A Pilot Study on Vocabulary Learning Strategies for Arabic as a Foreign Language Learners

Nadhilah Abdul Pisal[1], Nurul Labanihuda Abdull Rahman[2], Nor Alifah Rosaidi[3], Ummi Syarah Ismail[4], Noraini Ismail[5]

[1,3,4]Academy of Language Studies, Universiti Teknologi MARA Cawangan Perlis, Kampus Arau, Malaysia, [2]Faculty of Business and Management, Universiti Teknologi MARA Cawangan Perlis, Kampus Arau, Malaysia, [5]Academy of Contemporary Islamic Studies, Universiti Teknologi MARA Cawangan Perlis, Kampus Arau, Malaysia

Abstract
In learning Arabic as a foreign language, awareness of using certain learning strategies can help students to improve their vocabulary. However, the development of this field of knowledge for foreign language in the university has not yet received widespread attention among researchers in Malaysia. As an intitiave, this study was conducted to identify the reliability and validity of questionnaire for Arabic vocabulary learning strategies that will be used in the actual study later on, and also to obtain an early overview of the strategies used in this pilot study. This survey involved 30 students who took the Arabic subject as a foreign language at Universiti Teknologi MARA Cawangan Perlis. The results showed that the reliability of this questionnaire was high with Cronbach's alpha value 0.96 for all 73 items. Students were found to use strategies at a moderate level as a whole and based on the constructs. Most students often used note-taking strategies in learning Arabic vocabulary, while the least used strategy was metacognitive strategies. In conclusion, the level of students' awareness in using strategies is still unsatisfactory. Based on this study, teachers can take special initiatives in the teaching process by exposing various vocabulary learning strategies to help students becoming more independent in mastering Arabic vocabulary.
Keywords: Language Learning Strategies, Vocabulary Learning Strategies, Vocabulary, Arabic, Foreign Language.

Introduction
Mastery of wide vocabulary is one of the characteristics for an individual who wants to master a language. Without good vocabulary mastery, students will have trouble understanding the meaning of an expression which in turn affects the mastery of other language skills such as listening, reading, speaking and writing. Several studies have also emphasized that the effect of limited vocabulary will not only affect students' Arabic language skills (Daud & Pisal, 2014; Wahab et al., 2021), but also has a negative impact on their language achievement (Baharudin, 2014).

For students who take Arabic as a foreign language at Universiti Teknologi MARA (UiTM) Cawangan Perlis, the weakness in mastering this vocabulary can be seen when the students

answer their listening and written test questions. Based on the researcher's experience as an Arabic language teacher at UiTM Cawangan Perlis, there are still students who have not fully mastered the Arabic vocabulary well based on overview on students' answers in written or listening assessments in each semester.

This problem is not something new for Arabic language subjects. This situation also occurs at various levels of education by linking the problem of vocabulary mastery as well as the issue of limited vocabulary size among students (Yaakub et al., 2012; Samah, 2012; Baharudin & Ismail, 2014). This issue is a very serious problem because this weakness also occurs at the primary school level in Malaysia, even up to the tertiary level by looking at the mastery of vocabulary size of students which do not achieve the objectives of learning Arabic to match with the level of students' education (Razak & Samah, 2018).

To overcome this problem, exposure to the use of various vocabulary learning strategies should be done to ensure that students know how to implement the suitable learning process when it is difficult to remember various new vocabularies in the Arabic syllabus. However, appropriate instruments to study the use of Arabic vocabulary learning strategies of a foreign language in Malaysia are still inaccessible. Therefore, this preliminary study was conducted to determine the suitability of the use of the Arabic vocabulary learning strategies questionnaire instrument that will be used in the real study as well as to get an initial overview of the use of vocabulary learning strategies among students.

Literature Review
For learning improvement, students need to be responsible for the development of knowledge that is successfully mastered after the teaching process. To ensure that they can absorb vocabulary information well, certain language learning strategies can be used. Awareness of the use of language learning strategies needs to be increased among students so that they can diversify the use of strategies in the process of mastering new vocabulary. According to Oxford (1990), the use of language learning strategies can make learning easier, faster, fun, independent and effective.

