European Journal of Language and Literature Studies
Volume 3, Issue 2, 2017 · ISSN 2411-9598 (Print) · ISSN 2411-4103 (Online)

The Arabic Teacher's Training and the Effect of Their Work Success: A Case Study of Sultan Idris Education University (UPSI)

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Submitted: 2017-08-28 · Accepted: 2017-11-28 · Published: 2017-12-28

DOI: 10.26417/ejls.v5i1.p14-21

Abstract

This research investigates the Arabic Teachers' training and the effect of their work success, a case study of Sultan Idris Education University Malaysia (UPSI). The study will use mixed methods between quantitative which use questioners that will distribute among students at UPSI those who studying and was studied Arabic language as their medium.. This study found that the teachers' training was highly impacted on their work success in the field according to the data collection of the study. Overall, The contents, materials, facilities and curriculum which are offered by the Arabic unit of UPSI was suitable for the teacher's training, as well as , the students were giving full intentions to all language skills and another sub educational skills during their training and practical training. Clarity, it seems that majority of students were familiar with the teaching methods used in teaching and learning process based on the high percentage

Keywords: Arabic Teacher's Training, The Effect, work success

Introduction:

The language is a way of human expression, through this way, human being can assume the community and cultural centers which has great importance in the community, and this importance linked to the importance of language at the stage of universal, society, human being and life level. Therefore. The teacher is a symbol of the nation, it is through hard work emerged generations of learners, and occupied nowadays oversaw business and noblest, and holds the most difficult tasks. The generation who graduated from the hands of the teacher, is now prime minister,

educator and administrator sooner in order to leading of the affair of this nation. The good product of the teachers have excellent saturation values and science and knowledge , and are expected cares and takes care of the creative ability and then converts it to facts and truth delight friend and fascinates the enemy. All this has encouraged us to choose the teacher and the head of his training material in our research.

Research Problem The problem of this study is to clarify the problem of teaching Arabic among students, especially when their practicing of teaching for Arabic Language. This study deals with the issue of the Arabic Teacher's Training and The effect of their Work Success: A Case Study of Sultan Idris Education University (UPSI). This program aims to develop the capacity of teachers and raise their level in the teaching profession and also practice students as teachers in their work place. As well as positively impact on the reflex of pupils in the course of application of their teaching and practicing at the schools in Malaysia.

Significant of Research This research is gaining importance of the nature of the modern scientific study that relies on the application of the principles of the perfect theory in the study of teaching skills. The Study of skills can let students to earn a good and clear way, which is unequivocal and unambiguous, therefore make the trainees to perform in better way to reflect their experiences that gained from the training, accordingly, their performance is affected by a positive impact in the collection of students and scientific output. This is sufficient in the future to be distinguished in the fields of teaching and all matters which is relevant with teaching and learning. This study will produce good Arabic teachers from UPSI and as a role model in their work place.

Literature Review :

The previous studies addressed the issue of multiple teachers' training. This research is composed of books , research and a variety of articles published in professional journals, web sites and other information that opens our horizons in this area . Although many of these studies, however, it did not address this area adequately, especially in the four skills that will be discussed later.

The research of Ahmed Hassan Semsaah titled ***"Educational programs for the Arabic language: methods and methods of teaching (teacher training)***, 2002 . presented author in this book the definition of educational programs offered to train teachers of the Arabic language to non-native speakers, and the statement of goals, and most importantly to contribute to the preparation of specialists in the teaching of Arabic speakers to other, and production methods , and hearing aids , and the specific visual , and put dictionaries progressive and bi- level entrances to the Arabic language, and written language related to Islamic view. This research has been limited to teaching methods, did not provide a detailed training program, especially since the researchers may live this experience learning in Malaysia , theoretical part

has dominated the search, which has made the researchers benefit from it in the corner and make them take advantage of this absence of applied field study.

The research named ***"A Teacher Training Experience Based on Work with Communities in California" (***Rodríguez- Valls, F., Antonio Montes, A (2011) described the results of a teacher training model that involves contact with California communities and action-research practices. The research covered students enrolled in the education program at a university in southern California during the 2007-2008 school year. The researchers interviewed those students and analyzed the global culture of students and parents from various ethnic groups as subsequent input for classroom work and, ultimately, the design of lessons and the development of educational plans pursuant to the requirements of the California Commission on Teacher Credentialing (CCTC). The study found that transforming teachers acquire a variety of useful skills for their work as educators in the global village by learning about the community from the inside out. This research is benefited to develop the capacity of teachers and raise their level in the teaching profession and also practice students as teachers in their work place.

