The Development of An Integrated Exercise Module for Basic Arabic Language Through Mobile Learning Application: A Need Analysis

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Abstract

In tandem with the development of technology, the use of multimedia in language learning is one of the best alternatives to make Arabic language learning more productive, effective and communicative. The use of multimedia applications has the potential to help students improve their mastery of the Arabic language, especially listening and speaking skills. However, teaching and learning Arabic language at UiTM are mainly focusing on the conventional methods where lecturers are utilizing textbook as the primary teaching resource. Some educators refuse to take advantage of technology in teaching because of the lack of multimedia learning materials and resources. Furthermore, the multimedia-based teaching materials that are currently available are not designed based on an appropriate instructional design approach which makes these educational materials irrelevant to the real needs of students. Therefore, the aim of this paper is to identify the problems and the needs of third language Arabic students at UiTM towards the development of an integrated exercise module for basic Arabic language through mobile learning application. This study is a survey based on a quantitative approach that uses a set of questionnaires as a research instrument. This questionnaire was distributed to 79 students out of 280 students who took Arabic as a third language at UiTM Shah Alam. Descriptive statistics were used to analyze this quantitative data. The findings revealed that most students agreed that learning Arabic in UiTM is only focused on the use of Arabic textbooks and the exercises provided in the books are not enough for them to master what they had learned. As a result, the students expressed the necessity of utilizing the additional multimedia learning materials in the classroom, not only to improve their Arabic language proficiency but also to perform well in tests and assignments.
Keywords: Need Analysis, Exercise Module, Arabic Language, Mobile Application, Multimedia

Introduction

Nowadays, technological developments are currently making a substantial contribution to the quality of education. The utilization of multimedia in language learning in specific is one of

the best alternatives for technological approaches to make language learning more productive, effective, and communicative (Thamarana, 2016). This advancement in language education sheds light on the need to improve the current learning approach for a better environment. Interactive learning environment is necessary to assist students to learn in a happier atmosphere without any pressure (Sanaky, 2013) and at the same time empowering student-centered learning which also leads to their learning achievement (Leow & Neo, 2014).

A study by Saputri et al (2018) supports that learning in the 21st century demands the employment of digital advancement in students' learning. This study showed that interactive multimedia supports learning activity and motivation among students to reach their optimal potential in their learning. Through the elements of text, graphics, images, audio, and video, multimedia offers a complex multi-sensory exploration for students' learning experience. Studies revealed that a combination of words and pictures increases the likelihood that people can integrate a significant amount of information (Thamarana, 2016). This will undoubtedly aid individuals with various learning preferences in maximizing their language proficiency in their foreign or third language learning (Esa et al., 2007).

A rising number of studies highlighting the numerous ways that mobile devices may be employed for the teaching and learning of languages has emerged as a result of the rapidly evolving field of mobile language learning (Bachore, 2015). In this digital era, the prevalence of mobile device ownership, including that of smartphones, personal media players, laptops, and personal digital assistants (PDAs), means that "mobile learning" or also known as m-learning is now becoming more relevant to change language learning setting to a better platform (Kukulska-Hulme, 2006). According to Cojocnean (2017), teachers could use mobile learning as a platform to design formal and informal learning environments in the classroom in order to promote student autonomy and participation in learning activities.

Learning a language, especially foreign language or third language is a massive challenge for students to fully adapt with the language skills. Karababa & Alper (2012) proposed that learning foreign language or third language requires utilization of multimedia through visual and audio instruments as a support in their journey in foreign or third language learning. Over the past ten years, mobile learning has undergone many stages of growth in the field of foreign language education, including the conceptualization of mobile assisted language learning (MALL) framework, which has led to a more innovative learning experience among students (Cakmak, 2019).

