UNIVERSITI PUTRA MALAYSIA

***EFFECT OF DIFFERENTIATED LEARNING METHOD ON STUDENTS'
MOTIVATION AND ACHIEVEMENT IN LEARNING ARABIC AS A FOREIGN
LANGUAGE***

NAJIBA ABDULLAH MAHDI MEYAD

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By

NAJIBA ABDULLAH MAHDI MEYAD

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfillment of the Requirements for the Degree of Doctor
of Philosophy**

December 2014

DEDICATION

This study is dedicated to my father who passed away while I was in Malaysia. He supported me and prayed for me all the time. May Allah bless his soul, have mercy on him and grant him al-Janatul Firdaus. Also, this study is dedicated to my mother who supported me during my study. She keeps praying for me and worries about me. May ALLAH bless her and give her a long life.

Abstract of Thesis Presented to the Senate of Universiti Putra Malaysia in
Fulfillment of the Requirement for the Degree
of Doctor of Philosophy

**EFFECT OF DIFFERENTIATED LEARNING METHOD ON STUDENTS'
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NAJIBA ABDULLAH MEYAD
December 2014

Chair: Associate Professor. Samsilah Roslan
Faculty: Education Studies

The purpose of this study was to examine the effects of Differentiated
Learning Method (DLM) on students' motivation and achievement towards
studying Arabic Language (AL) as a foreign language for non-native
speakers. The participants in this study were 100 (47 males and 53
females) form four Malaysian students in secondary school from Kolej
Islam Sultan Alam Shah (KISAS). This study applied a quasi-experimental
design. The instruments employed were demographics questionnaire, the
motivation questionnaire, and the AL achievement tests to determine the
students' motivation and achievement towards studying AL (writing,
reading, grammar). For this purpose, the researcher taught two different
groups. The first group, which is the experimental group, was taught by
using DLM. The other group which is the control group was taught by
using Teacher-Centered Method (TCM). A descriptive and inferential
statistics were used to analyze the collected data in this study using SPSS
software. An analysis of covariance (one-way ANCOVA) was conducted
to compare the students' achievement in AL based on the post-test scores
in the aspects of interpretive reading, writing, and grammar between the
control and experimental groups while statistically controlled the pre-test
effect.

Furthermore, the independent sample t-test was used to compare the
students' motivation based on the post-test scores in the aspects of
attainment value, extrinsic value, intrinsic value, study habit, cost value,
expectancy for success, and ability belief between the experimental and
control groups. In addition, Paired sample t-test was conducted to
compare the effect of (DLM) on the achievements of the students while
learning AL based on the pre-test and post-test scores in one group.

In short, this study found that using DLM helped students perform and
achieve significantly better than the control group while learning AL
writing, reading, and grammar. The mean score in reading for the

experimental group (*M*=20.04, SD= 4.43) was higher than the mean scores for the control group (*M*=18.38, SD= 4.69); t (1.82); *p*<.05). The same results have been found in grammar, the mean score for the experimental group (*M*=24.02, SD= 6.07) was higher than the mean scores for the control group (*M*=19.28, SD= 7.66); t (3.42); *p*=.00). Also, the mean score in writing for experimental groups (*M*=10.14, SD= 2.79) was higher than the mean score for the control group (*M*=8.20, SD= 2.38); t (3.73); p=.00). In addition, the students using DLM were obviously more motivated towards learning AL (*M*=155.74, SD=12 .66) than the students using TCM (*M*=145.28, SD= 14.41); t (3.85); p<.05) in the aspects of attainment value, study habit, extrinsic value, intrinsic value, cost value, expectancy for success, and ability belief.

Finally, this research provides evidence that using DLM improved students' motivation and achievement towards studying AL as a foreign language.

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Abstrak tesis Ini dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk Ijazah Doktor Falsafah

KESAN-KESAN PEMBELAJARAN BERBEZA TERHADAP MOTIVASI PELAJAR DAN PENCAPAIAN DALAM PENGAJIAN BAHASA ARAB SEBAGAI BAHASA ASING

Oleh

NAJIBA ABDULLAH MEYAD
December 2014

Pengerusi: Profesor Madya. Samsilah Roslan
Fakulti: Pengajian Pendidikan

Tujuan kajian ini adalah memeriksa kesan Kaedah Pembelajaran Terbeza
(DLM/KPT) terhadap motivasi pelajar dan pencapaian mereka dalam
pembelajaran bahasa Arab sebagai bahasa asing bagi penutur bukan
asli. Peserta dalam kajian ini terdiri daripada 100 orang (47 lelaki dan 53
perempuan) pelajar tingkatan empat di sekolah menengah Kolej Islam
Sultan Alam Shah (KISAS), Malaysia. Kajian ini menggunakan reka
bentuk kuasi-eksperimen. Instrumen yang digunakan ialah soal selidik
demografi, ujian pencapaian bahasa Arab, dan soal selidik motivasi bagi
menentukan motivasi pelajar terhadap pembelajaran bahasa Arab. Untuk
tujuan ini, penyelidik telah mengajar dua kumpulan yang berbeza.
Kumpulan pertama ialah kumpulan eksperimen yang diajar menggunakan
Kaedah Pembelajaran Terbeza (DLM/KPT). Kumpulan yang satu lagi
ialah kumpulan kawalan yang diajar menggunakan Kaedah Berpusatkan
Guru (TCM/KBG). Statistik deskriptif dan inferensi telah digunakan untuk
menganalisis data yang dikumpul. Berdasarkan skor pasca-ujian dalam
aspek menafsir bacaan, penulisan, dan tatabahasa, analisis kovarians
(ANCOVA) telah dijalankan untuk membandingkan pencapaian pelajar
dalam bahasa Arab antara kumpulan kawalan dengan kumpulan
eksperimen manakala kesan pra-ujian dikawal secara statistik. Selain itu,
sampel bebas ujian-t telah digunakan untuk membandingkan motivasi
pelajar daripada skor ujian pasca dalam aspek nilai pencapaian, nilai
luaran, nilai dalaman, tabiat belajar, nilai kos, jangkaan untuk berjaya, dan
kepercayaan terhadap kemampuan antara kumpulan eksperimen dan
kumpulan kawalan. Seterusnya, ujian-t berpasangan telah dijalankan
untuk membandingkan kesan kaedah KPT (DLM) terhadap pencapaian
pelajar semasa mempelajari bahasa Arab daripada skor ujian pra dan
ujian pasca.

