

AN INSIGHT ON NEEDS ANALYSIS TOWARDS THE USE OF BRAINSTORMING METHOD IN ENRICHING ARABIC VOCABULARY USING TELEGRAM APPLICATION AMONG NON-NATIVE ARABIC STUDENTS

Muhammad Arif Abdul Rahman Sithiravel¹

Muhammad Sabri Sahrir^{2*}

Mohd Azrul Azlen Abd Hamid³

Wan Rusli Wan Ahmad⁴

¹ Faculty of Major Language Studies, Universiti Sains Islam Malaysia, 71800, Bandar Baru Nilai, Negeri Sembilan, Malaysia. (E-mail: arifrahman@usim.edu.my)

² Kulliyyah of Education, International Islamic University Malaysia, 53100, Gombak, Kuala Lumpur, Malaysia. (E-mail: muhdsabri@iium.edu.my)

³ Kulliyyah of Sustainable Tourism and Contemporary Languages, International Islamic University Malaysia, 84600, Pagoh, Muar, Johor Darul Takzim, Malaysia. (E-mail: azrul_qld@iium.edu.my)

⁴ Kulliyyah of Education, International Islamic University Malaysia, 53100, Gombak, Kuala Lumpur, Malaysia. (E-mail: wanrusli@iium.edu.my)

*Corresponding author: muhdsabri@iium.edu.my

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Abstract: Arabic vocabulary can be learned and enriched by using active learning strategies. The brainstorming method is one of the effective strategies aimed to increase human ability to think critically about words that are difficult to understand. This study gathered students' perspectives in relation to their needs on form - hence, developing standards for the brainstorming method in enriching Arabic vocabulary through the Telegram application. This research employed Analysis, Design, Development, Implementation, and Evaluation (ADDIE) methodology and approaches. It involved needs analysis data where the first phase used a questionnaire on the use of learning material, issues regarding learning approaches, the use of Telegram application in learning Arabic Language, and needs of using brainstorming method to enrich Arabic vocabulary. The questionnaires were distributed conveniently to 59 undergraduate students studying Diploma in Arabic Language and Bachelor of Al-Quran and Sunnah Language, Islamic University of Perlis (KUIPS). Quantitative data was then analyzed using Statistical Package for Social Science (SPSS) application to retrieve percentage, mean and standard deviations. Findings revealed a high need to develop standards for the brainstorming method in enriching Arabic vocabulary through the Telegram application based on students' opinions. An active learning strategy on Arabic Language learning, particularly Arabic vocabulary acquisition was much needed in order to enable comprehension and provide focus.

Keywords: *Needs Analysis; Standards; Brainstorming Method; Arabic Vocabulary; Telegram Application.*

Introduction

Mastering any language requires a distinct and effective approach to minimize errors in both speech and writing. In Malaysia, Arabic language education is offered from the elementary level through to university. Vocabulary acquisition is guided by a structured syllabus that integrates topics across the four key language skills: listening, reading, speaking, and writing. As McCarthy (1988) asserts, even the most proficient grasp of grammar is of limited value without an adequate vocabulary. This is because vocabulary is essential for constructing meaning in communication. Without a rich lexical repertoire, students struggle to comprehend the language and engage effectively with native speakers.

When discussing the teaching and learning of the Arabic language within the educational system, it is evident that the approach remains largely rooted in traditional, lecturer-centered methods and textbook-based instruction. This is particularly true for non-native learners, where teaching practices often remain static and conventional, prompting widespread and ongoing debate. The emphasis on teacher-centered instruction frequently limits classroom interaction and student participation. Although various techniques and methodologies have been introduced to enhance engagement and comprehension, some educators continue to rely heavily on outdated practices such as rote memorization and textbook lecturing, often without the aid of visual tools or modern technologies (Ismail, 2008). To foster self-directed learning and deeper engagement, there is a growing call for a pedagogical shift toward student-centered approaches that promote independent inquiry and active learning (Ab. Halim et al., 2017). In this evolving educational landscape, educators must adapt their teaching strategies to align with contemporary technological advancements and the changing needs of learners.

