

## **CHALLENGES IN TEACHING AND LEARNING ARABIC LANGUAGE IN SECONDARY SCHOOL: STUDENTS', TEACHERS' AND PARENTS' VIEW**

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### **ABSTRACT**

Issue of Arabic proficiency in Malaysia is never-ending and has always been the concern of policy makers and interested groups. This study aims to investigate students', teachers' and parent's view towards challenges of teaching and learning Arabic at National Religious Secondary School (SMKA). The study employs a qualitative method. The participants of the study were three students, three teachers and three parents from three identified SMKAs at Selangor. A structured interview was used to gather the data for the study. The data were classified into several themes and analysed qualitatively. The study reveals that the challenges of teaching and learning Arabic depends on positive attitude towards the language itself. It was found that there was a lack of teaching method in teaching Arabic. The environment at the same time is not in favour of students to improve their Arabic language. Parents' contribution in support teaching and learning in school was recommended.

**Keywords:** Challenge, Secondary School, Teaching and Learning, Arabic Language, Parent's Contribution

### **INTRODUCTION**

The aim of National Religious Secondary Schools (SMKA) is to impart the knowledge of Islam in students comprehensively. Moreover, it is to maintain Islamic values in the life of students as well as to imbue the academic subjects to them in order to produce balanced personality of Muslim children. This is parallel with Islamic education philosophy which is to impart knowledge and skills that cater the need of job market in accordance with the teaching of al-Qur'ān and al-Sunnah, as to mould the character, skill and personality in order to bear the responsibility as vicegerent of Allah to achieve success in this world and hereafter (Kementerian Pendidikan Malaysia, 2002).

Pertaining to these objectives, Arabic Language is essential in order to increase students' understanding towards Islam. Through this knowledge, the students can get much information from the sources which are written in Arabic Language, since the authentic sources of Islam are al-Qur'ān and al-Sunnah as the main reference to perform Islamic worship (Nāqat & Ṭa'imah, 2003) as Allah said: "*In plain Arabic Language*" (Qur'ān, *Asy-Syu'araa'*: 195). The establishment of SMKA is in line with efforts to modernize the national education system. The process of improving the Islamic education system in religious schools is suitable to the

needs of present times. SMKA's philosophy is an effort that is organized, guarded and continued based on unity of knowledge, piety and virtuous practises and perfect education environment. The establishment strives to produce students who are knowledgeable, balanced, excellent, well-mannered, surrenders to Allah and are responsible in practising the Islamic way of life. Hence, they are those who can contribute effectively to their religion, self, people and country. Its' motto is "faith, knowledge, good deeds and good behaviour", SMKA together stand with the nations to build good citizens.

SMKA's aims are to educate students with Islamic personality, to provide education that fulfils the demands of this world and the hereafter, to develop students' potential in terms of inclination, creativity, personality and leadership quality, to give students opportunity to further their studies in various fields locally or internationally. SMKA's objectives are to achieve excellence in curriculum and co-curriculum, to produce students who are well-mannered, to groom a generation of leaders amongst students who can become role-models, to produce students who are resilient in overcoming cultural challenges which are against Islamic' values, to generate students who would be able to contribute effectively to fulfil the needs of the country and those of the community. SMKA's specialties are living the Islamic lifestyles, provide opportunities to continue tertiary studies, fluent command in Arabic Language, *Jawi* and Qur'ānic studies, be leaders, administrators, corporate figures and professionals who are committed to Islam, to groom wise and responsible preachers who are able to withstand current challenges.

Nowadays, many students have difficulty in using Arabic Language despite spending few years at religious school (Mahmud, Nik Hanan, Nadwah, Nik Farhan, Lubna, 2007). This problem increases when they further their studies at higher institutions of learning. Consequently, they are unable to master the Arabic Language and they do not understand the importance of Arabic Language. The language is neglected from day to day because many of them do not see the benefits of Arabic Language for future use. Therefore, this study will investigate the challenges in teaching and learning of Arabic Language from the views of students, teachers and parents. In addition, it will determine the way to overcome these challenges.