Foreign or third language learning like Arabic learning requires extra efforts to master these language skills as Arabic language has its own uniqueness in terms of its pronunciation and the Arabic characters used in Arabic writing (Alsabaan, 2015). El-Ebiary et al (2022) in their research reported that multimedia has a significant influence in teaching and learning Arabic language not only among non-native speakers, but also among native speakers. However, the employment of multimedia in teaching and learning Arabic must not disregard the role of instructor or teacher, rather a good and successful teacher should maximize the use of technology in the right educational context.

Literature Review
Overview of Arabic Learning through Multimedia
Numerous studies have been conducted in the area of technological advancement especially in interactive multimedia for learning Arabic language. Starting from computer assisted language learning through powerpoint presentation software, Ayu & Adam (2019) has

conducted a research on the role of powerpoint media in learning Arabic language among secondary school students in Indonesia. Besides, among the most popular approach in learning Arabic through multimedia is the utilization of website. Jaafar & Sya'ari (2016) created a learning website namely "i-Majrurat" website as a teaching aid in learning Arabic grammar among university students. The usage of these technological platforms until now shows the relevancy of using these platforms in teaching and learning Arabic language.

Moving forward, in this new digital era, the employment of social platforms in learning Arabic language is increasing actively. Basaris et al (2021) in their research presented the use of YouTube in intensive Arabic language learning among students in SMP Hikmah Padang Panjang, Indonesia. In addition, learning Arabic through social media like telegram has also contributed to the betterment of the learning environment. Rois & Setyawan (2020) explained the use of telegram applications as a learning medium to learn Arabic language. Learning languages, especially Arabic language through multimedia social platforms has a prominent effect on students as most of them are very familiar with the use of such technology in their daily life.

Additionally, a more advanced technology nowadays is the use of multimedia augmented reality in learning. Ali & Hamzah (2021) created through their research an augmented reality platform for senior citizens to learn Arabic language. Students' learning becomes more engaging for students, which increases their interest and motivation to learn Arabic language. Apart from that, Abdelhamid et al (2018) explored the use of mobile applications in Arabic language learning. Multimedia through mobile applications has the outstanding potential to assist students to improve their Arabic language proficiency especially listening and speaking skills. From this overview of multimedia utilization for learning Arabic language, we could draw the conclusion that multimedia elements in a variety of platforms are appropriate for students at every academic level and able to boost students' engagement and motivation to learn Arabic language.

Engaging Multimedia in Arabic Learning based on Students' Needs

According to Mubarak (2021), learning resources must be varied to honor various learning styles among students in order to solve the issue of students and graduates of Arabic language not mastering Arabic language skills. Prior to that, multimedia platforms' design and development phases require a process of needs analysis to produce clear objectives and plans on the selected contents or materials, character design and overall concept of expected outcome. Sahrir et al (2017) conducted a research on learners' needs analysis towards Arabic mobile language application for mutawwif. This research displayed the importance of conducting needs analysis before developing an efficient and effective mobile application as well as incorporating students' opinions and suggestions through the needs analysis process to enhance the multimedia platforms that will be developed later.

Musling (2015) explained that the idea of needs analysis in language teaching and learning is rooted from the field of English for specific purpose (ESP) which after that has been adapted and applied to Arabic for specific purpose (ASP). Yusof et al (2018) proposed that the analysis theory for ESP by Hutchinson and Waters (1987) is useful for acquiring students' needs towards the development of multimedia platforms like educational applications. Needs analysis by Hutchinson & Waters (1987) consists of 3 main elements; necessities, lacks and wants. Despite of many discussions in various researches on instructional design theories that already established the needs analysis process as part of the theories like ADDIE, ASSURE and other instructional design theories, needs analysis by Hutchinson and Waters (1987) offers

different angle of needs analysis process by considering target situation, students' viewpoint, user-institutions and makes a clear distinction between necessities, lacks and wants.