With the advancement of technology and the widespread use of digital communication tools, applications such as Telegram offer significant potential for enhancing language learning. The researcher posits that Telegram provides students with opportunities to engage in linguistic interaction through both written and spoken messages, thereby enriching their vocabulary and overall language proficiency. Due to its user-friendly interface and engaging features, Telegram has become a part of students' daily communication routines, particularly in activities involving reading and writing. Educational institutions are encouraged to leverage this platform as a supplementary tool in the teaching and learning process. When effectively integrated, Telegram can serve not only to improve students' vocabulary acquisition but also to boost their motivation and active participation in the learning experience.

Problem Statement

The traditional teacher-centered approach to Arabic language instruction has been consistently identified as a major contributor to students' lack of interest and engagement (Abdul Razif et al., 2019; Kamarul, 2009; Rosni, 2009; Ab. Halim, 2005). Continued dependence on lecture-based teaching with minimal student interaction and limited use of technology further reduces the appeal and effectiveness of Arabic language learning (Zawawi, 2008). The extensive and often complex nature of Arabic grammar, when taught using rigid and outdated methods—particularly for non-native learners—tends to result in fragmented and ineffective instruction (Normah et al., 2017; Suhaidah et al., 2017; Azman & Goh Ying Soon, 2010; Azhar et al., 2006). Research by Mohammad Haafiz et al. (2018), Maimun et al. (2014), and Rosni (2009)

indicates that teacher-centered practices, such as an overreliance on translation, contribute to passive learning environments and diminished student motivation. In addition, Norhayuza (2010) reported that students' mastery and enrichment of Arabic vocabulary remain below satisfactory levels, underscoring the need for more dynamic and student-centered instructional approaches.

Given that the mastery of writing, speaking, reading, and listening skills is heavily dependent on students' vocabulary knowledge, this issue has prompted the integration of an active learning strategy—specifically the brainstorming method—with the use of the Telegram application to enhance Arabic vocabulary acquisition. According to Nik Yusoff (2018), teachers must adopt creative and varied instructional approaches to ensure that students, particularly those who are struggling, receive the necessary support to succeed in learning the Arabic language. In line with this, Jamel (2013) emphasizes that Arabic language learners can greatly benefit from multimedia-based teaching methods. Accordingly, the researcher employs the brainstorming technique as a means to promote active learning and critical thinking, while utilizing Telegram as a digital platform to reinforce and expand students' vocabulary in a more engaging and interactive manner.

Furthermore, the integration of the Telegram application into Arabic vocabulary learning can significantly boost student engagement and comprehension, owing to its interactive and accessible features. Yusof, Johana, Ab Manan, Nor Ashikin, and Alias (2012) highlight the pivotal role of social media platforms in second language acquisition, emphasizing their growing effectiveness as educational tools. Building on this perspective, the present study aims to develop a solution that promotes active learning and facilitates Arabic vocabulary acquisition beyond the confines of the traditional classroom. This mobile-based approach is particularly beneficial for learners who favor rapid access to information in a familiar and widely used digital environment, allowing them to study anytime and anywhere through Telegram.

In parallel, the implementation of clear educational standards is essential to guide the teaching and learning process toward achieving specific learning objectives. These standards ensure consistency, quality, and purpose in instructional activities—not only within educational institutions but also across broader organizational contexts. Given the increasing emphasis on learner-centered education, many language institutions are adopting standard-based frameworks to improve learning outcomes. As noted by Dahaman (2014), diversifying pedagogical strategies fosters greater learner autonomy and motivation, enabling students to seek knowledge independently beyond conventional classroom methods.