## **CHALLENGES OF TEACHING AND LEARNING ARABIC LANGUAGE**

Sheikh as-Sudais in his speech said that there are two major challenges faced by Muslims in order to ensure the revival of Islamic civilization. The main challenge is an internal cause which comes from Muslims themselves. External challenge is thrown by non-Muslims and the surroundings. Failing to practice Islam as a way of life is amongst the challenges faced by many Muslims. Many of them misunderstood the real practice of Islam, thus poor practice of *Deen* (Shahmuzir, 2011).

The crucial challenge in teaching Arabic as foreign language (TAFL) is medium of instruction. Alaa Elgibali, Zeinab Taha (1995) said that the issue of whether to use a non-target medium, to teach a foreign language such as Arabic to foreign learners is still controversial. But, the need constantly strives to minimize the use of any language other than Arabic as the language of either instruction or interaction. There are practical and theoretical motivations for this

approach. Eliminating the use of non-target media is theoretically sound because it creates for both the learner and the teacher a demanding situation in which the need for communication presents a meaningful challenge; overcoming this challenge gives both interlocutors a sense of achievement.

According to Mujāwir (2000) the challenges of teaching Arabic Language in Secondary Level in society always changes, so is the learning process. Arabic Language has its character change situated in sentences, the difference between them in formal language and informal language. The teacher himself defines the success of learning, learning language is the process of repeating, and the teachers always avoid that process. Arabic books provided are also not interesting and do not suit the needs of students. The failure also was caused by teacher's background and it affected how he delivered the knowledge.

Yūsuf (2002) stated the challenges of teaching Arabic by teacher. Among others are the lack of teaching tools, difficulties of Arabic itself as second language, the content of textbooks are disconnected from students' life and their needs. But he added the task of teaching Arabic does not work with Arabic teacher only. All teachers are involved.

Atotileto et al. (2013) revealed that the problems of Arabic and Islamic studies curriculum in *al-Hikmah* University is lack of conducive environment, inadequacy of qualified teachers, lack of dynamic curriculum, lack of instructional materials for teaching and learning. So, these components became challenges in learning Arabic Language.

From Ahmad Hasan's study (2000), the most important factors that have an impact on the effectiveness of teaching Arabic as a foreign language are: (i) educational factors such as teachers, students, textbooks, classrooms and examination systems, (ii) linguistic factors such as the sounds of Arabic letters, structures and semantics, constructions, writings from right to left and influences of the mother tongue, and (iii) social factors such as families, mosques, clubs, media, journalism, publications and libraries. Those factors contribute to the challenges of teaching and learning Arabic Language to be successful

## **RESEARCH METHODOLOGY**

This research is a case study design employing an interview to investigate the views of students, teachers and parents toward the challenges of teaching and learning in Arabic Language. An interview research design would be adopted for data collection.

The researcher used a qualitative content analysis research methodology, which is the major part of the case study design. The process of data analysis is developed through an inductive and exploratory research. The inductive and exploratory process entailed data collecting, searching for patterns, and developing hypotheses until arriving at a theory (University of Oklahoma, 2005). Qualitative research concentrated on how people understand and find meaning in social phenomena (Lock, Spirduos, & Silverman, 1987; Miles & Huberman, 1984).

Qualitative research is commonly perceived to originate from the disciplines of sociology and anthropology (Kirk & Miller, 1986). Education research also uses content analysis (Borg & Gall, 1989). This type of research gained approval through its use in linguistic research (Giddens, 1990). Qualitative research was known for its in-depth research and expansion of

constructs and is also seen as a useful tool for social research. Its in-depth research increased awareness relating to marginalized populations. Sarah N.Camp (2008) quoted “Using qualitative research may provide interpretations for populations, revealing important information to explain particular phenomena (Ragin, 1994).”

Data analysis from the interview responses led to assumptions that would be used to define the interview questions. Selected students, teachers and parents were interviewed in a semi-structured, open-ended format. These interviews were conducted to delve in greater detail into the questions asked in the interview. The researcher described the case and its setting in detail. Stake (1995) suggests four forms: Categorical aggregations, direct interpretation, establish patterns and develop naturalistic generalizations.