Here, a research by (SALGÜR, 2014) related to the work Success effected by the training. The topic is "***Important of mentoring in teacher training***". This research indicated that work success involves learning and cultivating relationships, building the capacity of teachers, figuring out better pathways to success, and providing the support teachers need to come together as communities of practice. He explained that Enhancing a teacher's professional identity is a potential solution to the drift and disconnection experienced by many teachers during their career. Researcher suggested that attending together at a conference is one way to increase their professional identity for Midcareer teacher leadership. As well as , he mentioned that it can enhanced sense of professional identity through selfawareness of their mastery experiences, collaborative skills and teacher leadership is that it may impact a mid-career teacher's connection to the profession, resulting in a renewal of commitment to teaching. Besides that, he supported the Revolution is to re-discover the power of teaching.

Finding and Discussion

Discuss for Data Analysis, Frequency Table and Result

Demography of Participant (Year of Graduation)

No.	Year of Graduation	Frequency	Percentage	Cumulative Percentage
1-	-	1	2.4	2.4
2-	2012	11	26.2	28.6
3-	2013	16	38.1	66.7
4-	2014	14	33.3	100
	Total	42	100	100

Demography of Participant (Days Teaching Per Week

No.	Days Teaching Per Week	Frequency	Percentage	Cumulative Percentage
1-	-	7	16.7	16.7
2-	4 Days	7	16.7	33.4
3-	5 Days	24	57.1	90.5
4-	7 Days	4	9.5	100
	Total	42	100	100

Demography of Participant (Years of Teaching Experiences)

No.	Years of Teaching Experiences	Frequency	Percentage	Cumulative Percentage
1-	-	7	16.7	16.7
2-	10 years	1	2.4	19.1
3-	1 year	16	38.1	57.2
4-	1 year 3 months	1	2.4	59.6
5-	1 year 6 months	2	4.8	64.4
6-	1 year 7 months	1	2.4	66.8
7-	1 year 8 months	1	2.4	69.2
8-	2 years	6	14.3	83.3
9-	3 years	1	2.4	85.7
10-	4 months	4	9.5	95.2
11-	6 months	2	4.8	100.0
	Total	42	100	100.0

Teaching Methods Used

Table (7)

Teaching methods used

The methods I use in teaching Arabic language	Frequency and Percentage					Total
	5	4	3	2	1	
1- Grammar-Translation Method	)%19.0(8	) %50.0(21	) %31.0(13	-	-	(%100.0) 42
2- Audio-Visual Method	)%4.8(2	) %31.0(13	) %57.1(24	)%7.1(3	-	(%100.0) 42
3- Direct Method	) %11.9(5	) %57.1(24	) %23.8(10	)%4.8(2	)%2.4(1	(%100.0) 42
4- Audio-Lingual Method	)%4.8(2	) %45.2(19	) %45.2(19	)%4.8(2	-	(%100.0) 42

5- I don't have any idea about all these methods	-	-	)%4.8(2	) %11.9(5	) %83.3(35	(%100.0) 42