Despite the integration of multimedia tools in language education, a significant gap remains in the application of social media—particularly Telegram—for the specific purpose of enriching Arabic vocabulary among non-native learners. Current instructional practices often lack structured, standards-based approaches that align with learners' preferences for mobile, flexible, and interactive methods. Therefore, this study seeks to address that gap by identifying student needs and proposing a standards-driven model that integrates the brainstorming method within the Telegram platform for vocabulary acquisition.

Literature Review

Active learning is a learning method or strategy that helps students interact, investigate, solve problems, and make decisions correctly. Active learning is a method for enhancing and facilitating learners' responses in learning. Silberman (2010) indicated that active learning is

an educational activity that encourages learners to participate directly through real experiences rather than just concepts or theories. Active learning also facilitates students in answering questions, finding information to solve problems, or searching for ways to do any work. In addition, one of the active learning strategies is brainstorming method as indicated by (Riadi, 2021) that the types of active learning methods are Think-Pair-Share, Jigsaw strategy, Role Play, Collaborative Learning Groups, Trading Cards, Brainstorming, Concept Map, and Information Gap.

According to Osborn (1953), brainstorming is a conference-style method where a group attempts to find solutions to a specific problem by gathering ideas simultaneously. Hence, brainstorming increases the number of ideas related to a specific field and the methods through which new ideas are generated. According to Harmer (2001), the type of teaching he suggests to his students as teachers is to encourage active learning in the ways in which our students hear, understand, interpret, and integrate ideas. One way to help students overcome some of the problems they encounter in writing assignments is to use brainstorming activities. Additionally, Donough & Shaw (2003) stated that brainstorming is a method of gathering ideas through conversation with other students. In this case, brainstorming is a method of finding ideas in the minds of students, and this method can be used by students in a small group to gather ideas through conversation or discussion. Chesla (2006) stated that brainstorming encourages students to start with familiar ideas and find detailed information or data about the ideas.

Wang (2010) discussed that brainstorming is a method for creating active learners who engage in critical thinking and analysis. This means that brainstorming is an active learning technique that can be used effectively in the classroom and brings a lot of mind activity. Furthermore, one of the goals of brainstorming is to make connections with others about a given topic and record the information in their minds. On the other hand, (Harmer, 2001) confirmed that it is useful to teach students in each semester different brainstorming techniques in order to stimulate their thinking and create ideas necessary for acquiring a second language. Brainstorming method is useful in giving students the opportunity to know their ideas on paper before starting to write. Baumgartner (2006) stated that brainstorming is among the most effective methods for generating ideas, allowing the writer to identify the optimal idea to use to solve problems. A large vocabulary distinguishes a person from all others in developing his knowledge and makes him capable, confident, and fluent in communication and interaction. Without sufficient vocabulary, students are unable to understand others or express their own ideas and feel shy to communicate with others. There are many important points from previous research and studies. For example, Wilkins (1972) wrote in his book "Linguistics in Language Teaching" that "without grammar or a little of it, we can transmit it, but without any vocabulary, we can transmit nothing."

In addition, Paul Nation (1990) noted that "vocabulary is not an end in itself. A rich and extensive vocabulary facilitates the successful implementation of listening, speaking, reading, and writing skills". According to (Rosni Samah, 2013), the level of foreign language proficiency lies in the level of vocabulary proficiency. Therefore, attention must be paid to mastery of vocabulary because it will have a significant impact on students' performance and their linguistic outcome. Ta'amneh (2017) conducted a comparative study on the effects of traditional teaching methods versus a blended approach combining traditional instruction with the use of WhatsApp on university students' language performance. Pre- and post-tests were administered, and the findings indicated that the blended teaching approach significantly contributed to improving students' language performance.