For easy review of the transcribed interviews, the researcher used discourse unit coding (D.U). It is a numeric assigned to utterances of the interviewer and the participants. In discussion part of this research, the researcher converted the transcribed interviews into the meaning of conversation generally.

### **Descriptions of the Participants**

The total number of participants involved in the present research was nine individuals: Three students (S1, S2, S3), three teachers (T1, T2, T3) and three parents (P1, P2, P3). All participants were selected from three schools of SMKAs in Selangor. The researcher has selected one student, one teacher, one parent from each school.

The researcher has selected three students for the face to face individual interview. One student was selected based on her PMR examination results year (2010) with straight A's in nine subjects taken. The second student was a male student with 8A's except a Grade C for Arabic Language. The third student was also a male student with moderate results, 3A, 5B and 1C in Arabic Language.

The first teacher selected was an *ustaz*, who was also the head of Arabic Language at his school and has had the experience teaching Arabic for sixteen years. He was awarded the excellent teacher in teaching Arabic Language by Ministry of Education, Malaysia. The second teacher was an *ustazah* with six years experienced in teaching Arabic. The third teacher was also an *ustazah* with nine years experienced in teaching Arabic.

The first parent selected by the researcher was a father of four children and he sent all his children to SMKA Hamidiah Kajang. He is a lawyer who has his own company in Ampang. He is the former President and Vice President of Teachers Parents Association in SMKA Hamidiah Kajang from year 2006 until year 2010. The second parent selected was a mother who was also an English teacher at the same school with her daughter in SMKA Kuala Selangor. Her daughter scored all A's for her PMR in 2010. And the last informant in the case study was a father whose daughter scored all A's for her PMR in 2010. This case study is unique because her daughter previously took PMR at secondary school which offered Arabic subject as an optional subject, and she learned Arabic subject in the evening after the school ended. This class was known as KAA (Kelas Aliran Agama), specially designed by the SMK schools.

## **DISCUSSION, FINDING AND INTERPRETATION**

Two main themes emerged from the analysis of the data that relate to the challenges. There are challenges in teaching Arabic Language as well as challenges in learning Arabic Language.

### **Challenges In The Teaching Arabic Language**

Based on the content analysis, the researcher found 10 themes (See the table 1). Among the challenges as viewed by student, teacher, parent (STP) in school in this case were related to time, as it was also a contributing factor to the success of teaching and learning (T&L) Arabic Language. Teachers mentioned that they had limited time to finish their syllabus, and needed extra time.

Teaching and learning Arabic Language as foreign language needs enough time, especially to handle weak student. Teachers also have to rely on syllabus only while teaching Arabic Language, so that, they will use textbooks correctly and effectively to finish the syllabus.

A part of challenging in teaching Arabic is to finish syllabus. Syllabus determines the list of subject lessons in textbooks are taught in the class with time provided in a week. T1 said that Arabic textbooks focus more to Arabic grammar rather than other skills. Therefore, time teaching in class is affects directly the understanding of Arabic grammar (T1:D.U 94).

Teacher does not have enough time to finish the lessons, because there are so many things that they have to do. As T1 said he must focus on finish syllabus and at the same time to consult the students but the problem was the time is too short. Apart from T&L, there were actually so many things that we have to do (T1:D.U 146). Supported with T2 said in the span of six times in a week they have to chase words before and they did not touch it (T2:D.U 314).

T3 mentioned that time limited to catch up all syllabus in the book with different skills and components in Arabic Language (T3:D.U 46). The challenges also arose when there was limited space to apply Arabic Language. Other challenges included limited sources of book in Arabic Language. The facility or equipment in develop Arabic Language not completely in good condition, very limited in some place and some time. So, the challenge come arise in T&L Arabic Language (P1:D.U 120). Prior to that, S1 said the activity co-curriculum of Arabic also was planned without action because of limited time (S1:D.U 410).