Kesimpulannya, kajian ini mendapati bahawa KPT (DLM) membantu
pelajar mencapai kejayaan dengan lebih baik berbanding kumpulan
kawalan dalam mempelajari penulisan, pembacaan, dan tatabahasa Arab.
Skor min untuk Pembacaan bagi kumpulan eksperimen (M=20.04, SD=

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4.43) adalah lebih tinggi daripada skor min bagi kumpulan kawalan (M=18.38, SD= 4.69); t (1.82); p<.05). Keputusan yang sama didapati untuk tatabahasa, skor min bagi kumpulan eksperimen (M=24.02, SD= 6.07) adalah lebih tinggi daripada skor min bagi kumpulan kawalan (M=19.28, SD= 7.66); t (3.42); p=.00). Skor min untuk Penulisan bagi kumpulan eksperimen juga (M=10.14, SD= 2.79); t (3.73); p=.00) adalah lebih tinggi daripada skor min bagi kumpulan kawalan (M=8.20, SD= 2.38); t (3.73); p=.00). Pada masa yang sama, pelajar yang menggunakan KPT (DLM) secara ketaranya lebih bermotivasi mempelajari bahasa Arab (M=155.74, SD=12 .66) berbanding pelajar yang menggunakan Kaedah Berpusatkan Guru (M=145.28, SD= 14.41); t (3.85); p<.05) dalam aspek nilai pencapaian, tabiat belajar, nilai luaran, nilai dalaman, nilai kos, jangkaan untuk berjaya, dan kepercayaan terhadap kemampuan.

Akhir sekali, kajian ini mengemukakan bukti bahawa dengan menggunakan KPT (DLM) dapat memperbaiki motivasi pelajar dan pencapaian mereka terhadap pembelajaran bahasa Arab sebagai bahasa asing.

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Najiba Abdullah Meyad

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This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfillment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

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Declaration by graduate student

I hereby confirm that:
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LIST OF ABBREVIATIONS

AL	Arabic Language
C	Control Group
DI	Differentiated Instruction
DLM	Differentiated Learning Method
E	Experimental Group
G	Grammar
IBC	Introduction, Body, and Conclusion
JQAF	Jawi-Quran-Arabic and Fardhu Ain
KISAS	Kolej Islam Sultan Alam Shah
M	Mean
MQ	Motivation Questionnaire
R	Reading
SAR	Sekolah Agama Rakyat
S.D	Standard Deviation
SMA	Sekolah Menengah Agama
SMBP	Sekolah Menengah Berasrama Penuh
TCM	Teacher-Centered Method
UDL	Universal Design for Learning
W	Writing
WK	Week
YW	Compulsory Subject

CHAPTER 1

INTRODUCTION

1.1 Overview

This chapter covers an introduction to the teaching and learning of the Arabic Language (AL) as a foreign language in Malaysia. It also describes the motivation and achievement towards learning the AL in Malaysia, followed by an explanation of the problem statements of the study, research objective, hypotheses, significance of the study, limitations of the study, constitutive definition, and operational definition.

1.2 Background of the Study

The Arabic language is one of the living languages; it is the dominant and official language of more than twenty countries and is spoken by more than three hundred million people around the world. It has also been one of the supported languages in the United Nations and its organizations since 1973. Moreover, the number of people who speak the AL is increasing each year due to a variety of motives, such as religion, family, or identity (Welles, 2004; Husseinali, 2006; Alkkhan, 2010). For instance, in the United States, the number of people learning the AL increased from 5055 to 10584 between 1998 and 2002 (Welles, 2004).