Rahimi, Azhan, Normeza, and Harun (2015) reported that students' attitudes toward using Facebook for learning Arabic were generally positive. The platform supported the development of their language skills and vocabulary through interactive engagement and group participation. Students also felt motivated to communicate with one another in Arabic via Facebook. Alsulami (2016) indicated that multimedia and technology (computer, YouTube) and social networking applications (Facebook, Twitter, WhatsApp, Telegram) have positive effects in improving the linguistic ability of female students in learning the English language. Iswanto (2017) pointed out that information technologies and interactive communication tools such as: (e-mail, radio, computer, local or satellite television channels, video conferences, magnetic disks, and instant messaging such as the WhatsApp and Telegram applications) provide an opportunity for students to learn the Arabic language, increase their motivation to improve the Arabic language, increase the ability and efficiency of teachers in teaching the Arabic language, and benefit from freedom of time to learn the Arabic language, and create a communicative environment in the Arabic language.

While existing studies demonstrate the benefits of platforms such as WhatsApp, Facebook, and YouTube in second language learning, relatively few have addressed Telegram in the specific context of non-native Arabic learners. Moreover, the majority of research focuses broadly on language performance rather than vocabulary enrichment strategies. This study therefore contributes a unique angle by focusing on how Telegram can support structured, standard-based vocabulary instruction through active learning methods, particularly brainstorming—an area currently underexplored in the literature.

Needs Analysis

Needs analysis involves collecting data on the specific needs of customers in industry or education. In research, it focuses on student learning needs and is the first phase of the ADDIE approach. The needs analysis phase involves identifying and evaluating needs, then setting expectations. This process, also known as identifying existing problems within the target population (McKillip, 1987), includes finding the best method to address these issues. According to McKillip (1987), the needs analysis phase can follow several models:

i. Discrepancy Model:

- It is used mainly in education.
- Involves setting goals, measuring performance, and identifying discrepancies between what should be and the actual situation.

ii. Marketing Model:

- Focuses on analyzing needs and feedback to evaluate customer requirements.
- Involves selecting a target population, analyzing competition, and developing an effective marketing mix to impact the user population.

iii. Decision Making Model:

- Adapted from Multi-attribute Utility Analysis (MAUA).
- Includes problem modeling (identifying and formulating actions), quantifications (measuring and estimating requirements), and synthesis (preparing an index of requirements to be met by the organization's coordinator).

Based on the three models, the researcher chose the Discrepancy Model to support the needs analysis phase. This study aims to identify the need for developing standards for using the

brainstorming method to enrich Arabic vocabulary through the Telegram application among non-native Arabic students at KUIPS.

Research Objective

The objective of the study for the phase of needs analysis is:

- i. Identifying the needs of non-native Arabic students at the Islamic University of Perlis (KUIPS) regarding the use of brainstorming method to enrich Arabic vocabulary through the Telegram application.

Research Question

The research question for the phase of needs analysis is:

- i. What are the needs of non-native Arabic students at the Islamic University of Perlis (KUIPS) regarding the use of brainstorming method to enrich Arabic vocabulary through the Telegram application?

Research Methodology

The research methodology used in this study is detailed below:

- i. Needs analysis:

Muruganantham (2015) states that the analysis phase is the cornerstone of all instructional design phases, including the ADDIE process. At this stage, potential instructional problems and objectives are identified. He also notes that this phase can involve research techniques like needs analysis, goal analysis, and task analysis. Besides, the questionnaires used as the research instrument in the phase of need analysis to observe the need to develop standards for using the brainstorming method to enrich Arabic vocabulary through the Telegram application by looking at perspectives of the non-native Arabic students at KUIPS.