The integration of technological advancement in language module components like language exercise components is very much important as language exercises are closely related to the mastery of Arabic language skills. To develop such exercise module, an extensive needs analysis process needs to take place. Hamidin et al (2019) applied in their research the needs analysis approach by Hutchinson and Waters (1987) to build Arabic language modules including Arabic exercises and multimedia learning resources for preschools' students. Needs analysis approach by Hutchinson and Waters (1987) is seen as a comprehensive framework to implement a wide range of analysis to design and develop an Arabic learning module in general and Arabic exercise module in specific incorporated with the development multimedia-based learning materials.

Problem Statement
Multimedia technology consists of several types of media such as animation, images, text, video and audio. Combination of multimedia technology and network communication technology has an impact on human's lifestyle, whether in work (Ahmad Fatoni, 2019), learning or daily activities. (Guan et al., 2018). Although current technology is developing, education has not been able to develop at the same pace (Djamas et al., 2018). To date, multimedia has been deployed for different second and foreign language classes such as English (Djusmaini et al., 2018, Guan et al., 2018, Abdul Samat & Aziz, 2020), and Arabic (Zainudin & Sahrir, 2014; Alhumaid, 2015; Al Musawi et al., 2016; Zurqoni et al., 2020; Moghazy, 2021), but the main problem remains the same; how to utilize multimedia technology efficiently to enhance students' understanding (Abdulrahaman et al., 2020). Contemporary learners nowadays prefer utilizing technology in learning foreign languages, as it helps in memorizing vocabularies, enhancing critical thinking skills and supporting students with different learning styles such as auditory, kinesthetic and visual learners (Abdul Samat & Aziz, 2020).

However, some educators are reluctant to utilize technology in teaching (Alhumaid, 2015). Most of them are also still struggling in planning and utilizing multimedia effectively in the classroom (Samat & Aziz, 2020), due to lack of multimedia learning materials and resources (Al Busaidi, 2015). Learning materials integrated with the use of technology such as smartphone-based media, interactive media or digital dictionary are needed to help students enhance their language skills (Zurqoni et al., 2020). Furthermore, the multimedia-based teaching materials that are available currently were not designed on the basis of an appropriate instructional design approach which makes these educational materials irrelevant to the students' real needs (Zainuddin & Sahrir, 2014). This confirms that a new set of multimedia platforms considering the needs of users, especially students, should be taken into account among developers and educators for the current and future educational evolution in order to provide students with a better learning experience.

UiTM is one of the higher education institutions that has offered Arabic language as an elective subject since 1999 where students may choose this language among other third languages offered at UiTM (Yusri et al., 2012). Teaching and learning Arabic language at UiTM are mainly focusing on the conventional methods where lecturers are utilizing textbooks as the primary teaching resource (Ismail et al., 2021). This demonstrates the scarcity of multimedia instructional materials that has greater potential to assist students more effectively in their Arabic language learning. Every media or multimedia platform that is

developed for teaching and learning must be designed according to the needs of the users (Prasetyo et al., 2019). This is due to students being the primary users of multimedia-based educational materials and these multimedia materials must be designed and developed in accordance with clear objectives to align with appropriate teaching and learning methods (Ghazali et al., 2016). Therefore, the aim of this paper is to identify the problems and the needs of third language Arabic students at UiTM towards the development of an integrated exercise module for basic Arabic language through mobile learning application.

Methodology
This study aims to identify the need to develop an Integrated Exercise Module for Basic Arabic Language through a Mobile Learning Application for UiTM students who take Arabic as a third language. This study is a survey based on a quantitative approach that uses a set of questionnaires as a research instrument. The sampling strategy used in this study is purposive sampling technique, in which the researcher specifies the characteristics that will be used to select the study participants (Long, 2011).

This questionnaire was distributed to 79 students out of 280 students who took Arabic as a third language at UiTM Shah Alam. This sample is sufficient for generalization purposes to the population (Krejcie & Morgan, 1970). The questionnaire set is divided into three parts. i) demographics with 7 items; ii) the problem of students learning Arabic up to ten items; and iii) needs analysis for the development an Integrated Exercise Module for Basic Arabic Language through a Mobile Learning Application with fifteen items.

