

The Impact of Translitative Deductive Method (Hud-Hud) and the Native Arabic Speakers on the Foreign Speakers: A Pilot Study

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Abstract

There are few studies on the influence of the native Arabic speakers in enhancing the understanding among subjects residing in non-Arabic speaking language utilizing the deductive method in mediating teaching. The study aimed at evaluating the influence of the native speaker on the effectiveness of the “Hud-Hud” deductive teaching style among the non-Arabic speaking in Malaysia. The study was conducted on a selected group of urbanized Malaysians subjects (n=30), who were dichotomized into the control group (n=15) and the test group (n=15). All subjects underwent a 60-hour elementary Arabic teaching programme utilizing the "Hud-Hud – deductive" method taught by a local (Malay) speaker. Two Arabic native speakers had provided additional teaching guide to the test group before a series of test performances were conducted.

The results showed that the younger age subjects (age < 40 years) had a significantly higher score than the elder age group (mean; 2.04 ± 0.404 vs. 1.59 ± 0.97 ; $p < 0.05$). The test group subjects had significantly higher rubric scores than the control group (mean; 0.62 ± 0.16 vs. 0.59 ± 0.50 ; $p < 0.05$). Moreover, there was significantly higher rubric score achieved among subjects who had previous Arabic teaching exposure (mean; 2.04 ± 0.404 vs. 1.59 ± 0.97 ; $p < 0.05$). The native speakers are the potential predictive marker in ensuring the effectiveness of the deductive “Hud-Hud” teaching for the foreign in the non-Arabic speaking country.

Keywords: Hud-Hud, Arabic grammar, native speakers, rubric test, Malays Language.

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تأثير الأسلوب الاستنباطي الصوتي (الهدهد) والمتحدثين الأصليين للغة العربية على المتحدثين

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ملخص

هناك تقارير شحيحة عن تأثير الناطقين باللغة العربية في تعزيز مهارة التعلم بين المواد الماليزية، لذلك سعينا إلى تحديد تأثير المتحدث الأصلي في تعزيز مهارات التعلم بين الماليزيين المتحضرين المختارين، من خلال إجراء هذه الدراسة على مجموعة من الأفراد الماليزيين المتحضرين بشكل عشوائي (ن = 30)، وتم تقسيمهم إلى مجموعتين هما: مجموعة التحكم (ن = 15) ومجموعة الاختبار (ن = 15). وقد خضعت جميع المواد لجلسات تدريس اللغة العربية الابتدائية لمدة 60 ساعة باستخدام طريقة التدريس الاستنتاجي التي يدرسها متحدث محلي. وتم تعيين اثنين من الناطقين باللغة العربية للإشراف على مجموعة الاختبار. وقد أظهرت نتائج الدراسة أن لدى الأشخاص الأصغر سناً (أقل من 40 عاماً) درجة اختبار أعلى بكثير من كبار السن (يعني؛ 2.04 ± 0.404 مقابل 1.59 ± 0.97 ؛ $P > 0.05$)، وأن أداء مجموعة الاختبار أفضل في الاختبار من مجموعة التحكم (متوسط 0.16 ± 0.62 مقابل 0.59 ± 0.50 ؛ $P > 0.05$). كما أظهرت الدراسة أن هناك أداءً أفضل بين المواد التي تعرضت لتعليم اللغة العربية (متوسط 2.04 ± 0.404 مقابل 1.59 ± 0.97 ؛ $P > 0.05$). وكان المتحدثون الأصليون هم العوامل التنبؤية الهامة في تعزيز فعالية تدريس اللغة العربية بين غير الناطقين باللغة العربية.

الكلمات المفتاحية: القواعد العربية، الناطقين باللغة العربية، اللغة الماليزية.

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1.0 Introduction

The Arabic language is an essential second language among individuals, in particular, the Muslim who uses it in prayers, Quran recitations and Hadiths. Nevertheless, the understanding of phrases of Arabic language can be challenging, especially among the foreign speakers. A study among the non-native Arabic learners in Jordanian universities revealed that there were appalling problems among them with regards to the linguistic difficulties and factors related to textbooks materials⁽¹⁾. In Arabic learning, regardless of the types of the essential skills requirements of the learners, the extent of the grammar mastering is an essential factor in ensuring an overall understanding efficacy⁽²⁾.

There were scarce reports on the usage of an effectively structured teaching method among the non-Arabic speakers in countries where the language is not the first language, i.e., in Asia, America or Europe. The use of other foreign languages, i.e., English, may not be beneficial given that most learners are illiterate or do not use English as much to understand the Arabic language. In South-East Asian, i.e. Malaysia, Indonesia or Brunei, the Arab culture insinuates in the communities whereby the local languages and the religion play an essential aspect in enticing the learners of the respective countries to understand the Arabic language far better than those who reside in Europe or America. Therefore, it is essential to emphasize a transliterative structured teaching utilizing deductive learning method in enhancing the teaching of Arabic language among learners in South East⁽³⁾. Other reports only documented the use of teaching aid, i.e. electronic or computer-aided tools in enhancing the teaching among the population in Brunei⁽⁴⁾.

Nowadays, there are many kinds of technologies used in grammar teaching and learning strategies in the class room. Teaching Arabic grammar involves various strategies which include a typical traditional method which is often

(1) Alsrhid, A., "Difficulties faced by foreign students in learning Arabic language programs for non-native speakers (Evaluation study)", *Journal of Education and Practice*, vol. 4, no. 2, 2013. pp. 160-170.