- ii. Sampling procedure:

The researcher uses the random sampling method at this phase of needs analysis. The random sample for this phase includes 59 Malaysian male and female students studying and specializing in the Arabic language at the diploma and bachelor's levels at the Islamic University of Perlis (KUIPS) where the data was collected to gather perspectives on the need to develop the standards. The respondents involved in this needs analysis phase are shown in the table below:

Table 1: Respondents for the Needs Analysis Phase

Respondents	No.
Diploma in Arabic Language	40 students
Bachelor of Al-Quran and Sunnah Language	19 students
Total	59 students

- iii. Research instrument:

The instrument used in the first phase of this study was a questionnaire. This questionnaire was adapted from the study by Abdul Hamid (2020). The questionnaire on need analysis was distributed to obtain feedback and students' perspectives on the need to develop standards for using the brainstorming method to enrich Arabic vocabulary through the Telegram application. The questionnaire was structured and modified based on the needs analysis instrument. It focused on five areas: respondent demographics, use of learning materials, issues related to

learning methods, use of the Telegram application for learning Arabic language, and the need for using the brainstorming method to enrich Arabic vocabulary.

iv. Data analysis and interpretation:

The data collected were analyzed using the Statistical Package for Social Sciences (SPSS), with an exclusive focus on descriptive statistics, including percentage, mean, and standard deviation. No inferential statistical tests were employed, as the objective of this needs analysis phase was to gauge students' perceptions and identify trends, not to test hypotheses or generalize findings to a larger population. This aligns with the study's exploratory nature in the ADDIE model's analysis phase as shown in Table 2:

Table 2: Mean interpretation scores

Mean score	Interpretations
4.21 - 5.00	Strongly agree
3.41 - 4.20	Agree
2.61 - 3.40	Neutral
1.81 - 2.60	Disagree
1.00 - 1.80	Strongly disagree

Source: Imsa-ard, (2021)

Results

The results and findings of this study are presented below:

i. Use of Learning Materials

This section analyzes respondents' feedback on the use of learning materials. Table 3 shows the mean scores and standard deviations for each item in this aspect.

Table 3: Use of Learning Materials

	The use of learning materials	Mean	SD	Interpretations
1	I use the main reference book to learn Arabic.	4.07	.828	Agree
2	I use additional reference books to learn the Arabic language.	3.66	1.124	Agree
3	I use materials in the library to learn the Arabic language.	2.85	.979	Neutral
4	I use the notes available on the Internet to learn Arabic.	4.47	.653	Strongly agree
5	I use the simple notes that I wrote myself to learn Arabic.	4.05	.972	Agree
6	I use the smartphone application to learn the Arabic language.	4.53	.598	Strongly agree
7	I use the notes within the smartphone application to learn the Arabic language.	4.54	.625	Strongly agree
8	I use the notes shared by the lecturer to learn Arabic.	4.51	.598	Strongly agree
	Average	4.08	.546	Agree

Based on Table 3 above, the arithmetic mean of non-native Arabic-speaking students' responses at the Islamic University of Perlis (KUIPS) regarding their attitudes towards the use of learning materials was 4.08, with a standard deviation of 0.546, indicating a strong positive attitude. The highest-rated item was item 7 ("I use the notes within the smartphone application to learn the Arabic language") with a mean of 4.54 and a standard deviation of 0.625. This was followed by item 6 ("I use the smartphone application to learn the Arabic language") with a mean of 4.53 and a standard deviation of 0.598, and item 8 ("I use the notes shared by the lecturer to learn Arabic") with a mean of 4.51 and a standard deviation of 0.598. Item 4 ("I use the notes available on the Internet to learn Arabic") had a mean of 4.47 and a standard deviation of 0.653. Item 1 ("I use the main reference book to learn Arabic") had a mean of 4.07 and a standard deviation of 0.828, while item 5 ("I use the simple notes that I wrote myself to learn Arabic") had a mean of 4.05 and a standard deviation of 0.972. Item 2 ("I use additional reference books to learn the Arabic language") had a mean of 3.66 and a standard deviation of 1.124. The lowest-rated item was item 3 ("I use materials in the library to learn the Arabic language") with a mean of 2.85 and a standard deviation of 0.979.

ii. Issues related to Learning Methods

This section analyzes respondents' feedback on issues related to learning methods. Table 4 shows the mean scores and standard deviations for each item.