Descriptive statistics were used to analyze this quantitative data. Data from the entire population is gathered for descriptive research, and fundamental statistics like frequency, percentage, mean, and standard deviation are reported (Pia, 2012). The researcher used the mean score to determine the level of this study. A mean score between 1.00 and 2.33 refers to a low level of agreement, a score between 2.34 and 3.66 indicates intermediate agreement, and a score between 3.67 and 5.00 indicates a high level of agreement, according to Rudzi's mean score interpretation from 2003.

Table 1
Interpretation of the mean score

Mean Score	Level
1.00 – 2.33	Low
2.34 – 3.66	Intermediate
3.67 – 5.00	High

Source: Rudzi (2003)

As for the reliability value is also high as shown in table 2 below, with Cronbach's alpha value exceeding 0.70 which is 0.847.

Table 2
Reliability Statistics

Cronbach's Alpha	N of Items
0.847	25

Research Findings
   i-   Student Demographics
The study population involved was 280 students with a sample rate of 79 students who took Arabic as a third language at UiTM Shah Alam. The following are the overall findings of the respondents' background that were translated in the study as shown in Table 3 below.

Table 3
Student Demographics

Demographics	Category	Sample (N=79)	Percent(%)
Gender	Male	35	44.3
	Female	44	55.7
Faculty	AP	21	26.6
	AS	26	32.9
	CS	10	12.7
	EM	5	6.3
	MC	9	11.4
	SR	8	10.1
I have experience learning Arabic before	Yes	61	77.2
	No	18	22.8
I have experience using spesific application for learning basic Arabic at UiTM	Yes	21	21.5
	No	62	78.5
I have experience using the special module for learning basic Arabic at UiTM in addition to the TAC401 text book	Yes	26	32.9
	No	53	67.1
I have a mobile phone/gadget for learning pusposes	Yes	73	92.4
	No	6	7.6
I used to use a mobile phone for multimedia consumption	Yes	72	91.1
	No	7	8.9

Based on table 3, the findings show that 44.3 % or 35 students are male and 55.7% or 44 students are female. All respondents came from 6 different faculties at UiTM Shah Alam. A total of 21 students (26.6%) are from the AP (Faculty of Architecture, Planning & Surveying). A total of 26 students (32.9%) from the AS (Faculty of Applied Sciences). A total of 10 (12.7%) from the CS (Faculty of Computer & Mathematical Sciences). Next, a total of 5 people (6.3%) from the EM (Faculty of Chemical Engineering). A total of 9 students (11.4%) from the MC (Faculty of Communication & Media Studies) and a total of 8 students (10.1%) from the SR (Faculty of Sports Science & Recreation). Based on the question 'I have experience learning Arabic before', a total of 61 students (77.2%) answered YES and 18 students (22.8%) answered NO. For the second statement 'I have experience using specific application for learning basic Arabic at UiTM', 17 students (21.5%) answered YES and 62 students (78.5%) answered NO. For the third statement 'I have experience using the special module for learning basic Arabic at UiTM in addition to the TAC401 text book' a total of 26 students (32.9%) answered YES and a total of 53 students (67.1%) answered NO. The fourth statement that reads 'I have a mobile phone/gadget for learning purposes' respondents who answered YES as many as 73 students (92.4%) while those who answered NO as many as 6 students (7.6%). For the last statement which is 'I used to use a mobile phone for multimedia consumption' a total of 72 students (91.1%) answered YES and 7 students (8.9%) answered NO.

ii-   **Level of Problems in Learning Arabic Language as a Third Language Students at UiTM**

Table 4

Level of Problems in Learning Arabic Language as a Third Language Students at UiTM