As Rebecca (1969) said success, or mastery of a task, is seen as the function of five factors instructional factors: (i) presentation of material (text, teacher, etc.), (ii) time allowed for learning, (iii) student factors as general intelligence (ability to follow instructions), (iv) motivation (degree of perseverance), and (v) aptitude (time needed for learning).

Learning Arabic Language is special than other languages in the world. Because it is related with Islamic religion and the Qur'ān as Allah said in *surah al-Qamar*, verses 17 mentioned about the easiness of learning Arabic Language, but for more practioners in learning Arabic Language both teachers and students side, there were a lot of challenge in understand Arabic Language, especially in grammar (T2:D.U 260). T2 said teaching Arabic was complicated with the Arabic grammar. Teacher need to explain if students did not understand with it. Then, that are teachers' responsibilities to use effective strategies to make students understand about the language. Here, they have to teach in dual language, so that students can understand (T2:D.U 310).

Because of that, the other challenges arose that teachers cannot use Arabic Language in totality in class. They must intersperse between Arabic language and Malay Language and this challenge was a common case faced by Arabic teacher anywhere. Since *Bahasa Melayu* is the native tongue, they could not refrain themselves from using the language in teaching.

An argument revealed whether Arabic should fully taught in Arabic Language, or by translate it to Malay Language. Ta'imah (1989), viewed that teacher can use intermediate language at last session of period study to make students understand what they had learnt before. The reason to use *Bahasa* (Mohamad Azrien Mohamed Adnan et al., 2014) to explain difficult words for low achieving students, so that they do not fail to keep pace with their peers, and they have not made good progress in Arabic yet. Arabic teachers in school are Malays, so they are speaking Malay. The crisis arise between teach Arabic with its' language or by translate it into Malay Language. All students who are learning at school are Malays, so are the teachers. Therefore, both of them (students and teachers) comfortable with using Malay Language in T&L foreign language like Arabic. T2 had mentioned in this view (T2:D.U 286).

Teacher also had personal problem, not well prepared, voice not loud and soft, lacking of behaving an Arabic teacher, female teacher who was labour leave, teacher did not have good knowledge and experience, to be patient with different attitude of students, double job between teaching and other job. S3 viewed that the challenge in teaching was teachers were not prepared to start a teaching session and they might be facing personal problems (S3: D.U: 199).

P2 explained that among challenges in teaching Arabic was burden of work. Teachers cannot concentrate the process of T&L Arabic because a lot of task to do. They must focus in teaching and at the same time, there was another task to do such as editing book and out station work (P2:D.U 247).

The other problem was that was exam oriented educational system. Teaching process was based on examination and not to use Arabic as common speech in society or lifelong using Arabic. The purpose of teaching to achieve good results in examination.

T1 viewed that teachers' challenges are to create the exciting method which can attract student's interest towards learning Arabic (T1:D.U 182). This finding similar to Abdul Rahim and Hayazi (2010) that teachers must increase the quality of their T&L in line with the current challenges of education with facilities which could help their understanding and help them towards more meaningful learning. Other challenge as P1 said Arabic teacher using Arabic Language only in class. In other means, teacher was challenged to practice Arabic speech outside the class (P1:D.U 52). T3 said the challenge was when students are weak, they were left behind by other friends who are good in Arabic Language. The challenge starts on how to help them catch up with their friends to the same level of achievement (T3:D.U 154)

The students give a thousand of reason, impact of their attitude towards Arabic Language. The challenge is how to make them interested towards learning and push them in doing good effort about what they are interested (T3:D.U 156).

Students nowadays face many challenges, not only in learning Arabic, but in all subjects. Teacher must more patience in educate and teach the children. The challenge is a teacher must understand each student. If the class size is too many, too big, that's a problem and then next coming challenge is students' attitude in class. In a class with many students, challenges the teachers' sacrifice. Teachers must sacrifice their emotions (P2: D.U 258). They must be

determined to teach people's children. As a rule, they must do it wholeheartedly. They can hope that one day, in school, others would be as determined to teach their children (P2: D.U 260). Teachers must have high patience with the behavior of each student in class (P2: D.U 264).