Among the major pioneers who contributed knowledge in determining the classification of language learning strategies were (O'Malley et al., 1985; Rubin, 1987; Oxford, 1990; Stern, 1992). Among the classifications of language learning strategies that are often used by researchers were as presented by (Oxford, 1990). These classifications cannot be fully used to determine vocabulary learning strategies because there are overlapping strategy items between constructs when involving vocabulary learning. Thus, various classifications of specific strategies for vocabulary learning strategies were researched and presented by other scholars to ensure that each item was classified according to the appropriate category and did not overlap in one category. Among the scholars who put forward specific classifications for vocabulary learning strategies were (Gu and Johnson, 1996; Schmitt, 1997; Nation, 2001; Al-Shuwairekh, 2001; Takac, 2008).

Since the importance of mastering vocabulary plays an important role in mastering a language, various studies of vocabulary learning strategies have been conducted both locally and abroad. Most of the studies conducted focus on the study of vocabulary learning strategies for English as a second or foreign language. While the earliest study found examining vocabulary learning strategies for Arabic as a foreign language was a study conducted in Saudi Arabia by (Al-Shuwairekh, 2001).

From the point of view in vocabulary learning strategies for learning Arabic as a second language as well as a foreign language in Malaysia, the development is getting better. Various

studies of vocabulary learning strategies have been conducted in Malaysia involving various sample categories, such as studies at the primary school level (Azrin & Baharudin, 2020), secondary school level, namely two studies involving Form 4 students (Noor et al., 2016; Yasim et al., 2017), five studies involving form 6 students (Baharudin, 2014; Ismail et al., 2016a; 2016b; Kamaruddin & Baharudin, 2017; Rahman, 2020) and university level (Isa et al., 2014; Basit et al., 2017; Hasim et al., 2018; Asbulah et al., 2019).

Although many studies of Arabic vocabulary learning strategies have been conducted in Malaysia, all of these studies are still in their infancy as most of them focus on surveys method in different fields either in schools or higher learning institutions. If we examine four studies conducted at the university level, only one study was found to examine the use of strategies among students who do not specialize in Arabic at the university. The study was carried out by Hasim et al (2018) and they examined the students who studied Arabic as a foreign language.

A qualitative study by Hasim et al (2018) on the use of memory strategies in learning Arabic as a foreign language involved eight students with zero Arabic exposure from various specializations at Kolej Universiti Islam Melaka (KUIM). The findings of the study showed that the study respondents often used the strategy of "making a semantic map" under the main strategy of "using images and sounds" for learning Arabic vocabulary. These findings show that, although various studies of Arabic vocabulary learning strategies have been conducted at the university level, but there is still room to be studied from different angles to help students mastering new vocabulary effectively, especially in the field of Arabic language learning as a foreign language.

Objective
The objectives of this study are as follows:
1. To determine the reliability and validity of the Arabic vocabulary learning strategies questionnaire instrument.
2. To identify the level of vocabulary learning strategies used among the students as a whole and based on constructs.
3. To identify the five most frequently used vocabulary learning strategies along with the five least frequently used vocabulary learning strategies by the students.

Research Methodology
Sample
To conduct a pilot study, the minimum number of samples required is only 30 (Johanson & Brooks, 2010). Isaac and Michael (1981) stated that the number of samples proposed to conduct a pilot study is only between 10 to 30 respondents. Therefore, this pilot study only involved 30 undergraduate elementary Arabic students (level 2) at UiTM Cawangan Perlis. They consisted of 15 male students and 15 female students. To ensure that the actual sample of beginner students (level 3) at this university is not disturbed, level 2 Arabic students were used as the sample of this pilot study. By conducting a pilot study for a small number of samples among students who have characteristics that are similar to the actual sample, an initial picture of the actual study findings can be estimated.

Research Instruments
The questionnaire for this Arabic vocabulary learning strategies was adapted and modified from (Al-Shuwairekh, 2001). His study also involved vocabulary learning strategies for

students who took Arabic as a foreign language, however the location of his study was in Saudi Arabia. The selection of this appropriate instrument takes into account the suitability of the items and the division of the constructs according to a more practical classification.

In particular, the questionnaire presented by Al-Shuwairekh (2001) was chosen because he was very thorough in the process of constructing the research instrument items. The process of constructing the questionnaire items was produced by considering various information resulting from literature review, interview findings as well as the writing of daily diaries of specialized students who were learning Arabic as a foreign language in his study.

Through the instrument consisting of 63 items, this study made some adaption and modifications of items according to the suitability of the context of learning Arabic as a foreign language in Malaysia. There were items that were removed and there were items that had to be added or modified to ensure their suitability with the respondents in this study. As a result, a total of 73 items were produced after refinement and consideration by the research team.