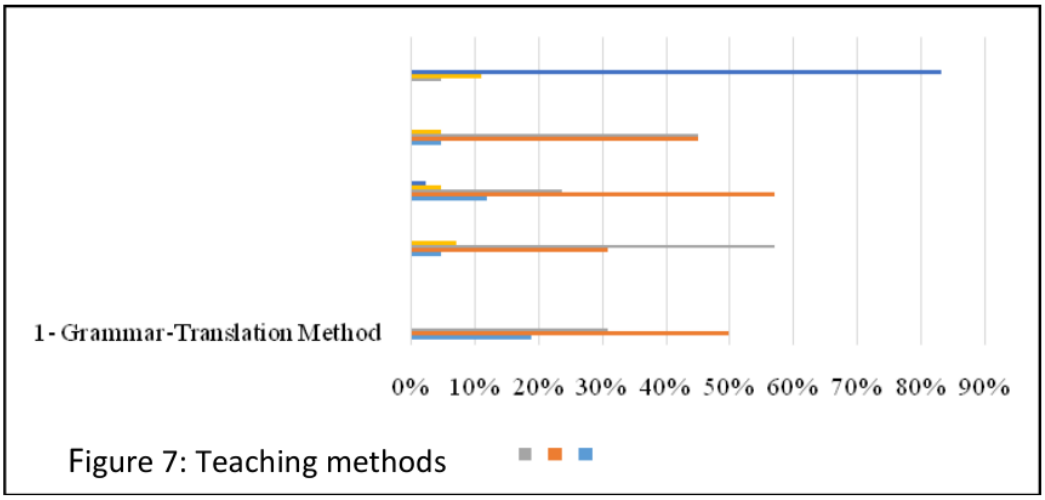

Figure 7: Teaching methods

Table 7 shows that the grammar translation method and direct method has obtained the highest percentage (69%), which is approve that both of the methods has been applied frequently in the practical period. On the other hand, Audio-Lingual Method also becomes the method widely chosen by students for reaching (50%) in the frequency of using those methods. Besides that, the method of audiovisual got the lowest scale (35.8%). It seems that all these students are familiar with the teaching methods used in teaching and learning process based on the high percentage (95.2%) of their perception towards all these methods.

Language Used in Teaching Process

Table (8)

Language used in Classroom

The Language I used in explaining the lessons in Arabic language classroom	Frequency and Percentage					Total
	5	4	3	2	1	
1- Standard Arabic language	)%28.6(12	) %38.1(16	) %28.6(12	)%4.8(2	-	(%100.0) 42
2- Malay language	)%9.5(4	)%21.4(9	) %42.9(18	) %14.3(6	)%11.9(5	(%100.0) 42
3- Arabic language accents	-	)%4.8(2	)%9.5(4	) %11.9(5	) %73.8(31	(%100.0) 42

4- English language	-	-	) %26.2(11	) %31.0(13	) %42.9(18	(%100.0) 42
5- Both Malay and Arabic language	) %23.8(10	) %26.2(11	) %40.5(17	)%7.1(3	)%2.4(1	(%100.0) 42

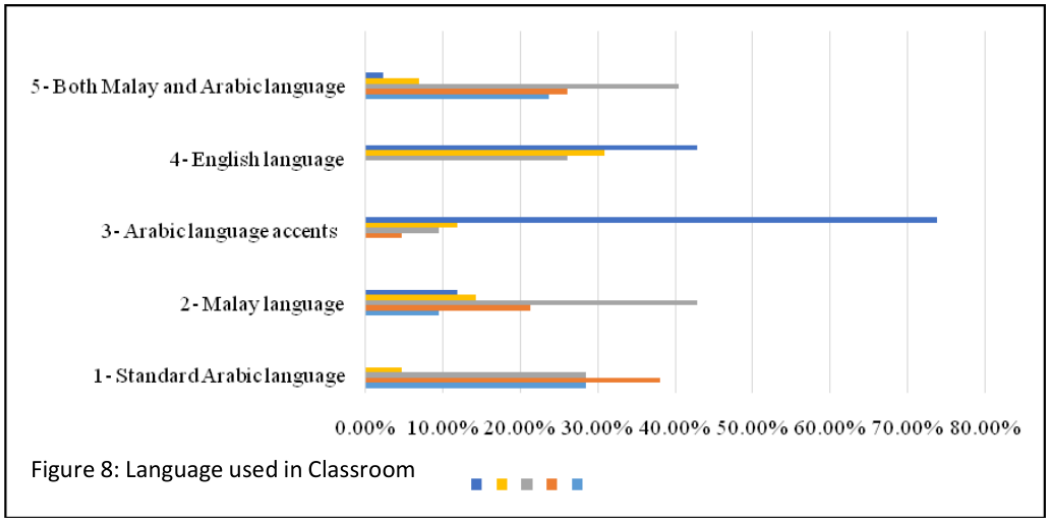

Figure 8: Language used in Classroom

Based on the results shown in table 8, most of the students use standard Arabic language during the teaching process and their number reached up to 28 people (66.7 %), meanwhile second place goes to students who are mixing Arabic and Malay in their conversation. while the lower percentage is recorded for the use of Arabic accents (4.8%) and English language (0%) due to the lack of practices inside the classroom.