Table 4: Issues related to Learning Methods

	Issues related to Learning Methods	Mean	SD	Interpretations
1	The traditional teaching method (full explanation by the teacher) is not sufficient to understand the course content.	4.03	.524	Agree
2	I have difficulty communicating with lecturers and friends outside of lecture hours.	3.88	.494	Agree
3	I have limited time to study topics and vocabulary during lectures.	4.12	.618	Agree
4	The topics and vocabulary studied are not understood.	3.83	.497	Agree
5	The educational information and notes in the classroom are difficult.	3.95	.600	Agree
6	Online learning notes are still few.	4.05	.506	Agree
7	The price of additional reference books is expensive.	4.08	.651	Agree
8	My Arabic vocabulary is still low.	4.22	.618	Strongly Agree
	Average	4.02	.317	Agree

Table 4 presents the results of students' responses regarding their attitudes towards learning methods. Most items received strong scores, ranging from 3.83 to 4.22. The overall average for this aspect was 4.02, with a standard deviation of 0.317. The highest-rated item was item 8 ("My Arabic vocabulary is still low") with a mean of 4.22 and a standard deviation of 0.618. This was followed by item 3 ("I have limited time to study topics and vocabulary during lectures") with a mean of 4.12 and a standard deviation of 0.618. Item 7 ("The price of additional reference books is expensive") had a mean of 4.08 and a standard deviation of 0.651, while item 6 ("Online learning notes are still few") had a mean of 4.05 and a standard deviation of 0.506. Item 1 ("The traditional teaching method (full explanation by the teacher) is not sufficient to understand the course content") had a mean of 4.03 and a standard deviation of 0.524. Item 5 ("The educational information and notes in the classroom are difficult") had a mean of 3.95 and a standard deviation of 0.600. Item 2 ("I have difficulty communicating with lecturers and friends outside of lecture hours") had a mean of 3.88 and a standard deviation of 0.494. The lowest-rated item was item 4 ("The topics and vocabulary studied are not understood") with a mean of 3.83 and a standard deviation of 0.497.

iii. Use of the Telegram application for learning Arabic language
This section analyzes respondents' feedback on using the Telegram application for learning Arabic language. Table 5 shows the mean scores and standard deviations for each item in this aspect.

Table 5: Use of the Telegram application for learning Arabic language

	Use of the Telegram application for learning Arabic language	Mean	SD	Interpretations
1	I like learning using technology.	4.47	.537	Strongly Agree
2	I like the educational notes available and the ease of searching them on the Telegram application.	4.58	.498	Strongly Agree
3	I like video notes in learning Arabic.	4.61	.492	Strongly Agree
4	I like colored notes in learning Arabic.	4.66	.477	Strongly Agree
5	I like information that can increase my Arabic vocabulary.	4.71	.457	Strongly Agree
6	I like the information provided in the form of video clips on the Telegram application.	4.51	.504	Strongly Agree
7	I like the information provided in the form of audio clips on the Telegram application.	4.59	.495	Strongly Agree
	Average	4.59	.412	Strongly Agree

Table 5 presents the responses of non-native Arabic-speaking students at the Islamic University of Perlis (KUIPS) regarding their attitudes towards using the Telegram application for learning Arabic language. The overall mean score was 4.59, with a standard deviation of 0.412, indicating a very strong positive attitude. The highest-rated item was item 5 ("I like information that can increase my Arabic vocabulary") with a mean of 4.71 and a standard deviation of 0.457. This was followed by item 4 ("I like colored notes in learning Arabic") with a mean of 4.66 and a standard deviation of 0.477, and item 3 ("I like video notes in learning Arabic") with a mean of 4.61 and a standard deviation of 0.492. Item 7 ("I like the information provided in the form of audio clips on the Telegram application") had a mean of 4.59 and a standard deviation of 0.495. Item 2 ("I like the educational notes available and the ease of searching them on the Telegram application") had a mean of 4.58 and a standard deviation of 0.498. Item 6 ("I like the information provided in the form of video clips on the Telegram application") had a mean of 4.51 and a standard deviation of 0.504. The lowest-rated item was item 1 ("I like learning using technology") with a mean of 4.47 and a standard deviation of 0.537.

iv. The need for using the brainstorming method to enrich Arabic vocabulary
This section analyzes respondents' feedback on the need for using the brainstorming method to enrich Arabic vocabulary. Table 6 shows the mean scores and standard deviations for each related item.