The Arabic vocabulary learning strategies questionnaire prepared for this research is divided into two parts namely; part A: students' background information and part B: Arabic vocabulary learning strategies. For part A, the students' background information required in this section are gender, faculty, number of hours studied outside the classroom per week, interest in learning Arabic, Arabic grade for the previous semester and experience learning Arabic at school level.

In part B, the Arabic vocabulary learning strategies studied consists of 7 main constructs namely; non-dictionary strategy, dictionary strategy, note-taking strategy, memory strategy, practice strategy, metacognitive strategy and vocabulary expansion strategy. Students' responses to these vocabulary learning strategy items were evaluated based on a five -point Likert scale to facilitate researchers to identify the type and level of strategies used among students: 1 (never: means never use), 2 (rarely: means 1 or 2 times), 3 (sometimes: means several times), 4 (often: means almost every week) and 5 (always: means almost every time).

Next, to measure the level of strategy used among students, the mean score interpretation value of this five-point Likert scale was evaluated according to Oxford's (1990) interpretation. The three levels of mean value range as suggested by this scholar are; high level with a mean score of 3.5 - 5.0, medium with a mean score of 2.5 - 3.4 and low with a mean score of 1.0-2.4.

Validity of the Questionnaire
Once the instrument preparation process was completed, the validation process was performed by looking at content validity and face validity. According to Fraenkel and Wallen (1990), the validity of the content of a research questionnaire can be referred to several field experts who will evaluate the appropriateness of the content and format of the questions submitted based on the scope and objectives of the study set by the researcher. Thus, the process of validation of the content in vocabulary learning strategies questionnaire for Arabic as a foreign language in this study was done with reference to three field experts. The odd number of evaluators selected can make it easier for researchers to vote on results if there is a conflict of opinion between evaluators.

Once all items were assessed, some modifications were made to ensure that the questionnaire was easily understood by students in terms of specific sentence structure, use of terms and examples of strategies that needed to be streamlined to facilitate understanding. Overall, all items were accepted by the evaluators.

After the verification process by expert evaluator, face validation through readability activities was performed to ensure the information was clear, well understood and there was no confusion in understanding the meaning from the respondents' point of view. The readability process of this questionnaire was done through a small group of five students who were not involved with the actual study nor the pilot study. A total of five students consisting of four female students and one male student were involved in this process. The selection of these students was made voluntarily as it was difficult for researchers to meet students face-to-face during this covid-19 pandemic period. So, the students who were willing to help were chosen for this purpose.

During the readability process, each item was displayed and read to students in this small group. The readability results found that all students understood most of the items presented. However, there were few changes made in the item by changing the expressions suggested by the students. The most notable example, students stated that they were quicker to grasp the meaning of the question if the expression "mother tongue" in the questionnaire is replaced to "Malay language".

After referring this new finding to one of the experts in the field, this "mother tongue" expression is said to be usually more easily understood by individuals in the field of language than the public. Experts also recommended that if all respondents use their mother tongue, which is their first language in Malay, the use of the expression "Malay language" is better used to avoid confusion. Thus, all items that contain the expression "mother tongue" were changed directly to "Malay language" to facilitate students' understanding.

A Pilot Study

A pilot study should be conducted before the actual study to ensure that the instruments provided are suitable for use for the actual study. Moreover, the main purpose of conducting pilot study is to identify deficiencies, defects, weaknesses, or problems of the study that may need to be re-referenced prior to actual study implementation (Upton & Cook, 1996; Sang, 2010; Gay et al., 2012).

By conducting a pilot study, researchers can find out the similarities and differences of students' understanding of the items presented. Thus, the misunderstanding of the respondents in understanding the content of the items presented can be reduced. Furthermore, the results of the response in this pilot study can help to improve the items in the questionnaire before the actual study is continued. The issue of question's direction that may be difficult to understand can also be identified while the researcher is administering the pilot study.

The reliability of a questionnaire can also be identified by conducting a pilot study to assess the internal consistency of each item of the questionnaire as a whole and based on the construct through the reading of the value of the Cronbach's alpha coefficient. There are several views on the satisfactory value of Cronbach's alpha correlation coefficient, which is more than 0.60 (Konting, 1998), at least 0.70 (Fraenkel & Wallen, 1990) or more than 0.70 (Muijs, 2004). Low item correlation values should be discarded because low reliability will result in large errors occurring in the measurements during statistical testing.