(2) Ernes, G., *Philosophy*, vol.36, no.137, 1961, p. 255; Muhammad, M.B., Badawi, M. M., María, R.M., Raymond, P.S., Michael, S., *The Cambridge History of Arabic Literature: Modern Arabic Literature*, Cambridge University Press, 1992, vol. 3, p. 270.

(3) Boudelaa, S. & Marslen-Wilson, W. D., "Morphological structure in the Arabic mental lexicon: Parallels between standard and dialectal Arabic", *Language and Cognitive Processes*, vol. 28, no.10, 2013, pp. 1453-1473.

(4) Muhamad M. M., Firdaus Ahmad A. J., "The Readiness of Arabic Schools in Brunei Darussalam to utilize e-learning", *Journal of Egyptian Association for Educational Computer*, vol. 1, no. 7, 2019, pp. 29-42.

implemented on the students of non-native Arab speakers such as the memorizing for which method is weak as it will lead the students to be passive inverting the Arabic language⁽¹⁾.

Malaysia, as one of the Muslim countries, also recognizes the importance of the Arabic language. Malaysia, as a country whose Muslim population is approximately more than 60%, encompasses many religious schools, both government and private classes. Nevertheless, achieving overall proficiency in language use or mastering the grammar for Quranic understanding is not an easy task⁽²⁾, he discovered the potential drawbacks in learning Arabic as a second language. He recommended that there are shortcomings which led to errors in learning the language effectively. Among the factors included are mother tongue interference, the inherent difficulty of the Arabic language, false analogy, lack of vocabulary, and hypercorrection. In this regard, the blend of the deductive method along with the mother tongue language is important given the latter to entice the learners to mastering the taught language better. A structured supervision by native speakers would ensure that the learning method are well adopted and being facilitated to the fullest. He had also advocated that the adoption of the communicative approach employing both deductive and inductive methods and the complementary support of the native Arabic speakers are the promising attributes to the effective teaching in Arabic language.

A huge gap between the foreign learners in understanding Arabic language is identified whereby the use of other language i.e., English or Arabic for Malays as a medium may lead to the unfavourable outcome. Therefore, the mother tongue language of the user i.e. Malay language is potentially be used in facilitating the understanding the Arabic more effectively through improvement in the deductive method in the translitative approach. This forms the basis of the development of a novel teaching method that has not been studied at large. In our study, we fostered to examine translitative deductive teaching method

(1) Amirruddin, A. K., Mohd Zuki, S., Mohammad Alinor, A.K., Khairul Anuar, M.A., "Menilai Perhubungan Di Antara Hasil Pembelajaran Kursus (hpk) Dan Hasil Pembelajaran Program (hpp) Dari Persepsi Pelajar", *Jurnal Teknologi*, Universiti Teknologi Malaysia, vol. 51, 2009, pp. 1-18; Nik Hassan, B., Nik Ab., K., "Kewajaran pengajaran komsas dalam bahasa melayu", *Jurnal Peradaban Melayu*, Jilid 5, 2007.

(2) Jassem, J. A., *Study on second language learners of Arabic: An Error Analysis Approach*, A. S. Noordeen, Kuala Lumpur, Malaysia, 2000.

utilizing the Malay language in enhancing the learning of Arabic language grammar among the Malays learners with the aid of native speakers.

2.0 Objective of The Study

The study aims at examining the effectiveness of the role of the native speakers in facilitating the creative transliterated deductive teaching method exploiting the combined Malays -Arabic language “HUD-HUD recognition pattern” among the urbanized Malays population in Malaysia.

3.0 Reviews of Related Literature

The deductive method is established based on varied learners' background, mainly the more elderly subjects who study the foreign language. As well known in deductive learning method, a teacher-centre approach, it may at times ineffective to learners given the task given would easily been forgotten. The repetitive approach utilising language called "Hud-Hud" would potentially improve its technique to a different individual. Transliteration of the language may benefit the Malay learners because there are many similar words used in the Malays language as in the Arabic language which would facilitate the learner understanding the second language in a much faster and more comfortable manner. This is in line with other studies that substantiate the use of the first language in the translation of words into the second language to enhance the vast utility of the latter⁽¹⁾.

Innovation in the teaching of the Arabic grammar utilizing the "Hud-Hud" method can be quickly followed by the different background of learners of varied ages as it offers a step-by-step deductive formulation of the structure of the Arabic phrases via recognizing signs and differentiation of the Quran verse⁽²⁾. Besides, the method is conducted in the local language (Malay language) for the Malays respondents.

(1) Cook, V. “Using the first language in the classroom”, *The Canadian Modern Language Review*, vol. 57. no. 3, 2001, pp. 402-423.

(2) Ebrahimi, A., Zeynali, S., Dodman, K., “The Effect of Field Dependence/Independence Cognitive Style on Deductive/Inductive Grammar Teaching”, *International Journal of Academic Research in Progressive Education and Development*, vol. 2, no.4, 2013, pp. 44-52; Chalipa, S., “The effect of inductive vs. deductive instructional approach in grammar learning of ESL learners”, *International researchers*, vol.2, no.2, 2013, pp. 87-176.

Besides, a study has advocated that the utility of the mother's tongue language in learning the foreign language would provide a better teaching excitement and ambient as it eradicates the anxiety of learning the new language among the students⁽¹⁾.

Furthermore, in other report, it has found that a positive influence of using the mother's tongue language in the teaching of the foreign language as the former would enable stimulation classroom enjoyment and the students are readily obeyed the teaching strategy and tools formulation to ensure the skill acquisition efficiencies⁽²⁾.