In the fourteenth-century, Islam was introduced to the Malays by traders who came from Muslim countries. Islam then spread and became the religion of the Malays. Since then, the AL has become a language of great value and importance among Malay Muslims (Mohammed, 1996; Baharudin et al., 2008; Che Mat et al., 2009; Mustapha, 2011). Indeed, in order for Muslims to perform their daily worship and prayers, verses of the Holy Qur'an in Arabic, which were revealed to Prophet Muhammad (Peace be upon him), must be recited. In addition, they are obliged to know how to recite the Holy Book (Al-Qur'an) as well as memorizing some parts of it in order to perform prayers. Therefore, Malay parents encourage their children at an early age to learn to read Arabic in order to be able to read Al-Qur'an, pray and learn the basic rules of Islam by sending them to religious schools or places called Madrasah. These religious schools help to build individuals' personality so that they can execute tasks efficiently. Arabic is used in the Madrasah, so learning it not only helps Muslims to know their religion better, but also to know the culture and civilization of Islam better (Hilmi, 2009). As such, there is a strong connection between the Malay culture and the Arab culture; this

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strong link can be attributed to religion and belief (Mohammed, 1996; Obeidat, 2005 Baharudin et al., 2008; Che Mat, 2009; Yaakub, 2009). In addition, many people from Arab countries visit Malaysia as tourists or students, and the number of Arab tourists in Malaysia is increasing each year, for example, in 2003, the number of Arab tourists was 80,216 and by 2004 it had increased to 15,600. The increasing number of Arab tourists plays an important role in the economic development of Malaysia, which is another reason besides religion why the Arabic language is important (Che Mat et al., 2009).

The Arabic language is not easy to learn as it has a complex grammar structure, which is why many students deem it a difficult subject (Hussin, 2000; Abdullah, 2005; Husseinali, 2005; Alkkhan, 2010). Studies conducted in Indonesia and Nigeria show that students held the belief that the AL is difficult. This notion, coupled with the fact that students are not encouraged to practice it outside the classroom, make them perform poorly in the AL (Abdullah, 1996; Abdullah, 2005). This is also in line with Hussin (2000), Ismail and Pa (2006), and Yaakub (2007) who say that many students in Malaysia consider the AL and its grammar to be difficult.

When students strongly believe that they have the ability to succeed in any subject, their motivation and achievement also increases. Whereas, conversely, if their perception of the subject is that it is difficult, their belief in their ability and expectancy for success towards that subject can decrease (Eccles & Wigfield, 1995).

1.2.1 Muslim Scholars View towards Learning and Teaching the AL

Official education in the Arab region has begun since the emergence of the Islamic religion. However, at that time the education and learning process in general was about memorization and only a very limited number of people could actually read. This way of learning remained up until the era of the Caliphs (Al-Khulafa'a Al-Rashideen) when education took another form. During this era, learning was no longer just memorization but involved learning how to read and write. Teaching classes were conducted in the mosques for those who were interested in learning, which included mainly the children and younger generation. This very primitive way of teaching was used until the era of Umayyad and Abbasid, which was the era of the emergence of science and prosperity, when education was transformed dramatically and obtained formal recognition. In fact, due to the recognition of the importance of education, many schools were opened across the Islamic kingdom, with the first school being established in 459 Hijiri by

Seljuk, the minister at that time. Similarly, teaching Arabic was an important pillar in Muslim education due to the fact that non-Arab people also entered Islam and reading the Holy Qur'an needed a particular understanding of the Arabic grammar. These schools were located in certain cities where the Muslim scholars lived, which became the destination for those Muslims who were seeking knowledge; the most well-known cities were Al-Basrah and Al-Kufa in Iraq. In fact, these schools were credited for so many talented Arabic scholars and scientists, such as Al-Akhfash Al-Kabir, Yunus Bin Habib, Ibi Zaid Al-Anssary and Al-Kessa'ei (Shaheen, 1987; Khafaji, 1990).

Furthermore, if we go back to the history of the AL, we realize that most of the AL scientists were not originally Arabs, yet they succeeded and became AL scholars because they loved what they were doing and were motivated enough to succeed. One of the scholars was 'Syboeh' who was not an Arab but a Persian. He had a strong motivation to learn Arabic and to write books about Arabic grammar. Until today, he is well-known and his books are primary sources of reference by learners of Arabic grammar. Furthermore Syboeh used inductive method to explain the AL grammar (Al-Bkaa, 2004).

Inductive Method

The method of teaching that was mainly used during that time was the inductive method, which was conducted by noticing and following closely what was to be learned until the learner arrived at the conclusion and general provisions can be drawn. In fact, this method of teaching is known as the Syboeh method. Syboeh used to observe and analyse all the texts used in poetry, oratory and prose until he concluded that Arabic always raises the actor in the speech whereby he came up with the Arabic grammar of the actor "الفاعل مرفوع" (Khafaji, 1990; Al-Bkaa, 2004).

The method that Syboeh followed mainly depends on identifying some sort of question, discussing these questions and looking for similarities and differences until the conclusion, which fulfils specific criteria, is drawn. In fact, this kind of method undergoes three important stages: First, list down the examples with their clarifications. Second, discuss the examples among the teacher and students until a general clear rule is found. Third, elaborate more on the identified rule and finalize and formulate its final draft. Fourth, come up with related exercises and ask the students to work on them by applying the rules (Khafaji, 1990; Nabhan, 2008).

In addition, the inductive method that Syboeh followed was an effective and well-known method at that time. In fact, this type of method has proven experimental advantages such as the learner using this method can recall the rule of grammar if he/she has forgotten that grammar by retracing the same steps that he used to come up with that grammar. Also, It gives the learner confidence by relying on this method and it arouses the curiosity within the learner to explore in more detail. However, this method has some disadvantages such as this type of method cannot be used for teaching subjects that do not contain general rules and laws; for example, literature, it is time consuming and takes a long time, it is only suitable for students who have strong cognitive skills and it cannot be used for teaching the Arabic language to non-native speakers (Khafaji, 1990; Al-Bkaa, 2004; Nabhan, 2008).

