










Learning Arabic using telegram in the laptop: The language learning style of Malaysian gifted learners

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Abstract

This study is related to learning styles and technology; for example, the use of telegram in the laptop among Malaysian Gifted Learners (MGL) at Pusat GENIUS@Pintar Negara, UKM. This study aims to investigate the three research questions. The first research question, what is the visual-level of Arabic language learning-style using telegram in the laptop among MGL? Secondly, what is the auditory -level of Arabic language learning-style using telegram in the laptop among MGL? And Thirdly, what is the kinaesthetic-level of Arabic language learning-style using telegram in the laptop among MGL? The results of the finding indicate the MGLs are a high-level user of visual and kinaesthetic learning styles. As for the auditory-level, they are at a moderate level. This study suggests that MGLs can increase their creativity of learning when they focus on their most exciting subject if teachers can teach MGLs' subject related to technology that includes visual and kinaesthetic.

Keywords: Telegram in the laptop; Malaysian Gifted Learners (MGLs); Arabic language; learning styles; technology

1. Introduction

The ways of teaching-learning method occur with the help of modern technologies. The application of technology for designing innovative education is creating a more communicative situation in the classroom through an interesting and effective way of teaching. Kaplan & Haenlein (2010) describe social media as an internet application-based group built on the thinking and the foundation of web 2.0 technology, which helps various content in learning. Peers widely use social media in communication. Besides, they also use to create content in various fields such as motivational video content,

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inspirational image content, even educational content. Moreover, social media builds the minds of its users. For example, users are more creative in interacting and sharing ideas about anything on social media.

The one student population whose needs have been mostly ignored throughout the "No Child Left Behind" testing era of the past decade is undeniably gifted students. In school, it is well known that to "close the gap" between high- and low-performing students and, between various subgroups of students. It seems they have taken that mission quite seriously: Large resources go toward helping struggling students attain certain standardized measures of success. At the same time, gifted students' needs are often ignored (Education World, 2012).

2. Previous Studies Related to Visual, Auditory, and Kinaesthetic Learning Styles

Silverman (1991) believes that gifted learners prefer using a visual learning style. The reason is because of the integrated learning between visual and language work as a problem-solving in understanding the language tasks. According to Lohman (1994), gifted learners also have the potentials to maximize their achievement in learning language via auditory. As the construct of understanding language has expanded to address many aspects of learning- style from the perspective of visual and auditory, kinaesthetic also has received increased attention as an individual learning style in understanding the language lesson (Gilakjani & Ahmadi, 2011). Kinesthetic learners learn best through movement experience by being involved physically in their learning sessions (Cheng, 2019; Dunn & Dunn, 1992; Reid, 1987). According to Kaufman, Kaufman, Beghetto, Burgess & Persson (2009), Renzulli (1978), Dunn & Dunn (1992), gifted learners also can increase their creativity mainly when they are focusing on the lesson that most interested in learning.

3. Conceptual Framework

The influence of asynchronous behaviour is considered as a part in the difficulty of educating gifted students (Karnes & Bean, 2001; Neihart, Reis, Robinson, & Moon, 2002; Van Tassel- Baska & Little, 2003). Phelan (2018) mentions that gifted students are usually frustrated to learn and they preferred to learn by earn their freedom. As potential that must be nurtured to let gifted students to learn through an appropriate environment (Gagné, 1991; Holling worth, 1942). In this present study, the Gifted Learners (GL) faced issues in learning that will mention in the section in the statements of problems. The conceptual framework of the present study as show in figure 1.

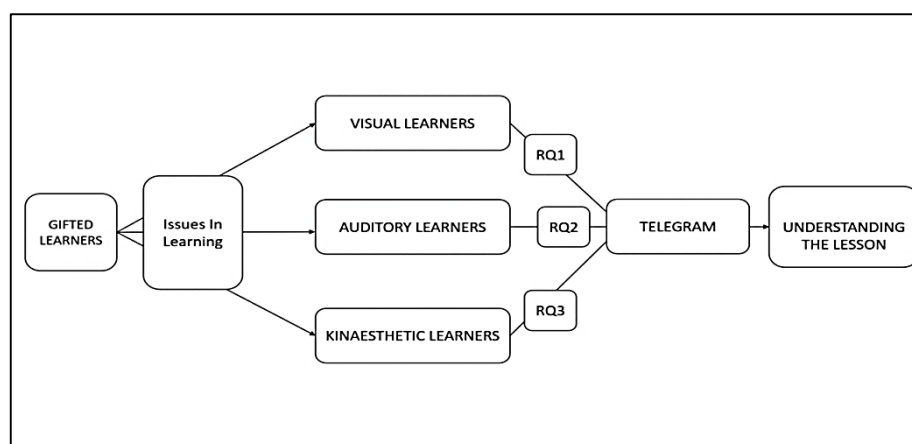


Figure 1. The conceptual framework of the present study

Based on Figure 1, when gifted learners faced issues in learning, they intend to use telegram for learning Arabic Language. As solution, the visual, auditory and kinaesthetic learners employ telegram in the laptop due to the freedom they received. The present study is aimed to answer RQ1, RQ2 and, RQ3.

4. Problem Statements

A research finding has detected the needs of students who are gifted and talented. According to Passage and Grantham, 2003; Plucker, 1996; Reis, 2003; Saccuzzo, Johnson, & Guertin (1994), they have stress in using other languages besides their mother language in the classroom or outside the school for their learning (Bernal, 2002). For students who fail to understand the language, they are perhaps facing a lack of vocabulary in the content of the subject matter, or they are bored in the teaching and learning session (Kamis et al., 2017).