Findings
Instrument Reliability Analysis
The reliability result of this questionnaire was high with the reading of the Cronbach's alpha reliability coefficient value for a total of 73 items 0.96. The range of reliability index of each construct was between 0.79 to 0.91. The value of the Cronbach's alpha reliability coefficient as a whole and based on constructs exceeding 0.78 is a value accepted by scholars (Fraenkel & Wallen, 1990; Konting, 1998; Muijs, 2004). A summary of the reliability analysis report of this instrument as a whole and based on the construct is shown in Table 1.

Table 1
Reliability Results for Arabic Vocabulary Leaning Strategies Instrument

No.	Construct of Strategy	No. of Item	Cronbach's Alpha Value
1	Non-dictionary (A1-A8)	8	0.79
2	Dictionary (B1-B13)	13	0.91
3	Note-taking (C1-C13)	13	0.86
4	Memory (D1-D17)	17	0.91
5	Practice (E1-E6)	6	0.82
6	Metacognitive (F1-F7)	7	0.86
7	Vocabulary expansion (G1-G9)	9	0.89
Overall item (A1-G9)		73	0.96

Analysis of the Level of Vocabulary Learning Strategies Used
Students were found to use vocabulary learning strategies at a moderate level in overall (M = 3.20, SD: 0.53) and based on seven other main strategy constructs. If arranged in order of highest strategy constructs, note-taking strategy were most frequently used by students (M = 3.31; SD = 0.61), followed by vocabulary expansion strategy (M = 3.29; SD = 0.84), practice strategy (M = 3.21; SD; = 0.71), non-dictionary strategy (M = 3.20; SD = 0.63), memory strategy (M = 3.19; SD = 0.63), dictionary strategy (M = 3.14; SD = 0.79) and metacognitive strategy (M = 3.06; SD = 0.67) (Refer to Table 2). This report showed that students used more note-taking strategy and least metacognitive strategy.

Table 2
Level of Vocabulary Learning Strategies Used

No.	Construct of strategy	Mean	SD	Sequence	Level
1	Non-dictionary	3.20	0.63	4	Moderate
2	Dictionary	3.14	0.79	6	Moderate
3	Note-taking	3.31	0.61	1	Moderate
4	Memory	3.19	0.63	5	Moderate
5	Practice	3.21	0.71	3	Moderate
6	Metacognitive	3.06	0.67	7	Moderate
7	Vocabulary expansion	3.29	0.84	2	Moderate
Overall item		3.20	0.53		Moderate

Also described in this study are the five highest vocabulary learning strategies used by students as reported in Table 3. Generally, the five vocabulary learning strategies used at the highest frequency were at high level with a mean value between 4.30 to 3.90. Based on these

top five strategy items, two of them were from note-taking strategies (C5 and C1), two non-dictionary strategies (A6 and A4) as well as one vocabulary expansion strategy (G3).

The first highest strategy used by students was in the construct of note-taking strategy which was "C5. In class, I wrote the meaning of new words only on the textbook" (M = 4.30; SD = 0.70), followed by the second highest strategy in the non-dictionary strategy construct which was "A6. When I find a new word, I check its meaning in Malay" (M = 4.27; SD = 0.83). The third highest strategy in the note-taking strategy construct was "C1. I recorded the meaning of each word in a notebook" (M = 4.13; SD = 0.87) and the fourth highest strategy in the non-dictionary strategy construct was "A4. When I can't ask the lecturer for a word, I will ask a friend" (M = 3.97; SD = 0.85). The fourth highest strategy in the vocabulary expansion strategy construct was "G3. I learned new vocabulary while listening to lecturer using Arabic language" (M = 3.90; SD = 0.80).