3.1. The use of the deductive methods in teaching the Arabic grammar

The deductive method has been used traditionally in the teaching of complex Arabic grammar. As a result, the easy recognition of the simplified forms of grammar breakdown pattern could be achieved in the teaching. Its use is limited in the teaching the Arabic grammar without emphasizing its teaching extension into Arabic communication. The overuse of the language beyond the teaching of the Arabic grammar has also been ascertained by another study which stated that the potential low benefits in total reliance of the mother's tongue language in programming the linguistic model⁽³⁾.

The stimulation of learning interest in Arabic grammar can be achieved when the instruction used in mediating the mastering the complex Arabic phrases and the grammar is through making a more sensible and more manageable teaching tools approach utilizing the more familiar mother's tongue language. This is supported by the observation made in a study that explains the text translation technique and raises the multilinguistic awareness activities⁽⁴⁾.

(1) Brown, H. D., *Principles of Language Learning and Teaching*, 4th edition, White Plains, NY, Addison Wesley Longman, Inc, 2000, pp. 49-58.

(2) De la Campa, J. C., & Nassaji, H., "The Amount, Purpose, and Reasons for Using L1 in L2 Classrooms", *Foreign Language Annals*, vol. 42, 2009, pp. 742-759.

(3) Turnbull, M., "There is a role for the L1 in second and foreign language teaching, but?", *The Canadian Modern Language Review*, vol. 57, no. 4, 2001, pp. 531-535.

(4) Lourie, I., "English only? The linguistic choices of teachers of young EFL learners", *International Journal of Bilingualism*, vol.14, no. 3, 2010, pp. 351-367.

3.2. The use of combined multi-language pattern recognition teaching method

There were various efforts, including exploiting the computer-aided system in implementing Arabic teaching, especially for foreign learners. One of the popular teaching styles is via the machine learning whereby the students are exposed to familiar with understanding the phrasal pattern recognition in Arabic language⁽¹⁾.

Other reports emphasized the understanding of Arabic on morphology aspect. The understanding verb is the first step to understand the Arabic morphology. The effort is to recognize how the rules regarding the pattern type of verb with the rule-based approach, the diacritics and suffix of the verb. Briefly entered verb (Arabic or transliteration) and its output is an attribute of a verb which is a pattern type of verb pattern⁽²⁾. This application is useful in the future for Qur'an annotation and people who want to learn Arabic, especially in the form of knowledge from the beginning so that they can know the rules of word change, especially in a verb.

Buckwalter is a transliteration of Arabic which is quite popular and developed by Tim Buckwalter 10. This transliteration has been widely used in the field of natural language processing, especially for Arabic Habash⁽³⁾.

Another approach is to elucidate the innovative use of the local language and transliterate to Arabic language and simulating what has been developed on the computer-aided technology in segmenting the Arabic sentences. This could be implemented in step-wise emphasize through the face-to-face teaching in the class. The creative deductive method which utilizes the Malay language in teaching to the foreign learners has some form of the phrasal recognition pattern, which could be the pilot work in transliterating the Malay language into the Arabic language.

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- (1) Supriana A. and Nasution, A, "Arabic Character Recognition System Development", *Procedia Technology*, vol. 11, 2013, pp. 334-341.
 - (2) Teguh Ikhlas Ramadhan, Moch Arif Bijaks and Arief Fatchul Huda, "Rule Based Pattern Type of Verb Identification Algorithm for The Holy Qur'an", *Procedia Computer Science*, vol. 157, 2019. pp. 337-344.
 - (3) Alexander Clark, "Supervised and Unsupervised Learning of Arabic Morphology", in *Arabic Computational Morphology: Knowledge-based and Empirical Methods*, part of the book series: *Text, Speech, and Language Technology*, edited by Antal van den Bosch, Erwin Marsi, and Abdelhadi Souidi, Springer, vol. 38, 2007, pp. 181-200.

3.3. The influence of the native speaker in facilitating the understanding in teaching language by the foreign speaker

It is essential that the checking mechanism and motivational factors, i.e. the role of the native speakers who spruce up the teaching efficiency of a local teacher and thence improve the understanding and performance of the foreign students. The native speakers would complement the role of the local speaker teaching personnel's by acting as a game-changer in ensuring the standard of the teaching and the level of the student achievement from time to time. This is in line with the notion of code-switching between two different teachers of different cultures upon the common culture shared by the primary teacher, and the fellow students are factors that contribute to the teacher-student relationship and learners' comprehension⁽¹⁾.

The comparable observation has also been evidenced in other studies by which advocated the use of mother's tongue language in the teaching of the foreign language as the former could promote useful behavioural and social function, cognition, communication in the process of learning the foreign language⁽²⁾.

4.0 Research Methods

Given the difficulties faced by foreign speakers in understanding Quran, this study sought to determine the effects of the deductive Hud-Hud method and the influence of the native Arabic speakers on the students' performance in understanding the Arabic grammar among an urbanized Malaysian population.

4.1. Problem Statements

A huge gap between the foreign learners in understanding Arabic language has been identified whereby the use of other language i.e. English or Arabic for Malays as subjects don't possess a good mastering of other language as a medium. Therefore, the mother tongue language (Malays) is potentially be used

(1) Rezvani, H., & Eslami Rasekh, A., "Code-switching in Iranian elementary EFL classrooms: An exploratory investigation", *English Language Teaching*, vol. 4, no.1, 2011, pp. 18-25

(2) McMillan, B., & Rivers, D. J., "The practice of policy: Teacher attitudes toward "English-only", *System*, vol. 39, 2011, pp. 251-263.

in facilitating the understanding the Arabic more effectively through transliterative approach utilising a deductive method.