Diction Method

The diction method is one of the oldest methods of teaching in Islamic history. This method came into existence due to that fact that there was no learning book and materials. In fact, this method is still around and being used, particularly for learning the Arabic language and Islam. This type of method is conducted by having the teacher present the subject to be learned orally to the students. Consequently, the students will repeat what they hear and write down notes to help them recall. Conducting this method goes through various stages: First, the teacher starts with lesson preparation and stimulates the students' mind for diction. Second, the teacher speaks aloud rhymes or verses from the Qur'an, which lead to the main object of the lesson. Third, the teacher delves more deeply into the lesson and explains in detail the grammar involved. Fourth, the teacher concludes by summarizing what has been learned (Al-Rubaie, 2006; Nabhan, 2008).

Likewise, this method like the previous method has some advantages and disadvantage. For the advantage this method is easy and does not need much preparation, it is an effective way of teaching a large number of students, it is easy to manage the students inside the class as there is no role to be undertaken by the students and it is time saving as the teacher can cover the lesson quite quickly. For the disadvantage; the students in the class using this method are passive without any role, it induces boredom among the students, which results in poor concentration, it concentrates more on the theory part of the lesson without covering the practical part, it does not address classroom diversity very well or the differences in the capabilities among the students and it focuses on completion of the lesson without

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ensuring the benefits that are gained by each student in the class (Khafaji, 1990; Al-Rubaie, 2006, Nabhan, 2008).

1.2.2 Challenges Faced by Malay Learners when Learning the AL

The Arabic language in Malaysia is necessary for Malay Muslims and although it is taught at all school levels – from the primary to the secondary school – the performance of the students is still poor. They face some challenge while studying Arabic (Dahab, 1999; Kirembwe, 2004; Yaakub, 2007; Haron et al., 2010; Samah, 2012; Awang et al., 2013). For instance, Malaysian students face a problem in speaking and writing skills, and, consequently, their performance in the AL is poor. Furthermore, most of the objectives in the AL are not achieved (Dahab, 1999).

This is in line with Kirembwe (2004), who found that Malaysian students face a problem in writing when applying the Arabic writing rules and unique characteristics of Arabic writing. An example of the unique characteristic is in the use of al-Hamz'a. Students, particularly non-native speakers, have problems when they write a word, which has al-Hamz'a (الهمزة) (Ismail & Pa, 2006; Madkour, 2010).

Moreover, the alphabetic letters of the AL have different shapes and patterns when they are used in the middle and at the end of the word. In addition, there are some letters that look alike with the only difference being the dots that are sometimes positioned above or below the letter. Another challenging fact is that there are some letters that may sound the same, which can make the AL more difficult for non-native speakers, particularly when it comes to dictation. Consequently, students make many mistakes when they write the word they hear, especially for learners who do not practice a lot (Ismail & Pa, 2006; Madkour, 2010). As a result, many students do not use or practice the AL in their everyday life. They converse in their mother tongue even in the Arabic classroom (Hawatemeh, 2000 & Haron, 2013).

Awang et al. (2013) found that Malaysian students face a problem and challenge in speaking. In addition, Sahid and Kheir (2013) found that students face a problem in reading. Another challenge experienced by Malay learners is in the pronunciation, due to the interference of their mother tongue. The AL has many unique alphabetical sounds, which pose a challenge for learners to pronounce the Arabic words correctly. The reason is that these sounds are not common in other languages, such as Malay. Writing is yet another challenge. The Malay language has extra letters (e.g. ch, g, nya, nga), which are not found in the AL

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and make the AL difficult for Malay learners when they write in Arabic (Ismail & Pa, 2006).

1.2.3 Motivation in Learning

Motivation is very important, especially for students who want to succeed and excel in their studies. Learning does not happen without motivation, as this is what drives the learner to achieve something from the learning experience (Conley & Karabenick, 2006). Students who are motivated and have the desire to succeed push themselves to accomplish every task no matter how difficult it is. Conversely, there are students who would like to be successful but always contemplate the value of the task before attempting it, and, unfortunately, the majority of the students fall into this type. Students who belong in this type feel that certain tasks have no value and do not stimulate their motivation; they choose not to do such tasks even though they are perfectly capable of accomplishing them (Eccles & Wigfield, 1995; Zenzen, 2002). This statement supports the fact that every task has risks. Some people are brave enough to face the challenge whereas some might avoid the task because they dare not take the challenge. This applies to teaching methods as well. If students are instructed using methods that are suitable and good enough to meet their needs and arouse their interest in the AL, they will achieve more compared to students who are instructed by methods that fail to stimulate their interest and motivation (Eccles & Wigfield, 1995; Alkhasawneh et al., 2012; Haron, 2013).

Despite the fact that everyone has a need to achieve something in their life, this need varies from one to another and from one situation to another. Each student acts on the level of motivation differently, with some having little desire to accomplish certain tasks. If the students have enough motivation to study the subject, they will succeed. However, if they do not have enough motivation to study, teachers should try a new method, which motivates the student and stimulates interest in studying the subject including the AL (Atkinson, 1999; Kanaan, 2012).

In fact, motivation is the key to predict students' achievements, as it has been shown by various studies that students are influenced by their motivation (Atkinson, 1999; Spence, 1983). If the students have a high attitude towards success, they will work hard to ensure they are successful (Pintrich, 2003).