No	Item	1 SD	2 DNA	3 D	4 A	5 SA	Mean	SD	Level
B1.	I am less interested in learning Arabic as a third language at UiTM	35.4% (28)	34.2% (27)	25.3% (20)	5.1% (4)	0% (0)	2.00	0.906	Low
B2.	I have a hard time remembering the meaning of the Arabic vocabulary found in the elementary level Arabic syllabus.	8.9% (7)	25.3% (20)	45.6% (36)	15.2% (12)	5.1% (4)	2.82	0.971	Intermediate
B3.	I don't have a clear goal to learn Arabic	26.6% (21)	40.5% (32)	19% (15)	10.1% (8)	3.8% (3)	2.24	1.077	Low
B4.	Learning is only focused on the use of Arabic textbooks	8.9 % (7)	12.7% (10)	44.3% (35)	22.8% (18)	11.4% (9)	3.15	1.075	Intermediate
B5.	I was less exposed to various learning activities to increase my interest in learning Arabic.	19% (15)	20.3% (16)	40.5% (32)	16.5% (13)	3.8% (3)	2.66	1.085	Intermediate
B6.	The teaching method used by the lecturer is less interesting	32.9% (26)	40.5% (32)	19% (15)	6.3% (5)	1.3% (1)	2.03	0.947	Low
B7.	Basic level Arabic learning materials at UiTM are limited	7.6% (6)	24.1% (19)	48.1% (38)	15.2% (12)	5.1% (4)	2.86	0.944	Intermediate

							Mean	SD	Level
B8.	The exercises in the book are not enough for me to master the Arabic language	12.7% (10)	17.7% (14)	36.7% (29)	26.6% (21)	6.3% (5)	2.96	1.103	Intermediate
B9.	The atmosphere of Arabic language learning is less encouraging	22.8% (18)	30.4% (24)	31.6% (25)	8.9% (7)	6.3% (5)	2.46	1.130	Intermediate
B10.	Lack of facilities especially from the technological aspect to help me learn Arabic better	13.9% (11)	29.1% (23)	35.4% (28)	13.9% (11)	7.6% (6)	2.72	1.109	Intermediate
	Overall mean						**(mean=2.58, s.d =0.678)**		

Based on table 4, this study found that the level of problems in learning Arabic language as a third language students at UiTM is moderate based on the overall mean, which is 2.58. Findings show that mean of three is at a low level, and the mean of seven is at a moderate level. Items at a low level are items 1,3 and 6 with mean score of 2.00 (s.d = 0.906), 2.24 (s.d = 1.077) and 2.03 (s.d = 0.947). The item with the lowest mean is item 1 ' I am less interested in learning Arabic as a third language at UiTM' with a mean score 2.00. The items that are at a moderate level are items 2,4,7,5,8,9 and 10 with mean scores of 2.82 (s.d= 0.971), 3.15 (s.d= 1.075), 2.66 (s.d= 1.085), 2.86 (s.d= 0.944), 2.96(s.d= 1.103), 2.46 (s.d=1.230) and 2.72 (s.d=1.109). The item with the highest mean is item 4 'Learning is only focused on the use of Arabic textbooks' with a mean score 3.15. The second highest mean is item 'The exercises in the book are not enough for me to master the Arabic language' with a mean score 2.96. Overall, the level of problems in learning Arabic language as a third language students at UiTM is moderate, with a mean score of 2.58 (s.d= 0.678).

iii-   Level of Student Needs for the Development of Mobile Applications for UiTM Arabic Learning

Table 5
Level of Student Needs for the Development an Integrated Exercise Module for Basic Arabic Language through a Mobile Learning Application

No	Item	1 SD	2 DNA	3 D	4 A	5 SA	Mean	SD	Level
C1.	I need to understand Arabic well so that I can score in the listening test	0% (0)	0% (0)	11.4% (9)	25.3% (20)	63.3% (50)	4.52	0.695	High
C2.	I need to understand Arabic well so that I can score in the written test.	0% (0)	0% (0)	7.6% (6)	22.8% (18)	69.6% (55)	4.62	0.626	High
C3.	I need to understand Arabic well so that I can use it properly in the simulation task.	1.3% (1)	0% (0)	8.9% (7)	25.3% (20)	64.6% (51)	4.52	0.766	High
C4.	I need to understand Arabic well so that I can use it correctly in the role-playing task.	0% (0)	0% (0)	8.9% (7)	25.3% (20)	65.8% (52)	4.57	0.654	High
C5.	I need to understand Arabic well so that I can	0% (0)	0% (0)	13.9% (11)	29.1% (23)	57% (45)	4.43	0.728	High