The transliterative method utilising the mother tongue language requires native speakers in ensuring the outcome of the teaching are within the acceptable gain through additional assessment sessions and formative assessments to validate the studied method.

4.2. Socio-Demographic

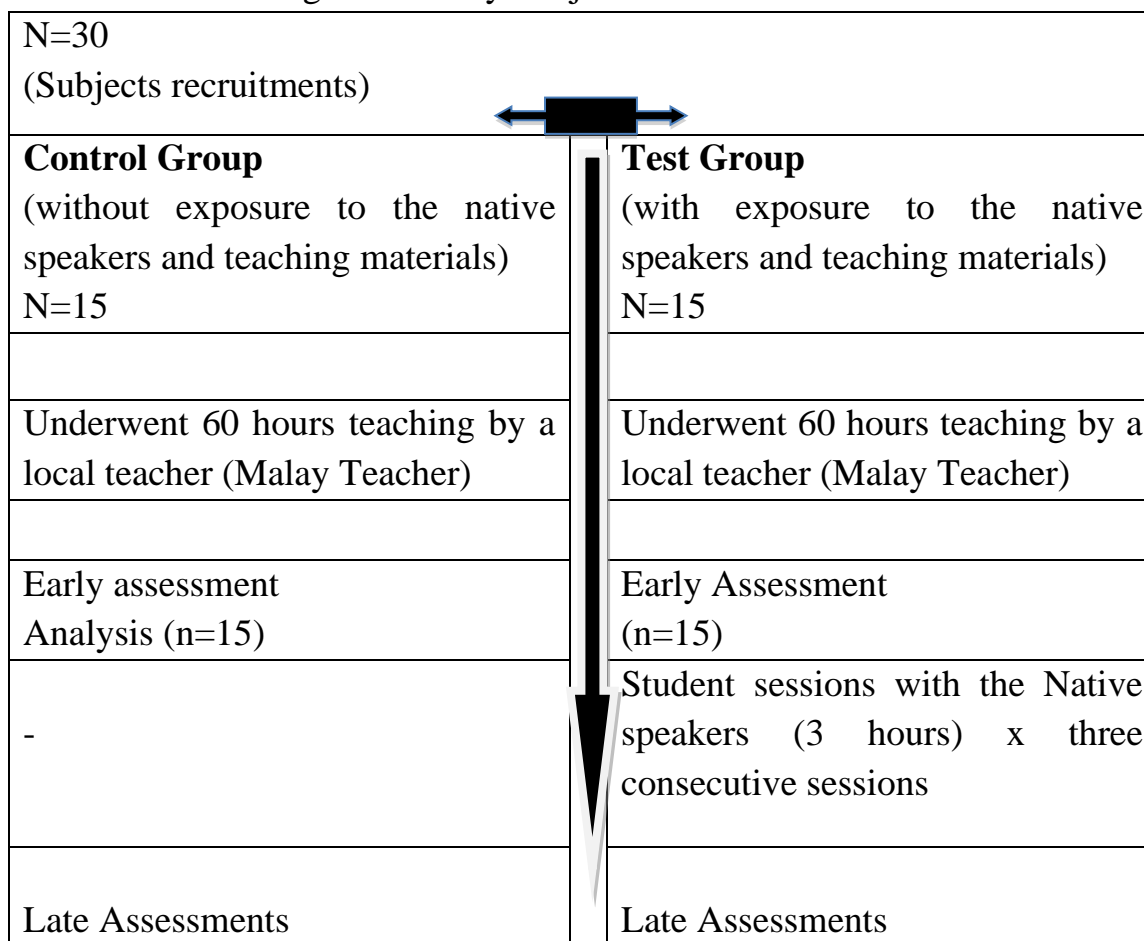
The socio-demographic sheet was developed for determining the inclusion and exclusion criteria. The subjects should be at least high school graduates. The data also inquiries about age, their bachelor degree performance, previous exposure to the Arabic language; (one of their parents is a non-Arab, whether they have ever travelled to Arab-speaking countries or dealt with Arab speakers in their environment, or taken any extra Arab tutoring after graduation from high school. These criteria will eliminate any confounding factors.

4.3. Study Design

A prospective study among a randomized 30 Malays respondents, which consist of females (18/30) and males (12/30), aged (mean: 42 ± 1.23 years) were dichotomized in groups. The control group ($n= 15$) and the test group ($n=15$) were investigated for sequential teaching exposure of the scheduled elementary Arabic teaching. All subjects had completed 60 hours of teaching sessions using the deductive "Hud-Hud "method (Figure 2) taught by a trained Malay teacher who obtained an inter-observer variation of a moderate performer - kappa value of ($k=0.49$) by two native Arabic observers. The test group was subjected to the two native speakers coaching during additional 8 hours sessions in enhancing their understanding the taught subjects in accordance to the Hud-Hud method with the supplementation of a dedicated guidance book⁽¹⁾. The assessment was done for all the subjects at two-time points, which constitute the test at an early teaching phase exposure (after 6th hours) and the late teaching exposure (54th hours) Figure 1.