1.2.4 Differentiated Learning Method (DLM)

The majority of students in a class are heterogeneous in that they have different levels of interest, need, knowledge and experience. It is rare to find a homogeneous class that has students with the same knowledge, skill, ability and learning style. These various levels of interest and need could be challenging for teachers (Lyons, 2001; Chen & Weiland, 2007; Handoo, 2008).

Although teachers spend time preparing for their classes and make the effort to do their best in teaching, they become disappointed by the students' results when they are not as good as they expect. One reason that could be behind this is that the students' differences are not properly recognized and considered in order to meet their needs (Tomlinson, 2000; Tomlinson et al., 2003). This is in line with Ankrum and Bean (2008), who mentioned that providing students with the same materials could decrease their achievement. Ideally, students should have a variety of materials to suit different reading levels to meet their needs.

The DLM has come into existence in recognition of students' diversity and the need to address such differences. It helps students who have high ability and who need extra information over and above what the textbooks can provide. In addition, the DLM will help students whose abilities are low and often need more support from the teachers because they are allowed to take part in the decision-making process. Therefore, teachers should pay attention to the students' differences, studying profile, interests and readiness, and find a good method that attracts and helps students move forward and be successful (Tomlinson, 2000; Ankrum & Bean, 2008; Alber, 2010; Bradfield, 2013). Teachers should be aware of the differences among students, and deal with them based on these differences. In addition, they should provide individualized attention and modified work program (Subban, 2006; Chen & Weiland, 2007; Alber, 2010).

Students in differentiated learning can participate and be part of the teaching. They can share with the teacher the decision to choose how to learn, practice and assess. Consequently, a new teacher-student relationship and learning environment will be fostered. In fact, the students' motivation towards learning will soar due to the fact that the students will have the feeling that they are the ones who are controlling the class teaching flow (Lyons, 2001; Waterman, 2005; Handoo, 2008; Alber, 2010). Furthermore, the students' confidence will evolve, which can have a constructive impact on the students' subject and learning environment in general (Benjamin, 2003).

Hence, using differentiated teaching, which recognizes students' differences and meets their needs, can help students to achieve and succeed (Handoo, 2008).

Moreover, in the DLM, teachers should recognize that not all students are equal. For example, students who are weak and others with high ability require different types of guidance from the teacher. For instance, students who are weak and face a lot of difficulties during learning the objectives of the textbook need temporary cognitive support until they can follow their classmates. Temporary cognitive support through the "scaffolding strategy" is used in order to help struggling students until they understand and perform the skills on their own. They should have less difficult information in the Arabic language to read until their score is of a level that they comprehend the concept of the Arabic grammar. On the other hand, students who enjoy cruising along may not favour any attention. In this situation, we can conclude that such students do not need the same amount of attention (Waterman, 2005; Clark et al., 2007).

In addition, when teachers recognize the students' differences, they will use different assignments, materials, and different activities, which meet the students' interests, academic level, readiness, and learning styles so that students will become more motivated and will improve themselves both in class and outside of class (Tomlinson, 2000). However, if the students' differences have not been recognized and ways have not been sought to meet these differences, the students will be less motivated and will continue to think that the AL is difficult to learn. Consequently, they will avoid and refuse to rise to the challenge of learning or exploring more about the subject, which will result in lowering their chances in succeeding and accomplishing the lesson (Tomlinson et al., 2003; Alkhasawneh et al., 2012; Haron, 2013).

Furthermore, in the DLM, teachers start by evaluating their students' levels in the foreign language. Emphasis is given to Arabic grammar, as it is the key for learning the language. Each part of the grammar is connected with the other part, meaning that grammar reflects the cumulative information about a student's competency in the language. Therefore, if the student is weak in grammar at the previous academic level of learning, they may not be able to understand the grammar that will be taught at the current academic level (King-shaver & Hunter, 2003).

1.3 Problem Statement

Learning any foreign language needs time and motivation as each language has its own grammar and structure for the students to focus on. Similarly, this concept also applies to teaching and learning the Arabic language, which has its very own structure. In addition, the AL has theories that explain the grammar and the arguments among scholars (Ismail & Pa, 2006; Madkour, 2010; Yaacob & Fadilah, 2014).

The AL is rich in grammatical structures and has a vast vocabulary that makes it extremely challenging to be taught and learned. Even native speakers deem it challenging to learn its grammar (Hawatemeh, 2000; Abdullah, 2005; Al-Hasmy, 2006; Hansen, 2010; Kanaan, 2012). Furthermore, the major challenge to the formation of automatic word recognition is coming from the Arabic writing system which is a prerequisite for reading for native speakers, and can be very difficult for non-native speakers (Abdullah, 2005; Hansen, 2010).

In Malaysia, the performance of students in the AL, at all levels of education, is still poor and unsatisfactory. Malaysian students are not in control of the major language skills, especially in speaking, writing skills and listening, and, hence, they face problems and challenges when studying Arabic (Dahab, 1999; Hawatemeh, 2000; Kirembwe, 2004; Yaackub, 2007; Haron et al., 2010; Samah, 2012; Awang et al., 2013). For instance, Dahab (1999) found that the performance of Malaysian secondary school students in speaking and writing skills is poor. In addition to this finding, the objectives in the AL have not been achieved. He suggested that the context, input, process, and product need more modification. As stated, Malay students perceive that the AL is the most difficult subject (Jassem, 2000).