Table 3

The Five Most Frequently Used Vocabulary Learning Strategies

Construct of strategy	Five highest strategies	Mean	SD	Level
Note-taking	C5. In class, I wrote the meaning of new words only on the textbooks.	4.30	0.70	High
Non-dictionary	A6. When I find a new word, I check its meaning in Malay	4.27	0.83	High
Note-taking	C1. I recorded the meaning of each word in a notebook.	4.13	0.87	High
Non-dictionary	A4. When I can't ask the lecturer for a word, I will ask a friend.	3.97	0.85	High
Vocabulary expansion	G3. I learned new vocabulary while listening to lecturer using Arabic language.	3.90	0.80	High

For the five lowest vocabulary learning strategies, the level of use can be categorized into two, namely low and medium level with a mean value between 2.27 to 2.57 (Refer to Table 4). The five strategy items listed at this lowest level of use consisted of two non-dictionary strategies (A3 and A2), two memory strategies (D13 and D9) and one dictionary strategy (B2). Based on Table 4, the two lowest strategy items in the non-dictionary strategy construct were at a low level namely "A3. When I come across a new word, I will ask the lecturer the opposite Arabic word (antonym)" (M = 2.27; SD = 1.02) and "A2. When I come across a new word, I will ask the lecturer the similar Arabic word (synonym)" (M = 2.37; SD = 1.03).

Next, the other three lowest strategy items were at moderate level. The third lowest strategy was represented by the item "D13. When I memorize a new word, I associate it with the opposite word (antonym)" (M = 2.53; SD = 0.97) in the memory strategy construct. The fourth lowest strategy was represented by the item "B2. I use an Arabic (BA) to English (BI) or vice versa (BI-BA) dictionary to find the meaning of new words" (M = 2.53; SD = 1.22) in the dictionary strategy construct. The fifth lowest strategy was represented by the item "D9. To memorize a new word, I wrote it on one side of the card and a description of its meaning on the back side (like a flash card)" (M = 2.57; SD = 1.04) in the memory strategy construct.

Table 4
The five least frequently used vocabulary learning strategies

Construct of strategy	Five lowest strategies	Mean	SD	Level
Non-dictionary	A3. When I come across a new word, I will ask the lecturer the opposite Arabic word (antonym).	2.27	1.02	Low
Non-dictionary	A2. When I come across a new word, I will ask the lecturer the similar Arabic word (synonym).	2.37	1.03	Low
Memory	D13. When I memorize a new word, I associate it with the opposite word (antonym).	2.53	0.97	Moderate
Dictionary	B2. I use an Arabic (BA) to English (BI) or vice versa (BI-BA) dictionary to find the meaning of new words.	2.53	1.22	Moderate
Memory	D9. To memorize a new word, I wrote it on one side of the card and a description of its meaning on the back side (like a flash card).	2.57	1.04	Moderate

Discussion
Instrument Reliability
The reliability value of the questionnaire in this study which consisted of 73 items was high. These findings are in line with two other studies, namely (Al-Shuwairekh, 2001; Kamaruddin and Baharudin, 2017). The original instrument developed by Al-Shuwairekh (2001) also had a high reliability index with a Cronbach's alpha value of 0.89 based on 63 items. Furthermore, the study of Kamaruddin and Baharudin (2017) who also adapted the instrument by Al-Shuwairekh in their study sample in secondary school, also reported a high reliability value on 77 strategy items with a Cronbach's alpha value 0.97. The high reliability value indicates that this research instrument is suitable to be used for real studies when referring to the same or almost the same population characteristics (Pisal & Teh, 2019).

The Overall Strategy Used
The use of vocabulary learning strategies among the students of this study is at a moderate level either as a whole or based on constructs. Several studies were found to find similar findings when respondents in their study also used overall vocabulary learning strategies at a moderate level in the context of Arabic (Noor et al., 2016; Yasim et al., 2017; Basit et al., 2017; Asbulah et al., 2019; Azrin & Baharudin, 2020) and English language learning (Boonnoon, 2019).

In several studies, the level of vocabulary learning strategies used for foreign language showed that not all were at a moderate level. Some were a mixed between medium and high levels such as the study (Boonnoon, 2019) which showed that in eight strategy constructs, two strategy constructs were at high level, while the remaining six strategy constructs were at medium level.

The Most Frequently Used Strategy

If we look more closely at each construct of strategy use, we can see that there were two constructs of strategy that often used by students with the highest mean value namely note-taking strategy and vocabulary expansion strategy. The findings of the use of these two top strategies are different from the findings of Kamaruddin and Baharudin (2017) who found that their students mostly used memorization strategies and non-dictionary strategies in learning Arabic at the Secondary Religious Certificate (STAM) level.

The findings of these different learning strategy tendencies may be due to the backgrounds of students having different learning experiences, teachers' teaching methods as well as the focus on different learning objectives among the respondents. In addition, the motivating factor of students to use more memorization strategies may also be associated with the level of difficulty of the form of assessment questions submitted for a particular level of study.