(1) Rusdi, A., Kaedah menguasai bahasa Al quran kaedah pular, 2013, online: <https://www.ustazrusdi.com/buku/> (retrieved on 19 November, 2020)

Figure 1: Study Subjects Dichotomisation Chart



4.4. Hud-Hud Method

Hud-Hud method is a named given to the translitative approach using the deductive teaching method utilising the Malay language to assimilate to Arabic language. Malay-Arabic language has a lot of similarities. By transferring words from Malay to Arabic, it will be easier for Malay learners to understand the Arabic teaching.

The first step is the assimilation of the words. An example of this, is the word “Ad-Dun ya’. It is Arabic and is well understood in Malays as Dunia (world). The identification of the words similarities conforms to more than 30% of the Arabic sentences. Therefore, the grammatic structure becomes much easier to be categorised into haraf, isim and fiel. The second step in this method, is the deductive method, whereby the Malay learners are taught to familiarise with the pattern of these three categories in the Arabic sentences. They are supplemented with the schedule guide for them to practise and verbalise repeatedly like “Hud-Hud birds” to make them familiarise with the pattern categories effectively and creatively. The third step is to accommodate them with a simple learning using

different Arabic sentences or the Quranic verse as the best medium for them to mastering the learning.

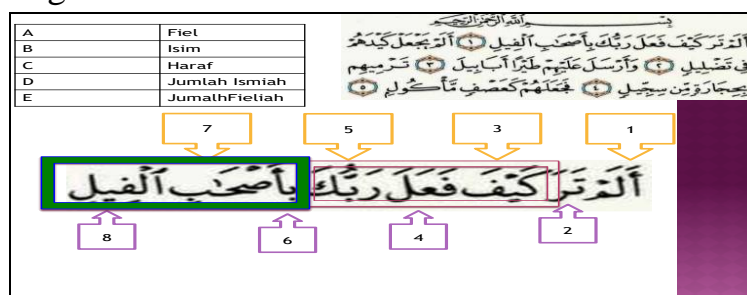
4.5. Pattern Recognition ‘Hud_Hud’ Methods

The model is a selection of aspects from different methods combined in such a way that the resulting activities are compatible with each other and reinforce each other, aiming for a higher level of linguistic competence. It consists of four main phases. The terms used for the first two phases are adapted from the Hud-Hud model ⁽¹⁾ in which he describes the learning process, whereas the terms used for the last two phases are the researcher's, and they form a continuation of the learning process. In the Appendix, a practical application of the approach is presented ⁽²⁾.

4.5.1 The Assimilation Phase

It consists of comprehension-based exercises meant to initiate the students to the new structures. These exercises may take the form of reading simple Quranic passages where the target grammatical structure and the category of sentences build based on haraf, verb and isim are used. So the initiation to the structure is done indirectly (Figure 2)

Figure 2: Deductive Method: Assimilation Phase



Sample for the deductive grammar concept taught in the assimilation phase. A, “fiel (verb)”, “B, isim (noun)”, “C, Haraf (conjunction)”. The numbered indicators (1 to 8) are the tested categories used in the structured questions of the

(1) Rusdi, A., Kaedah menguasai bahasa Al quran kaedah pular, 2013, online: <https://www.ustazrusdi.com/buku/> (retrieved on 19 November, 2020); Piaget, J., *L'équilibration des structures cognitives: Problème central du développement*, Presses Universitaires de France, Paris, 1975.

(2) Piaget, J., *L'équilibration des structures cognitives: Problème central du développement*, Presses Universitaires de France, Paris, 1975.

test assessments while the coloured (red and green) are the sentence pattern recognition which students were required to deduce into 3: Isim (noun)), 4: Fiel (verb),5: Fael (doer) and mudhof (possessed)-mudhofun ilaih (possessor), 6:Haraf jar (particle jar) and Majrur (isim)

4.5.2 The Accommodation Phase

Having initiated the students to the grammatical structure, we introduced the consciousness-raising exercises where the students discuss the form-meaning relationship in a passage through the famous words they familiarized within the Malay words as most of the Malay word are adapted from the Arabic words. This is followed by the translation exercises which raise the students' awareness of the target structure such as " jumlah fieliah or jumlah ismiah" and how they are expressed in their mother tongue. This technique works particularly well with adult students who find it hard to be detached from their language and culture. This translation technique also promotes vocabulary learning as the students have to read authentic or constructed texts and are asked to repeat the use of new vocabulary, sentence structure and patterns in a way called " HUD-HUD " bird as to keep them fun and familiar with the pieces of language that capture their interest to be reviewed and checked later by the teacher. This phase aims to sensitize the students to actual language use and consequently improve their linguistic competence. They do reconstructive exercises as guided by the in-class teaching sessions.

4.5.3 The Self-Assessment Phase

This is the fourth and last phase of the model. It is ongoing throughout the learning process as the students are advised by the native Arab speakers, at the end of 30 hours teaching programme, to keep a journal or diary to be completed on three occasions during the course. The journal is divided into three sections: the first one contains questions for direct assessment; the second a list in which the new lexis and grammatical points are listed together with sentences illustrating their proper use; and the third section is used by the students to write their own mistakes and to provide corrections. The journal is then discussed with the native Arab speakers where problems and difficulties were discussed and graded. The use of such a record helps the students to develop the ability to

monitor their progress and to judge their performance at the same time; it is also a source of reference which contains a stock of new vocabulary items.

4.5.4 Evaluations and Statistic

The two assessment tests were structured using the teaching rubric with Performance Statements (Table 1) for the subject on the five-points scale performance criterion, i.e., 1: Non-beneficial, 2: Poor, 3: Average, 4: Good and 5: Excellent⁽¹⁾. The overall rubric performance matrix constitutes the final rating based on an analytic process of averaging the total scores from all four skill elements (i.e., noun, verb, conjunction).