	apply the Arabic language learned in my daily life.								
C6.	I need to understand the Arabic language well so that it can help me understand the use of the Arabic language such as reading in prayer, words in the Al-Quran, magazine/newspaper reading material and other sources.	0% (0)	1.3% (1)	10.1% (8)	22.8% (18)	65.8% (52)	4.53	0.731	High
C7.	I need an additional platform for learning basic Arabic besides using the TAC401 textbook.	1.3% (1)	2.5% (2)	34.2% (27)	39.2% (31)	22.8% (18)	3.80	0.868	High
C8.	The basic Arabic learning module application has the potential to help me learn Arabic better.	0% (0)	2.5% (2)	27.8% (22)	41.8% (33)	27.8% (22)	3.95	0.815	High
C9.	The basic Arabic language learning module application should be easily available.	0% (0)	0% (0)	19% (15)	38% (30)	43% (34)	4.24	0.755	High
C10.	The basic Arabic language learning module application should be easy to use.	0% (0)	0% (0)	17.7% (14)	32.9% (26)	49.4% (39)	4.32	0.760	High
C11.	The basic Arabic language learning module application should have various multimedia elements such as text, pictures, videos and animations.	0% (0)	1.3% (1)	11.4% (9)	36.7% (29)	50.6% (40)	4.37	0.737	High
C12.	The basic Arabic language learning module application must use the Arabic language syllabus as the third language of UiTM TAC401 basic level.	0% (0)	1.3% (1)	19% (15)	39.2% (31)	40.5% (32)	4.19	0.766	High
C13.	I need a clear guide on how to use the UiTM basic Arabic language learning module application.	0% (0)	1.3% (1)	19% (15)	32.9% (26)	46.8% (37)	4.25	0.808	High
C14.	UiTM's basic Arabic language learning module application should be used as additional learning material to help students learn Arabic.	0% (0)	0% (0)	21.5% (17)	40.5% (32)	38% (30)	4.16	0.758	High
C15.	UiTM's basic Arabic language learning module application should be assisted in its use by class lecturers.	0% (0)	0% (0)	24.1% (19)	32.9% (26)	43% (34)	4.19	0.802	High
	Overall mean					**(mean=4.31, s.d =0.518)**			

Based on table 5, this study found that the level of student needs for the development an Integrated Exercise Module for Basic Arabic Language through a Mobile Learning Application

was high based on the overall mean of 4.31. For the items of students' needs for the development of mobile applications to learn Arabic there are 15 items in total. Looking at the results of this study, all items got a high mean score respectively with 4.52 (s.d= 0.695), 4.62 (s.d= 0.626), 4.52 (s.d= 0.766), 4.57 (s.d= 0.654), 4.43 (s.d= 0.728), 4.53 (s.d=0.731), 3.80 (s.d= 0.868), 3.95 (s.d= 0.815), 4.24 (s.d= 0.755), 4.32 (s.d= 0.760), 4.37 (s.d= 0.737), 4.19 (s.d= 0.766), 4.25 (s.d= 0.808), 4.16 (s.d=0.758) and 4.19 (s.d=0.802). For the item that got the lowest mean score was item C7 'I need an additional platform for learning basic Arabic besides using the TAC401 textbook' with a mean score of 3.80. In addition, item C8 also got the second lowest mean score which is 'The basic Arabic learning module application has the potential to help me learn Arabic better' with a mean score of 3.95. For the item with the highest mean score, which is item C2 'I need to understand Arabic well so that I can score in the written test' with a mean score of 4.62 followed by item C4 'I need to understand Arabic well so that I can use it correctly in the role-playing task' with a mean score of 4.57. Overall, level of student needs for the development an Integrated Exercise Module for Basic Arabic Language through a Mobile Learning Application is high level with a mean score of 4.31 (s.d=0.518).