In the finding of this study, the "note-taking strategy" was frequently used by students proves that most students have notebooks to record new vocabulary found in Arabic language learning. However, the report on the overall use of the highest strategy, the strategy of note-taking "C5. In class, I wrote the meaning of new words only on the textbook" (M = 4.30, SP = 0.70) showed that students did not record in the notebook during the learning with the lecturer. They are more likely to record only in their textbooks.

This information reinforces the finding that students often record new vocabulary only in their textbooks while in class. This finding can be used to indirectly assume that students will typically use notebooks to take notes after study time. The students may feel easier to focus on the teacher's explanation by referring to textbooks that contain learning information rather than rewriting certain words that will take some time during the teaching process.

In addition, the strategy of only recording vocabulary in textbooks during learning time in the class occurs probably because students often record the meaning of words during the lecturer's teaching session. This information indirectly indicates that students are highly dependent on the teacher's help in the process of translating the words found in the learning materials. The use of this strategy indirectly reflects students' lack of independence in the process of learning Arabic as a foreign language in the university.

In a study conducted by Yasim et al (2017), high school students in the study also showed dependence on the help of others especially teachers and friends to understand the meaning of an Arabic word when the use of this strategy is used at high level. The tendency of students to get the meaning of a word through the explanation of teachers or other students indirectly describes students less self-effort to refer to other sources in learning Arabic. This view is supported by the finding in this study which showed that dictionary use was the second last strategy construct that was underused by the students.

From another side, there is a weakness when the students record the meaning of each word mentioned by the lecturer in the textbook even though its meaning is already stated there. For example, in real situation, there are students who misuse the meaning on every Arabic word in a textbook, thus the conjunctions that are often found are also misused in meaning wise. This situation certainly do not please the educator as it reflects that the meaning of the vocabulary learned only remains in the textbook but not appreciated and remembered by the students.

However, the activity of taking notes "C1. I recorded the meaning of each word in a notebook" which was listed as the third highest strategy item of its use among students (M = 4.13, SP = 0.87) can give the impression that students care about their Arabic language

learning. The use of this strategy, which is expected to occur after the completion of the lecturer's teaching session, shows that students have the initiative to allocate time outside of the classroom to develop their mastery of new vocabulary in the language learning process. In addition, this finding also shows that students spend extra time to learn Arabic outside of the lecturer's teaching time through the activity of reviewing the meaning of new words that have been learned.

Next, the construct of vocabulary expansion strategy that was in the second highest rank of frequently used strategy can be assumed to be used frequently because students want to expand their mastery of new vocabulary over time. Therefore, it is not surprising that students also learn new vocabulary through various sources as an alternative to master the Arabic language better. The most preferred strategy by students to learn new vocabulary was through the lecture. This finding refers to the fifth item of the highest strategy used by students, namely "G3. I learned new vocabulary while listening to lecturer using Arabic language" (M = 3.90, SP = 0.8).

The use of G3 strategy items was at high level may due to students' time constraints to explore other sources of learning materials outside of class time, as they have other commitment other than learning as well. This finding can indirectly provide input that teacher's influence is very important in the teaching process. Additional information presented by the teacher about a new word can attract students' interest. Disclosure of how to use a word in a sentence at certain intervals can help to strengthen students' understanding of new vocabulary information. Sharing how to use words in the correct sentence construction can also help students add new vocabulary knowledge.

The Least Frequently Used Strategy
The two strategy constructs that were least used by students in this study were metacognitive strategy and dictionary strategy. These findings are in line with the findings of several other studies (such as Baharudin & Ismail, 2014; Rabadi, 2016; Al-Khresheh & Al-Ruwaili, 2020).

One of the factors that is estimated to cause the least use of metacognitive strategies is because the students rely heavily on language teacher in the classroom as mentioned by Rabadi (2016). This view is true because when students rely too much on the information presented by the teacher alone in class, they will plan less and make less effort to use other strategies independently outside of class time.

Finding of the use of metacognitive strategies at the lowest level in this study can be predicted to occur because the students do not know the benefits of using these strategies in their learning process. This is very detrimental to students. If students can increase the level of use in metacognitive strategy, they will be able to improve the level of mastery of Arabic vocabulary more effectively. The use of this metacognitive strategy should be maximized to improve language acquisition as it is able to control the entire learning process more efficiently (Takac, 2008). When metacognitive strategies were reported as the least used strategies by students, this means that students do not really plan, organize, and evaluate the effectiveness of the vocabulary learning process on their own.