The current situation also shows that Arabic has not been rightfully positioned. Although Arabic is related with Islamic religion, but in reality, the ignorance towards Arabic Language in educational system seems Arabic less important compared to English language. Of course, it would be impact of viewing T&L process. As a result, the students did not show interested, and teacher's motivation becoming slow. So, teacher must fight with this feeling. So teacher must be motivated all time against the student. The weaker student is, the stronger teacher get. When students are weak, teachers are become stronger (T2:D.U 384). Challenges in looking Arabic environment, time of teaching Arabic at the end of school session and the number of Arabic Teacher in school not enough.

### **Challenges In The Learning Arabic Language**

The challenges among the students can be seen in different situations. Based on the content analysis, the researcher found 17 themes (See the table 1). Students have to learn foreign language, feel anxiety about that, bad perception, and negative mind set. They also see the career in their future seem unclear with Arabic knowledge, difficult to understand meaning, bad attitude, laziness, limited space in job and life, feel uncomfortable when incorrect, time learning is less, and learn oriented to exam. Students live in Malaysia where Arabic *Bi'ah* rarely heard, no Arabic environment, limited space to apply, different with English language more develop because people communicate with it and live in the environment.

Teaching and learning Arabic Language in Malaysia faces big challenges and rarely discuss in society and limited only in religious duty in daily prayers and other religious routine of *ibadah*. In terms of reading, the issue is people learn Arabic, they can only read, but did not know the meaning (P3: D.U 149). Meanwhile, Arabic Language compulsory to learn it beyond of the religious reason. It's important to understand what Allah revealed in the Qur'an and *Hadith* of Prophet Muhammad SAW. When Arabic Language became understood, people know how to live directly with the command in the Qur'an and Sunnah. Instead of that, it was not really happen in Malaysia country where English language took place as important language after Malay language. Job opportunities, life standards and the condition in Malaysia country that elevates Malay and English and apart from schools which take the Arabic stream (T2:D.U 392).

Students give reason why they did not understand with Arabic Language. And they perceived that teacher speaks with Arabic (S2: D.U: 306). Another reason, they did not use the time to study, not take serious and play a lot. While in class, there was a time to study, but they were doing things which were not beneficial, dislike reading books and doing exercises. (S3: D.U 203). There was no eagerness in searching new Arabic word in dictionary. If teacher asks to open it, they did not know how to look in the dictionary, only then they would open it. If not, they would not open it (S2: D.U:641). P1 said students were embarrassed to use the wrong language, then were reluctant to speak Arabic (P1:D.U 264). Thus, he said Malays want to speak perfectly. They are embarrassed to use the wrong language (P1:D.U 262).

And this finding contradict with Ta'imah (1989) that factor of student success in learning Arabic Language is continuously speak with it without feeling shy and worries if they had made mistake when having conversation.

But T1 said not all students in one class did not interested in learning Arabic Language, only a few of them because they think Arabic Language is difficult. Therefore, if students look up Arabic Language was difficult to learn, it would be challenger to them (T1:D.U 190). Yet, S2 said T&L Arabic Language in school did not give impact to apply in understanding Qur'an (S2: D.U: 481,483). He also viewed that Arabic extremely difficult to understand (S2: D.U: 585).

The surroundings were not helpful in learning Arabic Language give big challenges for the students in learning Arabic Language quickly. The environment which does not support the learning process would slow down learning of foreign language acquisition (P2: D.U 256). Arabic Language it's medium narrow, less of Arabic reference and media not helping enlighten Arabic Language. Arabic Language not becoming daily speech, and used for communication, reflect from that Arabic Language seems not important in society.