Table 6: The need for using the brainstorming method to enrich Arabic vocabulary

	The need for using the brainstorming method to enrich Arabic vocabulary	Mean	SD	Interpretations
1	I believe that the brainstorming method can make it easier for students to understand information.	4.56	.501	Strongly Agree
2	I believe that the brainstorming method can increase Arabic vocabulary.	4.58	.498	Strongly Agree
3	I believe that the brainstorming method can increase creativity.	4.61	.492	Strongly Agree
4	I believe that the brainstorming method can enhance understanding in learning Arabic vocabulary.	4.58	.498	Strongly Agree
5	I believe that the brainstorming method can help students memorize Arabic vocabulary easily.	4.58	.498	Strongly Agree
6	I believe that the brainstorming method can increase students' concentration in learning Arabic vocabulary.	4.61	.492	Strongly Agree
7	I believe that the brainstorming method can help students learn Arabic vocabulary quickly.	4.58	.498	Strongly Agree
8	I believe that the brainstorming method can motivate students to learn Arabic vocabulary diligently.	4.59	.495	Strongly Agree
9	I believe that the brainstorming method can help students learn Arabic vocabulary more enjoyably.	4.59	.495	Strongly Agree
10	I believe that learning Arabic vocabulary through the brainstorming method is more effective.	4.63	.488	Strongly Agree
	Average	4.59	.435	Strongly Agree

Table 6 presents the responses of non-native Arabic-speaking students at the Islamic University of Perlis (KUIPS) regarding their attitudes towards using the brainstorming method to enrich Arabic vocabulary. The overall mean score was 4.59, with a standard deviation of 0.435, indicating a very strong positive attitude. The highest-rated item was item 10 ("I believe that learning Arabic vocabulary through the brainstorming method is more effective") with a mean of 4.63 and a standard deviation of 0.488. This was followed by item 3 ("I believe that the brainstorming method can increase creativity") and item 6 ("I believe that the brainstorming method can increase students' concentration in learning Arabic vocabulary"), both with a mean of 4.61 and a standard deviation of 0.492. Item 8 ("I believe that the brainstorming method can motivate students to learn Arabic vocabulary diligently") and item 9 ("I believe that the brainstorming method can help students learn Arabic vocabulary more enjoyably") both had a mean of 4.59 and a standard deviation of 0.495. Item 2 ("I believe that the brainstorming method can increase Arabic vocabulary"), item 4 ("I believe that the brainstorming method can enhance understanding in learning Arabic vocabulary"), item 5 ("I believe that the brainstorming method can help students memorize Arabic vocabulary easily"), and item 7 ("I believe that the brainstorming method can help students learn Arabic vocabulary quickly") each had a mean of 4.58 and a standard deviation of 0.498. The lowest-rated item was item 1 ("I believe that the brainstorming method can make it easier for students to understand information") with a mean of 4.56 and a standard deviation of 0.501.