Two experienced native Arab speakers had also evaluated the Malay Arabic teacher based on the inter-observer judgement - kappa value for the "Teaching Delivery Performance as assessed on the three criteria skills, i.e. Poor (Score: 1) Good (score: 2) Excellence (score: 3). The native Arabic speakers served as the assessors to the method used by the teacher who utilise the Hud-Hud method. They evaluate the quality of the teaching method conducted by the Malay teacher and provided assessment to the subject learners based on the Rubric Performance Score (Table 1) the to validate the method.

All the inter and intra groups test variables (early and late rubric scores) and constitutes demographic profile were evaluated on the SPSS version 21. The independent variables of the test and controls groups were evaluated on the paired simple student t-test with significant value of $p < 0.05$. There were also variables tested for correlation of the inter groups on the Pearson's correlation test.

The Qi square test data analysis was done for all the qualitative data to test dependent versus non-dependent variables.

The teacher's sinter-observer variations by two native speakers ware also evaluated on the kappa test.

4.5.5 Rubric Performance Score

Table 1: The test score was used to categorize the elements of the test questions at both early and late assessment utilizing the performance criteria of noun, verbs, and conjunction. This scoring version has adopted the Consistent

(1) Andrade, Heidi, & Ying, Du, "Student perspectives on rubric-referenced assessment", *Practical Assessment, Research & Evaluation*, vol. 10, no. 3, 2005, pp. 1-11.

Performance criteria⁽¹⁾. The test elements constitute simple Quran verse, as shown in Figure 2, which includes objective and subjective questions.

Note: noun; kata nama, verb: *kata perbuatan*, conjunction: *haraf*

Performance Criteria for the subjects	Non-beneficial 1	Poor 2	Average 3	Good 4	Excellent 5
Breadth: The required elements for the <i>noun</i> recognized by the subjects	Few of the required elements are found	Some of the required elements are found	Most of the required elements are found	All the required elements are present but there is an inconsistent justification of their roles at some phrases	All the required elements are present With good consistency in their uses at various phrases
Breadth: The required elements for the <i>verbs</i> recognized by the subjects	Few of the required elements are found	Some of the required elements are found	Most of the required elements are found	All the required elements are present but there is an inconsistent justification of their roles at some phrases	All the required elements are present
Breadth: The required elements for the <i>conjunction</i> recognized by the subjects	Few of the required elements are found	Some of the required elements are found	Most of the required elements are found	All the required elements are present but there is an inconsistent justification of their roles at some	With good consistency in their uses at various phrases

(1) Andrade, Heidi, & Ying, Du, "Student perspectives on rubric-referenced assessment", *Practical Assessment, Research & Evaluation*, vol. 10, no. 3, 2005, pp. 1-11.

				phrases	
Performance criteria for the teacher		Poor (1)	Good (2)	Excellent (3)	
Teaching innovation (Site observation)		No use of technology	Some use of technology materials	Comprehensive use of technology	
Teaching Clarity (Student feedback)		Poor understandable by subjects	Good understandable by subjects	Easy understandable by subjects	
Teacher Personality (Eagerness in teaching performance)		Poor interaction with the student	Good interaction with the student	Excellent interaction with the student	

The rubric performance scoring is a reliable method in standardizing the consistency of the tests and also the teacher performances in order to minimize the potential statistical errors⁽¹⁾.

5.0. Results

30 Malays respondents were dichotomized into a control (n=15) and a test group (n=15) with a mean age of 42 ±1.23 years with 11/30 subject aged less than 40 and 19/30 subjects who aged more than 40 years old. Male subjects (12/30) whereas females were (18/30) with 19/30 of them possessed an advance education, i.e. Graduate degree with (14/30) of them had some background in learning Arabic communication.

Table 2: Overall performance - early test versus late assessment

	Good (3-5) Frequency	Poor (1-2) Frequency
Early test (n=24)	17	7
Late Test(n=23)	15	8

There were 17 (70.8%) respondents who achieved a good rubric performance score for the early assessment test, whereas 15 who had achieved a good rubric performance score on the late test (Table 2). There were no significant

(1) Moskal, B.M., "Scoring rubrics: What, When and how?", *Practical Assessment, Research, and Evaluation*, vol.7, no. 3, 2000, pp. 1-8; Jonsson, A., Svingby, A., "The use of scoring rubrics: Reliability, validity, and educational consequences", *Educational Research Review*, vol. 2, 2007, pp. 130-144.

differences between the late and early test studies among all the subjects ($P>0.05$). There was subjects drop-out noted in the early, and the late tests for different reasons, i.e. missing the sessions or had absconded the sessions.

5.1. Overall achievement among all subjects by tests.

Table 3: Paired sample t-test between the groups at early and the late tests assessments

		n	Correlation	Sig.
Pair 1	Group &Early Test	20	-0.119	0.619
Pair 2	Group &Late Test	22	0.525	0.012

There was also a significant correlation between the score percentages achievement between the test group as compared to the control group (mean 0.62 ± 0.16 vs 0.59 ± 0.50 ; $p<0.05$) for the late assessment test whereas there were no significant differences between them during the early assessment test (Table 3).

5.2. Overall Level of Rubric score performance between the age group

There was a significant difference between a higher performance score of those aged less than 40 years old on the rubric score scale (mean; 2.04 ± 0.404 vs 1.59 ± 0.97 ; $p<0.05$) (Table 4).

Table 4: Comparison of the Rubric score (Good vs Poor) between the age group (cut-off age of 40 years old).