Consequently, many learners in the world, native and non-native speakers alike, consider the AL a difficult language to learn, and most students deem Arabic classes to be uninteresting or poorly favoured these days. As a result, their motivation and performance in the language are low and will deteriorate if activities to determine the real reasons behind this deterioration are not undertaken. This problem should be identified in order to determine which problem, if solved, might solve the deterioration of students' performance in the AL (Abdullah, 1996; Hawatemeh, 2000; Kirembwe, 2004; Abdullah, 2005; Yaakub, 2007; Hassan, 2014).

Based on the literature review, some of these reasons include the method of teaching; students are not motivated enough; most

teachers do not use appropriate materials, such as differentiated content, process or products during teaching the Arabic language; and most of the teachers use their mother tongue to translate the grammar and the vocabulary for the students (Abdullah, 1996; Dahab, 1999; Hawatemeh, 2000; Kirembwe, 2004; Abdullah, 2005; Yaakub, 2007; 2010a; Al-kukhun & Hania, 2009; Alkhasawneh et al., 2012; Kanaan, 2012; Haron, 2013; Sahid & Kheir, 2013). For instance Haron (2013) conducted study in IIUM to evaluate the perspective of students on the method of teaching Arabic peaking skills and the results demonstrate that students were not satisfied with method of teaching which used by the Arabic teachers because it is concentrated on memorization instated of practice and communicative approach. Moreover, the Arabic books which are used in teaching and learning AL as a foreign language need to add various activities to meet students' interests. In addition, the textbooks lack activities that use modern aids and homework (Osman, 2005). There is a need for more research on teaching the AL and learning methods to enhance students' motivation and achievement in Malaysia (Kirembwe, 2006).

The method of teaching the AL is not a simple task (Yaakub, 2007). It is still poor and needs to be improved to meet students' interests and abilities, and to cater for their differences in order to motivate them to learn the Arabic language. Moreover, there is a lack of research that examines the integration of using an appropriate method in teaching the AL that meets students' needs (Dahab, 1999; Kirembwe, 2004; Abdullah, 2005; Abdul-Hammed, 2006; Yaakub, 2010a; Al-kukhun & Hania, 2009; Haron, 2013; Sahid & Kheir, 2013).

Beside that some of the teachers lack the fundamental experience and have not been adequately trained to come up with appropriate strategies to deliver knowledge in an easy way. Moreover, many teachers do not use a formal language when teaching, but use colloquial dialects instead. In addition, teachers use outdated educational media in teaching and do not attend any workshops to develop their skills in teaching Arabic (Dahab, 1999; Yaakub, 2007; 2009; Haro3, 2012). There is a gap between the method of teaching and the needs of the students, in that most teachers are more concerned about finishing the curriculum on time without taking into consideration the students' interest and motivation or the method used to handle students' differences (Tomlinson, 2000; Gregory & Chapman, 2012). Using appropriate strategies and methods that satisfy the students' interests can help students to understand the AL better and become more motivated towards learning the language (Kirembwe, 2004; Yaakub, 2007'; Alkhasawneh et al., 2012; Haron, 2013).

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Moreover, although the discoveries and inventions of the twentieth-century have provided various types of information access and technologies, until now, a gap remains between the method of teaching the AL and the information and communication technology that has been developed, such as the Internet, web-based, multimedia, and computer. In general, the method of teaching the AL still uses the old and conventional way, which could be one of the reasons why students perceive the AL to be an uninteresting and unwanted subject (Sahid & Kheir, 2013). Consequently, the teacher should use the teaching materials in an interesting way and link the material to the technology and web-browser as well as link between the method of teaching and students' needs.

In Malaysia, most of the teachers use conventional methods, such as audio-lingual and memorization, and the translation method to teach grammar and vocabulary. Besides that, the classroom is more teacher-centred rather than learner-centred in that the teacher does everything inside the class and the students listen most of the time. Unfortunately, these methods do not give the students the opportunity to learn the AL according to their preferences, needs and circumstances (Dahab, 1999; Che Mat et al., 2009; Haron et al., 2010; Haron, 2013; Sahid & Kheir, 2013). In addition, most teachers of Arabic do not engage students in the classroom activities and some teachers do not make their teaching enjoyable (Dahab, 1999).

Modern schools need a method that organizes lessons and uses modern aids, such as technology, to meet students' needs and individual characteristics. The DLM is a method that tries to provide the students with an effective method and uses technology in the learning process (Benjamin, 2003; Kalin & Valenčič-Zuljan, 2013). The DLM has been accepted and set to work in education and is efficient and effective in increasing students' motivation and achievement in many subjects, such as the sciences, mathematics and languages (Subban, 2006; Kondor, 2007). However, the DLM still needs much research to investigate its effectiveness concerning students' motivation in general, as well as its interrelation with teaching and learning the AL, as, to date, there is no research concerning the DLM with the AL as a first or second language for native or non-native speakers. This study will build on the knowledge of teaching, using the DLM in general as well as in teaching the AL for non-native and native speakers. The DLM is a method that provides multiple options for students to choose to do their reading, writing, homework and assignments in the AL. As a result, this method can be interesting and motivate students to learn the AL. It is also an appropriate method for helping to increase the motivation of students and meet their needs

and learning style. It is crucial to pay serious attention to the diversity of students in a classroom and recognize their ability despite of accepting their limitations. The DLM is important and effective in understanding subjects and helping students to succeed and increase their performance. Teaching and learning in the classroom can be done in more than one way (Tomlinson, 2008).