Discussions

i. Use of Learning Materials

As a result of this descriptive analysis, the data indicated that students' frequency of using learning materials was at a high level. The most common use of learning materials by students was the notes within the smartphone application with a mean of 4.54 and a standard deviation of 0.625. This was followed by the use of smartphone application to learn the Arabic language with a mean of 4.53 and a standard deviation of 0.598. These results indicate that students prefer learning using notes provided within the smartphone application. Motiwalla (2007) found that many students favor mobile devices and benefit from text messages for learning. Similarly, Basoğlu (2010) reported that participants using mobile applications could remember words better than those using traditional methods. Besides, the use of online notes to learn Arabic had a mean of 4.47 and a standard deviation of 0.653, indicating frequent use of online Arabic learning materials due to their accessibility. Mohammad Najib and Aiman (2016) found that online learning materials enhance students' understanding of the language and familiarity with learning technology, as the internet is accessible anywhere.

ii. Issues related to Learning Methods

Moreover, issues related to learning methods are also an essential factor in developing proposed standards. The strongest item in this aspect is item 8 ("My Arabic vocabulary is still low"), with a mean of 4.22 and a standard deviation of 0.618, indicating that most students agree their Arabic vocabulary is insufficient. Norhayuza (2010) also found that teaching, mastering, and enriching Arabic vocabulary among students remains below satisfactory levels. Vocabulary acquisition is vital for all Arabic language skills. Cameron (2001) emphasized that vocabulary plays a major role in language acquisition. Apart from that, the results indicate that students agree the traditional teaching method (full explanation by the teacher) is insufficient for accurately and deeply understanding the course content. Freeman et al. (2014) found that traditional teaching methods relying on long lectures reduce student interaction, leading to superficial comprehension of knowledge and content. Therefore, this study aims to design

standards for using the brainstorming method to enrich the Arabic vocabulary of non-native Arabic speaking students at the Islamic University of Perlis (KUIPS) through Telegram application.

iii. Use of the Telegram application for learning Arabic language

Regarding the use of Telegram for learning Arabic, non-native Arabic speaking students at the Islamic University of Perlis (KUIPS) showed very strong positive attitudes, with a mean score of 4.59 and a standard deviation of 0.412. The highest-rated item indicated that students prefer information that expands their Arabic vocabulary, with a mean of 4.71 and a standard deviation of 0.457. This suggests that students favor Telegram as a tool for acquiring and increasing Arabic vocabulary. Stockwell (2010) also found that smartphone applications enhance vocabulary learning by providing a flexible and accessible learning environment. Furthermore, the results indicated that students enjoy learning Arabic vocabulary using technology, particularly through the Telegram application. Abdul Namous (2020) found that university students show great interest in Telegram application and are attracted to it for communication and exchanging academic information, highlighting its potential as an educational tool for enhancing vocabulary learning. Based on these findings, the researcher aims to develop standards for a brainstorming method to enrich Arabic vocabulary using the Telegram application.

iv. The need for using the brainstorming method to enrich Arabic vocabulary

In addition, it is evident that the attitudes of non-native Arabic speaking students at the Islamic University of Perlis (KUIPS) towards the needs of using the brainstorming method to enrich Arabic vocabulary in general reached (4.59) with a standard deviation of (0.435), which means that the degree of their attitudes towards the needs of using the brainstorming method to enrich Arabic vocabulary to support their studies was very strong. Besides, the strongest item in this aspect state that learning Arabic vocabulary through the brainstorming method is more effective, as it has an arithmetic mean of (4.63) and a standard deviation of (0.488). This result indicates that students believe that using the brainstorming strategy can be an effective method for learning Arabic vocabulary. This finding aligns with Al-Manaseer (2022), who concluded that the brainstorming strategy significantly increases Arabic vocabulary among learners, as evidenced by an average score of 4.55 for statement 5, indicating its effectiveness in helping learners employ and understand Arabic vocabulary.

Based on the findings and discussion above, standards will be developed for using the brainstorming method to enrich Arabic vocabulary through the Telegram application.

Conclusion

In conclusion, the need to develop standards for using the brainstorming method to enrich Arabic vocabulary through the Telegram application is justified based on the needs analysis from the students' perspective. This could be due to the fact that the brainstorming method through the Telegram application was effective, engaging, and beneficial in enriching the Arabic vocabulary of non-native Arabic speaking students at the Islamic University of Perlis (KUIPS). It may also transform the traditional, boring learning environment into one that learners prefer.

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