	Rubric Score (Good vs Poor)- Age <40 years old	Rubric Score (Good vs Poor)- Age >40 years old	p
Good	2.04 ± 0.404	1.59 ± 0.97	$p<0.05$
Poor	2.00 ± 0.56	1.93 ± 1.28	

5.3. Level of the rubric score of the test group among the subjects on the history of the background knowledge of Arabic learning

There was evidence that those who had prior learning of the Arabic language exposure had performed significantly better than those who were not (Mean; 2.04 ± 0.404 vs 1.59 ± 0.97 ; $p<0.05$) (Table 5).

Table 5: Comparison between subjects with prior background knowledge of Arabic learning in the test group.

	Rubric Score (with background Arabic)	Rubric Score (without background Arabic)	p
Good	2.04 ± 0.404	1.59 ± 0.97	p<0.05
Poor	2.00 ± 0.56	1.93 ± 1.28	

5.4. Test group versus the control group on rubric scoring at the late assessment

Table 6: Comparison between the control and the test group Rubric scoring at the late test assessment

There were significant differences between the achievement of the rubric performance score among the test group whose scores were higher than the control group (19.92± 4.16 vs 12.83± 1.23; p<0.05) at the late assessment test (Table 6)

	Mean of Good Rubric (Grade 3-5)	p
Test Group (n=14)	18.92 ± 4.15	p<0.05
Control Group (n=12)	12.83 ± 1.23	

6.0 Discussion

The "Hud-Hud" teaching method of the Arabic grammar utilising the deductive approach may stand as potential tool to be adopted to facilitate the understanding and fast learning among non-native Arabic speakers, in particular, the urbanized Malaysian population in a much easier manner. The flexibility in mediating the learners understanding is the use of the learners' mother tongue language through repetitive learning practise (Hud-Hud) would enable a facilitated teaching in Arabic effectively. In this particular cohort of the non-native Malays who were sampled in an urbanized community in Malaysia, the use of the method has proven to be effective for them to understand the Quran verse⁽¹⁾.

The Arabic language teaching can be very challenging for the varied background of students learning to seek the language competency if the teaching

(1) Jabeen, F. & Shah, S., "The role of culture in ELT: Learners' attitude towards the teaching of target language aLculture", *European Journal of Social Sciences*, vol. 23, no. 4, 2011, pp. 604-613.

method used precludes the emphasizing of grammar⁽¹⁾. In our study, a formulary deductive approach of the Hud-Hud method offers a breakdown categorization of the Arabic phrases and words for a ready recognition of its main grammatical structures, i.e. verb, noun and conjunction. The method also emphasizes on the recognition of the sentences pattern exploiting the number as the indicators in the teaching approach (Figure 2). In other words, the method offers a varied stream of the known deductive approach to balance between the wide-span age group whereby the students are required to repeatedly recognize the numbered indicators as block categories of the sentence structures⁽²⁾.

Another favourable influence of the Hud-Hud method is that the teaching is conducted in the learners' mother language, which is the Malay language. It is proven that the students in the early test of both groups had passed the tests well. It reflects that the use of the mother's language in translating the Arabic sentences and in giving instructions have led to making the classroom interesting for the learners by minimizing the learners' anxiety. This is in parallel to other studies observation and empirical results which supported the use of the learners' mother language as an effective method for the teaching of the second language⁽³⁾.

In this study, there was significant evidence of a younger age group (age < 40) who had performed better rubric score than the elderly subjects. This is one of the potential predictors on the success of the Hud-Hud method as the younger

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- (1) Jabeen, F. & Shah, S., "The role of culture in ELT: Learners' attitude towards the teaching of target language culture", *European Journal of Social Sciences*, vol. 23, no.4, 2011, pp. 604-613.
 - (2) Rosni, S., Arnida, A.B., *Pendekatan Pengajaran & Pembelajaran Subjek Nahu di Peringkat STAM dan Tahap Penguasaan Pelajar: Kajian di Sekolah-Sekolah Agama Kerajaan Negeri*, Laporan Penyelidikan, Fakulti Pengajian Bahasa Utama, Universiti Sains Islam Malaysia, 2008.
 - (3) Ebrahimi, A., Zeynali, S., Dodman, K., "The Effect of Field Dependence/Independence Cognitive Style on Deductive/Inductive Grammar Teaching", *International Journal of Academic Research in Progressive Education and Development*, vol. 2, no. 4, 2013, pp. 44-52; Chalipa, S., "The effect of inductive vs. deductive instructional approach in grammar learning of ESL learners", *International researchers*, vol.2, no.2, 2013, pp. 87-176.

learners are intuitively more motivated and likely the fast learners Ammon⁽¹⁾. Nonetheless, none of the other demographic factors, i.e. gender, level of education, the living environment had affected the overall rubric scoring as a good predictor for the test performances.

On the overall assessment, there was no significant difference between the test and the control group on their performances in the early test which has featured more than 50% of the subjects in each group had passed the test. This observation suggested that the "Hud-Hud" method would potentially be a more comfortable and rapid teaching method of the Arabic grammar among the non-native beginning learners of the varied age groups. This is substantiated by other similar method used which revealed that the language teaching via inferring and devising of unfamiliar items through explicit instruction and training on roots and patterns (deductive) was part of the successful factors towards the language teaching success⁽²⁾. The elderly subject had benefited much using this traditional method and the results documented in this study had statistically support the statistically improved teaching assessment. This is in parallel to other study which has reported that the deductive study method are favoured among the elderly learners⁽³⁾.