Medium like TV serviced a lot of programmes in English Language. Impact of that, students can use it, and apply in exams (S3: D.U: 240). Thus S2 said that they just try to speak in Arabic, but they cannot (S2: D.U: 751). He felt uncomfortable to use Arabic Language (S2: D.U: 743). T2 said that the challenges in learning Arabic among the students was the environment which was not supported. Furthermore, English Language was took place as a second language in the society. Besides that, the lacking of facilities such as Arabic comics (T2:D.U 62,68). The above finding significant to Rusniza (1998) that many students perceived that Arabic Language has no economic value to them and will not impact their future livelihood. Prior to that, there are big challenges to students to search the reference in Arabic Language. Because Arabic reference books were not that easy to find (S2: D.U: 188,242).

One of the factors of student's challenge in learning Arabic is related to students' attitude. As S2 viewed that he felt lazy in learning Arabic. He said at first, he was interested, and suddenly, felt lazy. After the teacher start speaks Arabic fully, they felt difficult to understand. Thus, student like teacher intersperse Arabic with Malay while learning (S2:D.U 301-305). S3 also same case with S2. They noticed that lazy become the divider between success learning in Arabic Language (S3:D.U 187). Another challenge in learning, students less reading Arabic book and allowed to decrease vocabulary in Arabic Language (T1:D.U 130).

Their mind set towards Arabic Language also gave challenge in learning (T3:D.U 158). She argued students' mind set with learning English language is easy, but not Arabic. The reason is because English words were used widely. Therefore, should be learning Arabic applied the same way (T3:D.U 198). S2 also agreed with English language is always heard, but Arabic did not (S2: D.U: 94) and (S3: D.U: 60).

S1 said there was limited time to do all plan. Learning process a little difficult because there must be a friend who can help when the problem in the study arose (S1:D.U 346). P2 also viewed the same like S1 about less opportunity to Arabic Language to live in the society. They do not have friends who can communicate fluently (P2: D.U 142). Other challenge is foreign language (S1:D.U 286). The other challenge was friends' influence. When their friends interested to study, they also like to study and vice versa (S2: D.U: 312,314). In addition, S1 viewed that her friends did not want learning Arabic because of language anxiety (S1:D.U 394).



T2 added that less of Arabic teacher outside the school will cause the challenge in learning Arabic, and T&L limited in school (T2:D.U 110). And the supportive medium out there not support the learning environment. The opportunity of learning Arabic is limited to only in religious school, and when they complete, it's no longer of use because the field that they will take on critical fields, which are more inclined towards Technical Science. The challenge is that students feel that they have less use for Arabic. Either in work or in their own lives (T2:D.U 380).

Other challenges were teacher replacement. Currently happen when female teacher had a labour and leave work for three months. Therefore, this teacher would replaced by other teacher. Commonly, the problem was arised when the replacement took by practical teacher. The practical teacher usually still in training, so they were less effective because they were still under process of learning in teaching (P2: D.U 146).

Therefore, P2 said that there were such a student finds another teacher who teaching Arabic subject when they faced that kind of the problem to understand the lessons. This effort did by whoever wants, whoever did not want, just wait in class, until the teacher returned, then, he would revise the studies (P2: D.U 156).

Family background also contribute to the challenge of learning Arabic because they did not have basic in Arabic, thus cannot support their children towards learning Arabic Language. Other challenges, students do not have basic since they were in kindergarten. When they start learning Arabic Language in secondary level, their level is lower than other students who have basic in Arabic Language. Then, they would be left behind from students who had basic, and are discouraged in continuing learning Arabic (T2:D.U 176).

Exam oriented educational system affected the objective of T&L to pass examination. This happen commonly to any institution learning of Malaysia until the government had changed the evaluation system to "Pentaksiran Berasaskan Sekolah" (PBS), and UPSR exam, PMR exam, SPM were reformed and transformed. But, there were still commitment with exam papers, therefore give big challenges to keep balance between objective learning to pass exam or use Arabic as a communication daily (T2:D.U 326).

Movement to improve Arabic Language in Malaysia is inadequate. The problem was there was not any Arabic associations in Malaysia which were formidable. People were lacking of attention, meanwhile Malaysia Prime Minister would fulfilled the voice of the masses. Therefore, there must have a movement to recognise Arabic as a comprehensive language (P1: D.U 316, 330). As P3 said that Arabic Language, there was a gap between other subjects learnt in school. Less priority compared to other subjects in examination (P3: D.U 76).