The Methods Used in Practical Training

Table (9)

The Methods Used in Practical Training

Methods used	Frequency and Percentage					Total
	5	4	3	2	1	
1- Video	)%9.5(4	) %50.0(21	) %26.2(11	)%9.5(4	)%4.8(2	(%100.0) 42
2- Cassettes/ Tape Recorder	-	)%9.5(4	)%9.5(4	) %28.6(12	) %52.4(22	(%100.0) 42
3- Language Laboratory	)%4.8(2	)%16.7(7	)%14.3(6	) %28.6(12	) %35.7(15	(%100.0) 42

4- OHP	)%4.8(2	)%16.7(7	)%28.6(12	)%9.5(4	)%40.5(17	(%100.0) 42
5- Graph/ Chart	)%7.1(3	)%26.2(11	)%26.2(11	)%14.3(6	)%26.2(11	(%100.0) 42
6- Cards	)%14.3(6	)%42.9(18	)%23.8(10	)%11.9(5	)%7.1(3	(%100.0) 42

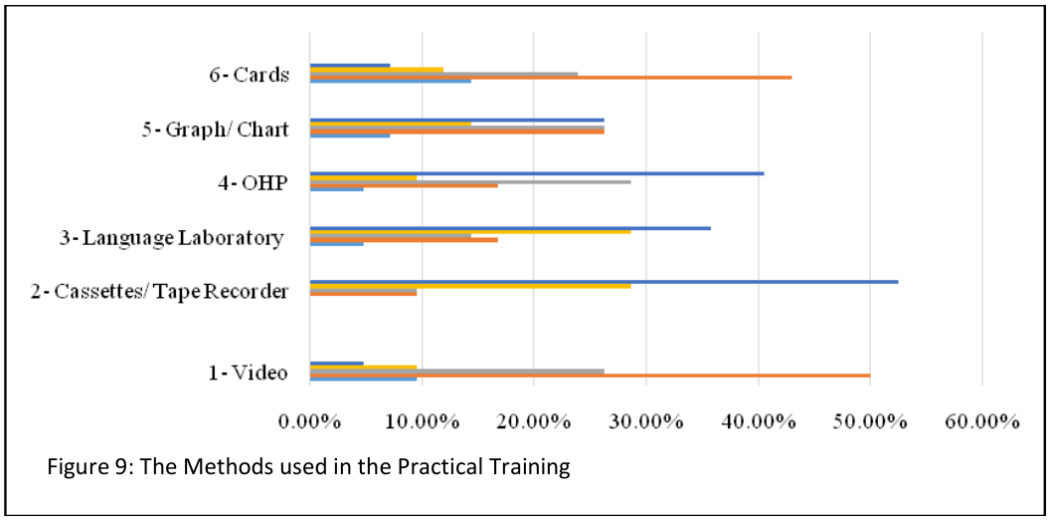

Figure 9: The Methods used in the Practical Training

It is clearly explained in Table 5 that most of the students inclined towards using teaching assisted materials in practical training. It is recorded that most of them choose video (59.5%) and cards (57.2%), and then followed by graph/ chart (14 or 33.3%). From the results above, it seems that majority of the students gave less interest on using the other methods such as: tape recorder, language lab, and OHP as it only reached (between 9.5% and 21.5%) which is the lowest percentage out of all methods introduced.

From experience participant in the practical training, there are suggestions for the development of training programs in which it will contribute effectively to the teaching of Arabic in this university, as mention in the table at bellows:

Practical Training

Table (10)

Skills used in Methods

Skills used in Methods	Frequency and Percentage					Total
	Best	Good	Average	Weak	Weaker	
1- Listening	)%14.3(6	) %61.9(26	)%21.4(9	) %2.4(1	-	(%100.0) 42
2- Speaking	)%2.4(1	) %57.1(24	) %40.5(17	-	-	(%100.0) 42

3- Reading	)%31.0(13	)%59.5(25	)%9.5(4	-	- (%100.0) 42
4- Writing	)%9.5(4	)%64.3(27	)%21.4(9	)%4.8(2	- (%100.0) 42