1.4 Research Objectives

1.4.1   General Objective

The general objective of this study is to help increase students' motivation and achievement in learning the AL by using the differentiated learning method (DLM).

1.4.2 Specific Objectives

This study aims to achieve the following objectives:
1. To evaluate the effect of the DLM and TCM on students' motivation to learn the AL.
2. To determine the effect of the DLM and TCM on students' reading achievement in the AL.
3.   To compare the effect of the DLM and TCM on students' grammar achievement in the AL.
4. To determine the effect of the DLM and TCM on students' writing achievement in the AL.
5. To compare the effect of the DLM and TCM on students' overall achievement in the AL (reading, grammar, and writing) based on the post-test scores.

1.5 Research Hypotheses

The hypotheses of this research are non-directional because the cited literature does not provide sufficient information to specify the direction of the differences. The following are the null hypotheses for this study:

Hypothesis 1
H01 (a): There is no significant difference in the mean scores for motivation between the pre-test and post-test in the DLM group towards studying the AL.
H01 (b): There is no significant difference in the mean scores for motivation between the pre-test and post-test in the TCM group towards studying the AL.

H01 (c): There is no significant difference in the mean scores for motivation in the post-test between the DLM and the TCM groups towards studying the AL.

Hypothesis 2
H02 (a): There is no significant difference in the mean scores for reading achievement between the pre-test and post-test in the DLM group.
H02 (b): There is no significant difference in the mean scores for reading achievement between the pre-test and post-test in the TCM group.
H02 (c): There is no significant difference in the mean scores for reading achievement between the DLM and TCM groups in the post-test.

Hypothesis 3
H03 (a): There is no significant difference in the mean scores for grammar achievement between the pre-test and post-test in the DLM group.
H03 (b): There is no significant difference in the mean scores for grammar achievement between the pre-test and post-test in the TCM group.
H03 (c): There is no significant difference in the mean scores for grammar achievement between the DLM and TCM groups in the post-test.

Hypothesis 4
H04 (a): There is no significant difference in the mean scores for writing achievement between the pre-test and post-test in the DLM group.
H04 (b): There is no significant difference in the mean scores for writing achievement between the pre-test and post-test in the TCM group.
H04 (c): There is no significant difference in the mean scores for writing achievement between the DLM and TCM groups in the post-test.

Hypothesis 5
H05: There is no significant difference in the mean scores for the post-test between the DLM and TCM groups in the overall achievement in the AL (reading, grammar, and writing).

1.6 Significance of the Study

This study considers that the differentiated learning method in teaching is important for several reasons. Firstly, to improve the methods currently used for teaching the AL to native and non-native speakers around the world still requires considerable research. In addition, to date, there is a gap between the methods of teaching the AL and technology. Using the DLM, this study will not only contribute towards teaching the AL in Malaysia to non-native speakers but also contribute towards teaching the AL to native speakers. Furthermore, this study contributes to the body of knowledge by comparing the usefulness of the new method in teaching the AL to the conventional method of teaching the AL.

Secondly, using the differentiated learning method in teaching has proved effective in mathematics, science and English classes, and this current study investigates the possible effects of the DLM in teaching Arabic as a foreign language. In addition, this present study will help to provide further understanding of the DLM in relation to teaching and learning the AL, as this is the first study, as far as the researcher knows, that uses the DLM in teaching and learning the AL for native and non-native speakers. Furthermore, studies that investigate the effect of the DLM on secondary schools and any foreign language are limited, and research to prove the effectiveness of the DLM in teaching a foreign language in secondary schools is still needed. In addition, this study contributes and adds evidence towards the learning theory and DI models in respect of the effectiveness of using the differentiated content, process and product in the learning process, in general, and, specifically, in relation to teaching and learning the AL (writing, reading and grammar).

Thirdly, this study will help teachers deal with differentiated learning in the classroom and use the DLM by giving them valuable information and guidelines concerning how to apply the DLM, and examples for when teaching the AL. Specifically, these include how to use the textbooks and teach classes with different needs, interests, and readiness by using different strategies, assignments, and activities. In addition, this study provides teachers with some examples for activities for writing, reading and grammar to motivate students and meet their needs.

Fourth, this study will help to motivate students by providing them with methods that are tailored based on their interests to capture their attention so they can learn effectively. It will help students to achieve more in the AL as a second language. In addition, this study will help

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students to learn Arabic grammar in an easy way by providing them with various options of activities that can explain the concept of the complex grammar more effectively. This study can help students learn based on their ability by providing them with assignments with different difficulty levels (high, middle and low), which can be increased steadily and continuously. Therefore, students can learn effectively according to their level and readiness. In addition, this study will help students to increase their thinking skills, critical thinking, creativity and develop new ideas by creating shapes and explanation when applying different products. Moreover, this study can help secondary students to increase their motivation and achievement in learning the Arabic language, including its grammar, reading and writing. In addition, this study will help students improve their performance in reading the Holy Qur'an. In short, this study resolves many of the problems of Malaysian students pertaining to grammar, writing and reading, as well as improves their motivation and achievement in respect of the AL.

Finally, the method of teaching the AL used in this study can be useful for all secondary schools in Malaysia for the teaching and learning of the AL (reading, writing and grammar). The findings will provide the foundation for future studies in the DLM and the Arabic language. This study provides insights into the positive impact of the DLM on students' motivation and achievement while learning the AL. It provides educators with empirical evidence concerning the usefulness of the DLM and can be used as a reference by other researchers in the future who are concerned with the DLM.

