

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter consists of six main sections namely introduction, finding formulation, discussion, proposal, study implications and closing. In the introduction section, in addition to introducing chapter 5, researchers also made a summary of the layout of this study. In the second part, researchers summarized the findings and discussed the findings based on theory, literature studies and previous studies. In the next section, researchers submitted suggestions for improvements based on the formulations and discussions. In the last section, the focus is on the implications of the study because of the proposal before closing this section by drawing up a summary of the entire discussion in chapter 5.

5.2 Research Findings

Discussions on the findings were based on the study questions. In this regard, the findings of this study will answer the study question which is the extent of students' interest in self-based learning.

As a summary of the findings obtained from the interviews, it can be concluded that the A4STEM module can help students learn Arabic and master knowledge about STEM. Although the respondents have been exposed to this module for one semester it can be proven, and impacts can be measured through interviews. Students have given a

positive view of the use of the module. They are very interested in the features of this module and in addition think that teacher aided learning aids can have a profound impact on their learning in Arabic. In addition, the findings of the interview results also reveal that most of the respondents had a positive perception towards the use of the A4STEM module in Arabic language learning among the 2nd base students at Kolej Genius Insan, Universiti Sains Islam Malaysia (USIM).

Specifically, this study reveals that the combination of STEM elements in Arabic language can upgrade students' language level and it can be more effective with the latest learning concepts. Through the interviews, researchers responded that learning Arabic using this module shows positive changes among students. Students are so earnest when learning to use this module. Although there are some technical problems that are inevitable and identified throughout the use of the module, the problems can be overcome easily, do not have a major impact, and does not interfere with their Arabic learning process.

5.3 Suggestions

As a result of the findings, researchers would like to suggest several suggestions that can be used as guidance or follow-up actions to nourish the development of Arabic language in Malaysia.

5.3.1 Suggestions to Arabic for STEM Modules

Suggestion to developers:

1. Decrease the level of Arabic language in the module to attract more students to learn Arabic language.
2. Makes it as a compulsory additional subject or medium for students to learn STEM with Arabic language.

5.3.2 Suggestions to Arabic Language Students

Suggestion to students:

Exploiting the sources of Arabic learning materials available primarily on the Internet.

5.3.3 Suggestions to Arabic language Teachers / Instructors

Suggestions to teachers / instructors:

1. Use free resources for Arabic teaching especially through websites.
2. To engage in the development of Arabic learning materials.
3. Intensify the use of teaching aids in Arabic teaching and learning. The use of such tools should be varied from time to time according to the suitability of the age group, teaching objectives and so on.
4. Arabic language teachers should always be given exposure in the form of courses on how to prepare and operate teaching aids. This is necessary because

the teaching aids are constantly advancing and evolving according to current technological developments.

5.3.4 Suggestions to Ministries and Academic Administrators

Suggestions to the parties involved:

1. The Ministry of Education should equip schools with adequate infrastructure to provide information technology so that students and teachers get the maximum benefit in their teaching and learning in line with current developments and providing teaching aids relevant to today's technology.
2. Continue the policy of reviewing the Arabic syllabus to be in line with current religious goals and needs.
3. A workshop is organised to produce Arabic teaching materials to instructors to apply strategies and techniques for effective presentation of materials.

5.3.5 Further Suggestions

This study is an experimental study on the effectiveness of the use of modules in Arabic language learning among students of Kolej Genius Insan USIM. Despite this, there are still many aspects that researchers have yet to explore. Therefore, several further study recommendations are recommended for this field of study.

1. This study is general in nature, researchers suggest that there is a specific study for a skill such as listening, viewing, listening and writing using this module.
2. Increase the total number of respondents so that the results of the study are more accurate. This is because this study only used 4 respondents.
3. This study is only conducted at Genius Insan College, Universiti Sains Islam Malaysia (USIM), thus the scope of this study can be expanded to involve more institutions or schools from urban and rural areas to get a more comprehensive picture of the effectiveness of the use of A4STEM modules in Arabic language learning.
4. Prospective researchers can conduct a study to see the effectiveness of the use of A4STEM modules in learning other topics in the field of Arabic language and involving students from various levels.
5. Study specifically the effect of using learning aids on the interest of learning Arabic using larger samples and broader aspects of interest.

All the above suggestions are related to Arabic language subjects in order to improve the quality of teaching and learning. Researchers hope that this study will spur the development of Arabic language more effectively and develop its potential as one of the main languages, especially in Malaysia. Therefore, studies on language are widely explored, not only in the learning of the second language but also in various aspects of other languages. In addition to exploring techniques, methods and approaches in the learning process either using aids or using other learning elements.

5.4 Improvements

For improvements to this module, researchers have appointed two valuers to assess the level of suitability of this module to be used among students of Kolej Genius Insan in learning Arabic language. This module is evaluated in terms of language, title, training, and related elements in this module.

After obtaining the views of the two appraisers, they are of the opinion that the level of language used is very high because the students here converse with each other. The title covered is suitable, but the evaluators advise to introduce the personality and traits unique to Southeast Asia to be closer to the student environment. Furthermore, the layout of this title is also suitable and the training in this module is varied and comprehensive. The evaluators also commented that the module has a wide range of varieties and is comprehensive. They commented on the high-quality design and production of this module, where the use of images, the type of writing, and size and color usage is of very high quality.

However, the evaluators also stated that there are some drawbacks that can be detected, which is that the ability for students to study independently is very weak because instructions from teachers is very necessary and it is very difficult for students to learn on their own. Furthermore, the relationship between the headings indicates that there is no direct correlation between the topics in this module even though the title arrangement of this module is suitable. Evaluators also argue that language processing skills are weakened, and they recommend focusing on reading and writing skills without conversation and listening.

In conclusion, this study proves that the application of A4STEM modules in Arabic lessons, along with other languages in the era of technological explosion, is imperative. In addition, respondents have also given suggestions to increase students' interest in learning Arabic as they worry that the next Arabic learning process can affect the achievement of Arabic language proficiency, among other things.

5.5 Conclusion

In conclusion, the use of A4STEM modules especially in Arabic language learning is still at an early stage. Therefore, to make this a success is a challenge for us especially the Arabic language teachers and we all need to play an important role in determining the success of this aid material in the future. It is not appropriate for us to just be users and critics, but we should explore and apply what is contained in the module.

Nevertheless, not all learning aids are effective in language learning, especially Arabic although some of them use high-tech and advanced technology. This is because not all aids can meet the needs of this society as everyone has different personalities, different ways of learning and different learning times in life that determine whether the use of a helping material is effective for the individual or not.