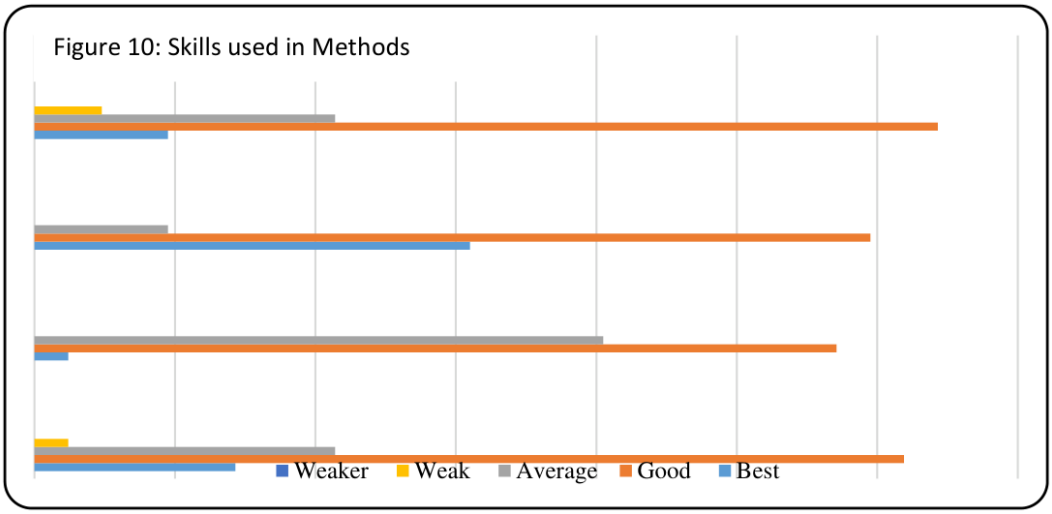

Figure 10: Skills used in Methods

Based on the results shown in Table 10 level of students' abilities in the four language skills during their practical training was recorded as it can be observed that they are proficient in all skills except for a few of them are still in the medium level. Reading skill got the highest rating (90.5% represents 38 students), followed by listening (76.2% represents 32 students) and then writing skill, which is recorded up to (73.8% represents 31 students). Meanwhile, conversation skill got the lease rating (59.5% represents 25 students). To sum up, it is possible to say that the most difficult skill to be mastered on is speaking skill.

Arabic Language Skills that Have Successfully Achieved at University Level

Table (11)

Skills used in successfully

Skills used in successfully	Frequency and Percentage				Total
	5	4	3	2	1
1- Listening	)%50.0(21	) %40.5(17	)%9.5(4	-	- (%100.0) 42
2- Speaking	)%54.8(23	) %33.3(14	) %11.9(5	-	- (%100.0) 42

3- Reading	)%50.0(21	) %40.5(17	)%9.5(4	-	(%100.0) 42
4- Writing	)%47.6(20	) %38.1(16	) %11.9(5	) %2.4(1	(%100.0) 42

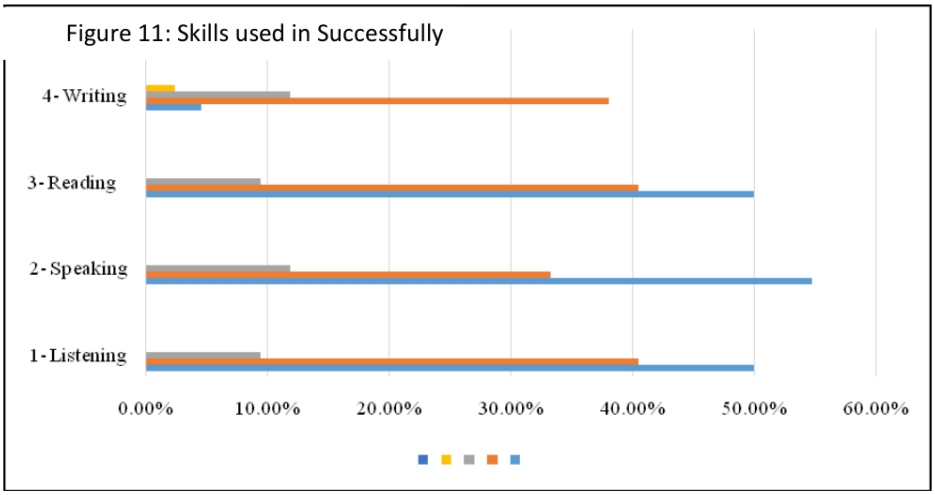

Table 11 shows that students' perceptions towards

Arabic language skills and their proficiency at the university level. It is identified that most of the students agreed on the important of listening and reading skills (90.5%) in realizing the success at the university. They also take into account as well as about the role of conversation skill (88.1%) and writing skill (85.7%) in rising up level of Arabic language.

Conclusion

Based on the result of this study, it recommended as a following:

As a ministry of Education must provide the opportunities to train the teachers before them starting work. And prepare t teachers training programs and workshops focused on in-service teachers in teaching skills, with relevant subjects.

As a lecturer and trainers teach them not only knowledge but skill as well and remind them the importance of knowledge and skill.

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