Discussion
The results and finding of this study found that the majority of respondents have previously studied Arabic language. In terms of learning Arabic as the third language at UiTM, they do not have experience in using particular mobile applications for this purpose. Also, most of them have never used any learning module other than TAC401 Arabic introductory level 1 textbook. They are also tech-savvy students because almost all of them use smartphone or other devices for learning purpose as well as they have experience in using multimedia on those devices.

Those students acknowledged that they are struggling to remember the meaning of Arabic vocabulary they learn in the syllabus. They also concurred that current learning of Arabic language is focusing mainly on the use of TAC401 Arabic introductory level 1 textbook and they are not exposed to various learning activities to increase their interest and motivation in learning Arabic language. This is due to the limited learning materials for learning basic Arabic language at UiTM and the existing exercises in the textbook are not enough for student to practice Arabic language.

In the matter of students' needs towards the development of mobile applications for learning Arabic language at UiTM, there are 2 main parts consisting of necessities and wants under needs analysis approach by (Hutchinson & Waters, 1987). For the necessities, the elements include the objectives and goals the students set for learning Arabic language through integrated exercise module via mobile learning applications, the platform they need to learn Arabic language skills and the potential benefits of that particular platform, as well as development components such as multimedia elements and its usefulness in assisting them to learn Arabic language in a better way. While for the wants, it includes additional request they need for the development of the mobile applications and for the future implementation strategies in class.

For the objectives and goals of understanding Arabic language, students are strongly agreed that they need to understand Arabic language well in order for them to score in both listening and written test and for them to use Arabic language appropriately in their simulation and role play assignment. According to them, they also need to understand Arabic language well so that they can apply this language in their daily lives besides they will be able

to understand Arabic words and phrases used in prayers, al-Quran and other reading materials like magazines or newspapers. In order to achieve those objectives and goals they set, they confirm on their needs towards utilizing additional multimedia learning platform to learn basic Arabic in addition to the use of Arabic TAC401 textbook in class. They believe that an integrated exercise module for basic Arabic learning through a mobile application has the potential to assist them in a better learning of Arabic language. The mobile application is expected to be easy to get and easy to be used (available and accessible). Besides, those respondents preferred a combination of some multimedia elements such as text, pictures, videos and animation. For the content selection, those students agreed that the exercise module through mobile application should be developed based on the current TAC401 Arabic introductory level 1 syllabus.

As for the wants, students require a clear set of guidelines on how to use the mobile application for learning Arabic language through exercise module. This integrated exercise module through mobile application should serve as an additional learning tools or resources to aid students during their learning in the class or anywhere outside of the class. They also do not deny on the role of lecturer or instructor in class where they require teacher's or instructor's guide while using the mobile application to learn Arabic language through the developed exercise module.

Conclusion

A lot of previous studies were conducted to highlight the effectiveness of utilizing multimedia materials in foreign language learning. The findings of those studies also showed that multimedia affects education positively, compared to traditional methods. The diversity of elements in multimedia such as text, audio, animation and others contributed to increasing students' motivation and enhancing their language proficiency skills such as listening and speaking skills.

Therefore, this research was conducted to identify the problems and the needs of third language Arabic students at UiTM towards the development of an integrated exercise module for basic Arabic language through mobile learning application. Based on the findings, most students agreed that learning Arabic in UiTM is only focused on the use of Arabic textbooks. Besides, the exercises provided in the books are not enough for them to master what they had learned. As a result, the students expressed the necessity of utilizing the additional multimedia learning materials in the classroom, not only to improve their Arabic language proficiency but also to perform well in tests and assignments. These results urge future researchers to develop the module or materials integrated with multimedia elements for Arabic language learning.

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