On the test-based assessment, there was a significant improvement among all the subjects in the late test as compared to the early test suggesting that the additional coaching sessions by the native Arabic speakers and the supporting textbook guidance used during the teaching sessions would have had enhanced the learners' level of understanding. This is substantiated by a previous report that suggested the need of the adoption of the flexible native language classroom of a group containing several cultural variables which are essential as an art of the teaching inputs of the language classroom⁽⁴⁾. Therefore, the native speakers play an essential role as coaches to the learners whereby the formers would

(1) Ammon, U., *Sociolinguistics: An international handbook of the science of language and society*, 2nd edition, Walter de Gruyter, Berlin, 2006, pp. 589-596.

(2) Khoury, Giselle, *Vocabulary acquisition in Arabic as a Foreign Language: the Root and Pattern Strategy*, Ph.D. dissertation, Boston University, United States, 2008.

(3) Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Englewood Cliffs, Prentice Hall Regents, 2007, pp. 357-389.

(4) Khuwaileh, A. A., "Cultural barriers of language teaching: A case study of classroom cultural obstacles. *Computer Assisted Language Learning*, vol.13, no.3, 2000. pp. 281-290; Hanan, Z.A., Feryal, Z.A., "The Acquisition of Metaphors by American Learners of Arabic as a Foreign, *International Journal of Arts and Humanities*, vol. 2, no. 6, 2016, pp. 23-33.

ensure a good standard of learning levels and performances through consultation and inculcation of good learning attitude⁽¹⁾. The interplay between the local teacher and the native speakers in supporting the learning by the subjects in this study is the unique concept of the Hud-Hud method. The outcomes were engaging, as shown on the late test results by the test group. This is substantiated by another study which observed the similar concept of teaching the classroom⁽²⁾. The development of Arabic teaching programmers for the non-native speakers requires further consideration on the diversity of needs and objectives in teaching and learning the Arabic language when designing its syllabuses and selecting its teaching methodologies with the involvement of the native speakers as game changers to ensure the teaching effectiveness among the new foreign learners.

Moreover, the selection of urbanized learners in this study may influence the build of the social attitude towards the use of foreign language in their learning. In other words, the urbanized community could be more adaptive in facing challenges as compared to the other group of demographic groups.

In addition, the use of learners' colloquial vocabularies which integrate most of the Arabic word adopting into the Malays words had potentially helped subjects to familiarize with the Quran meaning⁽³⁾. Therefore, Arabic grammar teaching for the targeted urbanized Malays community utilizing a flexible mother's tongue language by a local teacher may result in the students' speedy learning.

This study highlights the use of creative transliterate local language (Malay) and the Arabic language through the deductive teaching method called "Hud-Hud deductive" would document an essential aspect of effective teaching among the subjects in the non-Arabic speaking country like Malaysia. The results emboldened the influence of the native speakers in strengthening the success of

(1) McMillan, B., & Rivers, D. J., "The practice of policy: Teacher attitudes toward "English-only", *System*, vol. 39, no. 2, 2011, pp. 251-263.

(2) Rezvani, H., & Eslami Rasekh, A., "Code-Switching in Iranian Elementary EFL Classrooms: An Exploratory Investigation", *English Language Teaching*, vol. 4, no.1, 2011, pp. 18-25.

(3) Rafieyan, V. Eng, L. & Mohamed, A., "Learners' Attitudes towards the Incorporation of Target Language Culture into Foreign Language Instructions", *International Journal of Linguistics*, vol. 5, no. 4, 2013, pp. 169- 177.

the teaching delivery whilst maintaining the local language (Malays) in facilitating the learners to understand the Arabic grammar. To our knowledge, this technique is unique as there are no reported findings as such transliteration method available for comparison. Further study engaging a larger number of subjects would be essential to unfold more evidence for its effectiveness.

Further emphasis on the higher achievement of the rubric score was seen among the test group for which those who had previous exposure to Arabic learning. They had performed better rubric scoring than those who were not. This substantiated by another study which reported the influence of the conducive Arabic culture in non-Arabic countries in order to excel the mastering in Arabic proficiency⁽¹⁾. This is likely attributable to the enhancement of the basic knowledge they had possessed prior in learning the Arabic grammar.

Among limitations of this study include the small number of subjects involved in the study. Nevertheless, this study has only focused on the performance among the Malays who were sampled in an urbanized area in Malaysia. There were also a few subjects who had dropped out from the study which could attribute to the statistical sub scoring assessment. Besides, the efficacy of the method used has to be tested in the advance Arabic teaching exploiting the diverse cultural and socioeconomic background of the learners.

7.0 Conclusion

In conclusion, the use of the “Hud-Hud” method is essential for the beginning learners among Malaysian learners as a second language via the use of the creative transliterated deductive teaching method flexible in a much more straightforward way. The better performance results of the test group learners were enhanced by the complementary guidance by the native Arabic speakers. They facilitated the learners to adapt to learning the Arabic language well in term of understanding the diverse culture exposure and learners behavioural changes by the native Arabic speakers.

(1) Peeters, M. J, Eric, G. S. and Gregory, E.S., “Instructional Design and Assessment; A Standardized Rubric to Evaluate Student Presentations”, *American Journal of Pharmaceutical Education*, vol. 74, no. 9, 2010, pp. 1-8; Peat, B., “Integrating writing and research skills: Development and testing of a rubric to measure student outcomes, *Journal of Public Affairs Education*, vol. 12, no. 3, 2006, pp. 295-311.

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