabic due to lacking of Arabic vocabulary. This situation shows the existence of weak learning process at the lower level; whereas the main objective in early education at the lower level is to enrich Arabic vocabulary. Relook to current practice and also improvement on language learning culture at lower school level is mostly needed. The lack of Arabic vocabulary actually has connection with the interest of learning a subject. An effective method and approach so that students are motivated to learn Arabic language is vital. Despite that, the main aspect is to create social environment that encourages students to use Arabic language in their daily life.

6.2. Communication in Arabic

Table 2. The Usage of Arabic Language Communication

Item/ Statement	Mean score	Standard Deviation	Interpretation
I speak Arabic in conversation with <i>ustaz</i> (male teacher) and <i>ustazah</i> (female teacher)	3.84	0.861	Moderate
My friends give positive responses when I use Arabic in conversation	3.64	1.132	Moderate
I speak Arabic with Arabic language teacher	3.61	1.100	Moderate

Overall results show that the usage of Arabic language is at a moderate level. Respondents were found to be more frequent speaking in Arabic with teachers compared to their peer groups. No narrative data in the study that could explain why there are not many respondents speak Arabic with Arabic language teacher. Hence, an extended research on this matter is most essential so that an alternative suggestion to promote Arabic language communication among students is able to be created.

6.3. Social Support System

Social support system that is studied in this research is including family support system, support in classroom, support in teaching and learning and support in socio-ecology. Table 3 shows that support of Arabic language usage in classroom and family is very low. Teachers were found to be unsupportive in Arabic language usage in classroom. This is due to Arabic is the second language to students. The official medium in teaching and learning in all national secondary schools in Malaysia is Malay language. This condition makes the Arabic language usage is limited to learning Islamic Education and Arabic language subjects. Most of the teaching period, Malay language is used. This situation gives a picture why Arabic language reading materials are also lacking. The research findings give answers to past studies that are found that indicate Arabic language usage among students are low. How are we going to promote Arabic language if the classroom environment does not fully supporting it? A comprehensive and fast mechanism needs to be done so that students could overcome this problem that has long nested in second language learning system in schools.

Research findings also indicate there is a limitation in preparing Arabic language reading materials in school and home. Respondents in this study stated that Arabic language reading materials are limited if to compare with reading materials at home. Limitation in this matter is also the reason to the lacking of Arabic language usage among students. In fact, past study also shows traditional text book usage and teachers' weaknesses in utilizing text book creatively is the reason to students' weaknesses in academic achievement (Ahmad et al., 2013; Ahmad, 2013). In fact, learning activities that are stiffed and non-creative make students not interested to learn (Awang et al., 2013; Awang, Ahmad, Ali, 2013). Also, visual presentation and text in reading materials also become a pulling factor for students to read. Nowadays, problems such as lack of resources should not be happening. Internet and communication technology (ICT) has open larger space for educators and parents to get reading resources in various languages. Internet application that has made reading materials no longer stiff should be utilized to attract students' interest. Hence, this research findings find that such constraint is still exist, effort in varying reading materials whether in soft-copy or hard-copy design is needed to be think thoroughly.

Table 3. Social support system in Arabic language communication usage

Construct	Statement	Mean	Standard Deviation	Interpretation
Family support in learning and practicing Arabic	Parents' support on Arabic language communication	2.230	1.043	Low
	Arabic reading materials found a home	3.450	1.233	Moderate
Teachers' Support	School teachers' support on Arabic language communication	2.050	0.845	Low
	Arabic reading materials found in school	2.240	1.055	Low
Teaching and Learning Support	Speaking Arabic learning techniques in school	2.20	0.651	Low
	Frequency of presenting assignments in Arabic	3.40	0.942	Moderate
Social-Ecology Support	Peers speak well in Arabic	3.110	0.851	Moderate
	Opportunity to speak Arabic with native speaker (Arabic)	4.520	0.822	High

Research findings also show that Arabic language learning techniques that are practiced in school have disadvantage. However, there is no narrative data in this research that could explain the forms of disadvantages. This study also finds that the opportunity to present work product in Arabic in moderate. This sort of opportunity should be increased because past studies show that the frequency of using a language has significant positive connection with the usage of second language (Field, 2008). Hence, creating an environment that supports the usage of Arabic language in presenting assignments needs to be put effort on.

This study also finds that students are able to speak well in Arabic, give moderate support to other students. Peer support in learning is essential because empirical studies show that students' learning behavior is mostly influenced by

peer group. Due to there is no narrative data to elaborate why students that is able to speak Arabic give moderate support to other students. Hence, future study should be justifying this phenomenon from various aspects. The respondents stated that the opportunity to speak with native speaker is high. This might be due to the school location which is situated in urban area where there are many native speakers from Arab countries are surrounding them. Teachers and parents should utilize this opportunity because familiarizing Arabic vocabulary with native speakers not only could enhance vocabulary but to build up confident in speaking. In addition, language and culture is an important package because the terms used have meanings according to context. Hence, in order to grasp a language, understanding the values and culture of native speakers are vital.

7. CONCLUSION AND SUGGESTIONS

This article has summarized that the aspect of social support especially parents, teacher, peer group and others play very important roles in students' achievement and mastering in Arabic language skills. Active learning needs to be encouraged by the school with techniques used to direct students' activity towards the widely usage of Arabic language. Same goes with social-ecology support such as the environment of school and classroom that are related to atmosphere or school culture from the aspect of physical, social, intellect usage and language usage. Speaking and communicating in Arabic should become a practice and culture to students that learn Arabic. Support from peer group among students is seen to be less satisfying due to internal obstacle that exists in students such as less confident, ashamed, afraid to make mistake and so on could affect the capacity of communicating in Arabic. This is because as a social creature, human lives mutually needing each other. The need of each other leads to the attitude of giving support to each other in improving motivation. The existence of strong support system enables teachers to share problems with each other where it can contribute in suggestions that could help them. Parents and society should be more concerned on the heavy workload. Giving support through their involvement in school activities is very helpful in reducing task burden experienced by teachers. This is due to the goal of producing teachers' that are highly productive and able to contribute to the excellence of education quality could be achieved if teachers do not undertake heavy workload and feeling unstressed. Therefore, all parties that involved such as students, school, parents and local community should cooperate by understanding and supporting students to contribute as much as possible in teaching and learning of Arabic. This could instantly signal that the matter of developing potential and education is not only placed in the context of schooling solely, but it is needed to be done holistically by all parties that involved through various social learning approaches such as model, reinforcement, feedback and direct advice to encouraging positive social learning.

Based on the findings, several suggestions to overcome the problem faced in teaching and learning skills in Arabic are identified. The Educational department should arrange programs in regarding with this matter at state or district level. Indeed, all Arabic language teachers should increase the usage of Arabic language during delivering lesson in classroom and during meeting with students outside classroom. Apart from that, teachers are advised to use Arabic language that is easy and suitable with the level of students' achievement so that they could understand. Students should always be remind, encouraged and asserted by teachers to practice speaking in Arabic among themselves and mention a place in Arabic so that Arabic words will always be in their mind. The school should be arranging activities on the usage of Arabic language among students. These activities can be carried out whether in academic or non-academic form. Enthusiasm from all party especially from teachers is mostly needed to achieve this kind of activity. In addition, teachers must stimulate and cultivate students' interest to like Arabic language by bringing examples on the value of learning Arabic.

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