Next, the use of the second lowest strategy among the students in this study was the use of dictionaries. The finding of this study is very different from the studies conducted by (Schmitt, 1997; Boonnoon, 2019). In Schmitt's (1997) study, students in Japan who used English as a foreign language tend to use dictionaries at the highest frequency because they felt dictionary was very helpful, especially for the use of bilingual rather than monolingual dictionaries. Boonnoon's (2019) examined university students who studied English as a

foreign language in Thailand and he expected his respondents to use dictionary strategies more often than other strategies because most students are now exposed to the use of online dictionaries and this facility is easily accessible via student smartphones.

When the level of frequency in using dictionary in this study was at the second lowest, this actually is a loss for language learners because the use of dictionary is one of the support tools that can help students in understanding the content of the lesson. There are various forms of dictionaries that the students can use such as physical and online dictionaries. If viewed from one factor, the use of this physical dictionary may record a low usage rate due to the convenience of new word glossaries provided in student's reference textbooks, in addition to teacher's description of existing learning materials. The use of this dictionary needs to be trained because there might be students who are not good at using physical dictionaries especially when the use of Arabic dictionary is not the same as the English dictionary. Students will be easily frustrated if they search for too many words and finally, they still do not understand the meanings presented in the dictionary (Takac, 2008).

The use of dictionary which is at the second lowest level also reflects that students are too dependent on the teacher's description and lack their own alternatives to add vocabulary knowledge by their own efforts. If referring to the use of online dictionaries, some students stated that they use Google translate to translate words while doing Arabic dialogue assignments. This little effort at times does not help much to increase students' vocabulary knowledge. The word may be recognizable, but there are also situations where the uses do not fit the context of the sentence. As a result, from Arabic language lecturers' observations, most students who try to translate their dialogues using Google translate will make many mistakes in terms of meaning and word order used. There are still aspects that cannot be well understood by students in learning Arabic as their foreign language.

Conclusion and Suggestion
In overall, this research instrument is suitable to be used to survey the level of awareness on the use of vocabulary learning strategies among students learning Arabic as a foreign language. Since the context of learning Arabic is not the same for each level of learning, then this instrument can be used as a guide to study strategies for learning Arabic as a foreign language in Malaysia. The preparation of this instrument takes into account the culture of learning Arabic in Malaysia with the suitability of learning aids that can be achieved by students.

In terms of the level of awareness in the use of strategies among students, the findings of the study are still unsatisfactory. Although the level of strategy use of students as a whole was at a moderate level, they were more inclined to the use of simple strategies and did not put much effort for learning Arabic vocabulary. Thus, educators need to take certain initiatives to expose the use of certain learning strategies to students. In addition, students should also be encouraged to diligently review lessons by providing special study time for Arabic outside of class because the period to study Arabic for two hours in a week with lecturers in class alone is not enough to master various new information.

Exposure to the use of effective vocabulary strategies can help students to choose more effective strategies and make them more independent in vocabulary mastery. If no exposure or sharing is given to students, it is possible that some students do not know the appropriate way to learn and are less able to master new vocabulary. Finally, students who are not exposed to the use of effective strategies are feared to be left behind and less excellent in learning Arabic.

In order to produce students who are smarter in using strategies in their learning process, they need to be trained from time to time on the use of effective vocabulary learning strategies, such as the use of memory strategies that can help to strengthen memory and increase the size of students' vocabulary mastery. The use of metacognitive strategies can also be introduced to help students plan and evaluate the development of their own vocabulary knowledge over time. In addition, lecturers can also encourage students to take advantage of the use of physical or online dictionaries through certain activities to ensure that they are able to independently understand the use of vocabulary outside of class time when there is no supervision of the lecturer. A variety of strategies that record the least frequency of use can also be introduced to students to try different ways that are compatible with specific individual needs. It is hoped that through the method of trial and error using new strategy can help students to expand the size of their vocabulary in language learning.

Corresponding Author
Nadhilah Abdul Pisal
Academy of Language Studies, Universiti Teknologi MARA Cawangan Perlis, Kampus Arau, 02600 Arau, Perlis, Malaysia
Email: nadhilah@uitm.edu.my

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