The curriculum in SMKA currently different with the curriculum in religious schools which ministered by persons or states where Arabic Language as a narrated language in all subject *diniyyah*. Therefore, it would make students more empower in Arabic Language rather than SMKA schools which teach Arabic in one subject only (S2: D.U: 569).

**Table 1: Themes of the Challenge in Teaching and Learning Arabic Language**

Challenges in the Teaching and Learning of Arabic Faced by the Teachers and Students	Challenges in the Teaching Arabic Language	Too much work Build interested approach Weak student Time shortly Patience of teacher Have use Malay language Arabic position in Malaysia Arabic infrastructure not strong Limited space practice the language Less preparation
	Challenges in the Learning Arabic Language	Students' attitude Foreign language Not interested Market value Arabic vocabulary Replacement teacher less effective Environment not support Limited resources Exam oriented Less of supportive media Arabic associations not strong Less enforcement by government Friends' influence English strengthen than Arabic Arabic difficult Reluctant to speak with Arabic Run away from school which had Arabic subject

## CONCLUSION AND SUGGESTION

Challenges in the T&L of Arabic faced by the teachers and students can be concluded to several themes.

Students must have basics in Arabic since primary school, if not it is becoming a challenge in learning Arabic. Good attitude is important to solve the challenges faced in learning Arabic and become the factor of success. Peer influence is determined as one of a challenge in learning Arabic. Apart of that, Saracaloğlu (2000) in his research has stated that mother's education had influenced her child's education rather than father's education. Those whose mothers graduated from university reflected the most favourable attitude toward foreign language. This emphasizes the importance of mother's education, that it shapes student's attitude throughout school life.

Student and teacher must have the right method or way to learn and teach Arabic, if not it becomes challenging to them learning and teaching Arabic. Students and teachers' interest toward learning and teaching Arabic Language challenge them to learn and teach.

Challenges of teaching come from the nature of Arabic Language itself. It is because factors of linguistic such as the sound of Arabic letters, structures and semantics, constructions, writings from right to left and influences of the mother tongue (Ahmad Hasan, 2000).