1.7 Limitations of the Study

In every research, there are limitations that the researcher tries to control, for example, unwanted variables. One of the limitations of the present study is that the findings of this study cannot be generalized to native speakers because this study was done on non-native speakers in religious secondary schools in which the AL is taught as a subject.

Another limitation is that this study focused on grammar, reading and writing. Therefore, the findings cannot be generalized or applied to listening, rhetoric or poems. Moreover, this study focused on the AL for form four students; therefore, the results cannot be generalized to elementary or high schools. In addition, this study focused on the AL, and, hence, assessed the effect of the DLM in teaching the AL, so the findings cannot be applied to other subjects, such as mathematics or science.

Finally, this research used a quasi-experimental study for 14 weeks, so the results cannot be applied using descriptive study. It also focused on students rather than teachers.

1.8 Operational Definition of Terms

1.8.1 Differentiated Learning Method (DLM)

Differentiated learning is also known as differentiated instruction and differentiation. Harris (2013) defined differentiated learning as a method of teaching that intends to reach all the students in one class regardless of their differences, learning styles and abilities. While Jager (2011) defined differentiated learning in terms of the activities, which include all the learner's abilities, and is designed to address all the learners' needs.

In this study, the differentiated learning method (DLM) is used in order to provide an effective teaching method that provides flexibility in teaching students during the study of the AL as a foreign language. It employs a method of teaching and activities that meet the learners' interests, needs, prior knowledge and readiness by using differentiated content, differentiated process and differentiated product.

The components of the DLM are differentiated content, differentiated process and differentiated product. Differentiated content in this study is defined as providing students with several and multiple options, materials and activities while aligning them with the objectives and goals of their textbook in AL. The differentiated process provides the students with tiered activities and multiple options that help students to become interested and engaged in the learning process. While differentiated products in this study refers to asking students to demonstrate their knowledge by using their ideas based on their learning style by writing, drawing, speaking or anything they prefer to use.

1.8.2 Motivation

Motivation is a psychological state within us to move us to perform a specific behaviour in a particular direction to achieve a specific objective (Al-Afnann, 2010). The motivation to learn a second language is the effort by the individual to achieve the goals of learning the target language because of a desire and a positive attitude towards the language (Gardner et al., 1983; Gardner & Tremblay, 1994).

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In this study, motivation refers to the level of motivation to be earned by the students on the motivation questionnaire that contains intrinsic values, extrinsic values, cost values, study habits, ability beliefs, and expectancy for success towards learning the AL as a foreign language in writing, reading, and grammar.

1.8.3 Achievement

Achievement is defined as the evaluation of the learners' performance at the end of the lessons based on the feedback on what the learners have learned. Kirembwe (2006) defined achievement as academically succeeded in meeting the objectives determined by the curricula of the AL as a second language in Malaysia.

In this study, achievement refers to the results of the exams based on the students' grades in the writing, reading and grammar tests.

1.8.4 Teacher-Centred Method (TCM)

Tomlinson defined the teacher-centred method (TCM) "as teacher-directed lecture approach, which means that the teacher inside the class dominates the whole class and provides a single standard for grading students' performances" (Tomlinson, 2000).

In this study, the TCM refers to the idea of having the teacher conduct and control the whole class as well as explain the textbook by using a conventional method. Students in TCM do not take any role in the class except listening to the teacher's explanation and following their steps and instructions.

1.9 Summary

The Arabic language is the language of the Holy book Al-Qur'an, and, hence, is of great value and an important language among Malay Muslims. Malay Muslims learn the AL at an early age in order to perform their religion, which is why it is taught at all levels – from the primary until secondary school.

The Arabic language has its own complex structure grammar and extensive vocabulary, which could make studying Arabic a difficult subject for non-native speakers. Many students around the world consider the Arabic language to be a difficult subject and face problems during learning its grammar (Abdullah, 1999; Abdullah, 2005; Awang, 2013). Even native speakers face a problem in learning

the AL and consider its grammar to be a difficult subject (Al-Afnann, 2010; Kanaan, 2012).

Educators and teachers try many types of teaching method to capture students' motivation towards the Arabic language. One of the important methods that is interrelated with students' needs is the differentiated learning method (DLM). The DLM is an approach to teaching that provides an effective method for students by using differentiated content, process, and product to meet students' needs (Tomlinson, 1999; Waterman, 2005). The DLM has been accepted and set to work in education and it is efficient and effective in increasing students' motivation and achievement in the learning process (Subban, 2006; Kondor, 2007). This study investigates the effect of the DLM on students' motivation and achievement towards the AL as a foreign language in Malaysia. Furthermore, to date, there is no study that has investigated the effect of using the DLM in the teaching of the Arabic language as a first or second language for native or non-native speakers. This current study is the first study that examines the differentiated learning method in teaching the AL (writing, reading and grammar).

Hence, this present study aims to investigate the effects of the DLM in teaching the AL on students' motivation and achievement for non-native speakers in Malaysia. It is expected that using the DLM in teaching the AL can improve students' motivation and achievement towards learning the Arabic language (writing, reading and grammar) by using differentiated content, differentiated process, and differentiated product.

The next chapter explains the method of teaching (DLM) that has been used in this study as well as the elements of the DLM – differentiated content, differentiated process, and differentiated product – in detail. In addition, it explains the DLM theory and reviews the previous research and theories to support this study.

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