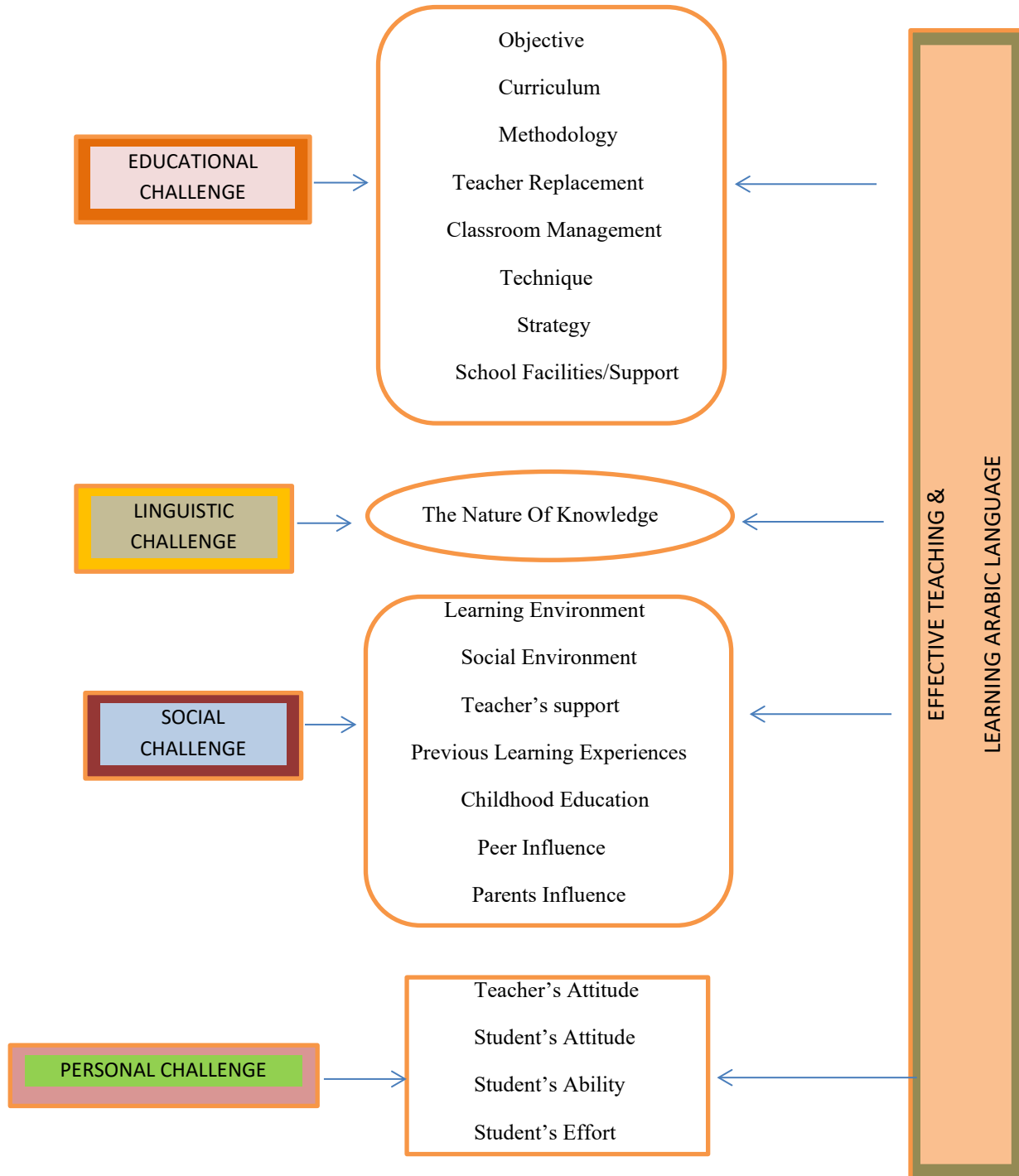
Instructors' medium of instructions also contribute to the challenge in the teaching Arabic Language which is related to crisis of Malay identity both teacher and student in T&L Arabic as a foreign language in class. They use Malay medium, traditional method in transferring knowledge. But, the study findings from Mohamad Azrien Mohamed Adnan, Shukeri Mohamad, Arifin Mamat (2014) said that the teacher has to use first language (L1) to ensure the comprehensibility of the Arabic contents teacher presents. Teacher attempts to make the learning process more comprehensible, more efficient and more effective and also can save teacher's time of explaining. When L1 is not used especially when teachers try to explain the unfamiliar words or concept, the level of anxiety among students will increase (Meyer, 2008).

The evaluation T&L Arabic Language based on being exam oriented also gives big challenges in T&L process. Arabic Language is less important compared to other language especially English language and becomes a challenge to T&L Arabic Language as foreign language. Religious Department Arabic Language in the government department is also deemed a failure in Arabic Language acquisition related to educational system and Ministry of Education Malaysia who fails to introduce an Islamic country with authority with provided Arabic centre and best facilities in T&L Arabic Language. Therefore, curriculum is determined as part of solutions of challenge in T&L Arabic Language, affected in time of teaching and evaluation in educational system.

Environment is important for the support of T&L Arabic Language success and objective of T&L must be clear in order to teach and learn Arabic Language to understand the Qur'ān. Environment becomes a challenge of learning Arabic in school. The same findings support that social factor such as families, *masjid*, clubs, media, journalism, publications and libraries among the most important factors that have an impact on the effectiveness of teaching Arabic as a foreign language.

In conclusion, effective T&L Arabic Language will be achieved by determine the challenges in T&L Arabic Language faced by teachers and students. As given below, there are four types of challenges; educational challenge, linguistic challenge, social challenge and personal challenge supposed to the teacher and the student overcome them to be successful in T&L Arabic Language.

**Figure 1: Types of challenge in effective of T&L Arabic Language**



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