According to Zeidner and Matthews (2017), there is a space for curriculum and syllabus to address gifted learners' needs in learning. Phelan (2018) suggests one of the emotional needs is to equip gifted learner's emotion's in the perspective of the learning approach. Rivera (2014) mentions the significant difficulty of gifted learners in learning because the teacher could not understand them correctly their ways of learning. Due to this reason, the teacher cannot teach gifted learners effectively in the classroom, unless the teacher can identify the perfect match of their criteria in learning. According to Phelan (2018), the reason is that gifted learners prefer freedom in education.

The main problems for gifted learners, perhaps are they capable of using technology or device in the laptop for learning situation. At this point, when instructors appoint students to use these devices, they might be using what they know, which may not be motivating and drawing into them. They need to gain some new useful knowledge to use or what else is out there. There ought to be a study needs to be done knowing the level-use among these learners towards the user of technology device in learning. The innovation should be separated to make a continuum of innovation learning for gifted learners (Farrell, 2016).

The potential for virtual classrooms to meet the needs of gifted and high achieving learners has made online learning a subject of the incredible enthusiasm for gifted education (Adams and Cross, 2000; Olszewski-Kubilius and Corwith, 2010; Olszewski Kubilius and Lee, 2004; Wallace, 2009). While most virtual schools serve learners with a broad scope of capacities, virtual schools that are planned explicitly for gifted learners can arrive at gifted youthful students from the nation over who can cooperate at a pace and level of thoroughness that is suitable for their capacities (Ng and Nicholas, 2007).

The objective of this study is to investigate the visual, auditory and kinaesthetic level of Malaysian Gifted Learners in Foundation 1 at Pusat GENIUS @ Pintar Negara, UKM in learning Arabic language using telegram in the laptop.

5. Research Questions

This study aims to answer three research questions, such as the following:

RQ1. What is the visual-level of Arabic language learning- style using telegram in the laptop among Malaysian Gifted Learners at Pusat GENIUS @ Pintar Negara, UKM?

RQ2. What is the auditory -level of Arabic language learning- style using telegram in the laptop among Malaysian Gifted Learners at Pusat GENIUS @ Pintar Negara, UKM?

RQ3. What is the kinaesthetic-level of Arabic language learning-style using telegram in the laptop among Malaysian Gifted Learners at Pusat GENIUS @ Pintar Negara, UKM?

6. Methodology

The questionnaire distributes to 30 respondents their age between 12- 13 years-old who registered Arabic Language subject for the first semester in the Foundation 1. The survey includes 5 Likert Scale- items. The data is analysed by using frequency and mean. Meanwhile, the mean is based on three categories of mean scores, mean= 1.00 – 2.33 identify as a low level, mean 2.34 – 3.67 identify as a moderate level and mean 3.68 – 5 identify as a high level. The data of the finding computed using SPSS version 26.

7. Findings and Results

This section is aims to answer RQ1 such as the following:

RQ1. What is the visual-level of Arabic language learning- style using telegram in the laptop among MGLs at Pusat GENIUS @ Pintar Negara, UKM?

The visual-level of Arabic language learning- style using telegram in the laptop among MGLs at Pusat GENIUS@ Pintar Negara, UKM is at a high level. Table 1 provides statistics describing the mean values and frequency of visual-level items of each strategy scale.

Table 1. The visual-level of Arabic language learning- style using telegram in the laptop among MGLs at Pusat GENIUS@Pintar Negara, UKM

a) ITEM- VISUAL <i>f=frequency</i>	1=SD	2=D	3=UD	4=A	5=SA	MEAN N=30
1. I prefer reading notes on the telegram than reading notes on the blackboard <i>f</i>	-	1	5	15	9	4 30
2. I can remember well when reading instruction/explanation using telegram in the laptop <i>f</i>	1	2	6	10	11	3.9 30
3. I can understand much better when seeing the infographic using telegram in the laptop <i>f</i>	-	2	6	8	14	4.1 30
4. I can learn effectively when the teacher demonstrates an important fact/ note using bright/ striking colour. <i>f</i>	-	1	6	11	12	4.1 30
Total						4.02

(SD= Strongly Disagree, D=Disagree, UD= Undecided, A=Agree, SA=Strongly Agree)

Table 1 shows the visual-level of Arabic language learning strategies using telegram in the laptop among MGLs at Pusat GENIUS @ Pintar Negara, UKM. Based on Table 1, item one “I prefer reading notes on the telegram than reading notes on the blackboard” 9 of the respondents strongly agree while 15 of the respondents agree. For the following item two, demonstrates 11 of the respondents strongly agree while 10 agree that “I can remember well when reading instruction/explanation using telegram in the laptop.” Item three, “I can understand much better when seeing the infographic using telegram in the laptop 14 of the respondents strongly agree while 8 of the respondents agree. About 12 of the respondents strongly agree while 11 of the respondents agree in item four, “I can learn effectively when the teacher demonstrates an important fact/ note using bright/ striking colour.”

Meanwhile, for RQ2 Table 2 provides statistics describing the mean values and frequency of auditory -level items of each strategy scale.

RQ2. What is the auditory -level of Arabic language learning- style using telegram in the laptop among MGLs at Pusat GENIUS@ Pintar Negara, UKM?

Table 2. The auditory -level of Arabic language learning- style using telegram in the laptop among MGLs at Pusat GENIUS @ Pintar Negara, UKM.

b) AUDITORY <i>f=frequency</i>	1=SD	2=D	3=UD	4=A	5=SA	MEAN N=30
1. I enjoy learning Arabic when I press the keyboard to type Arabic tasks on the telegram. <i>f</i>	8	6	6	7	3	2.7 30
2. I learn very quickly when teacher gives me voice guidance using telegram. <i>f</i>	7	6	4	7	6	2.9 30
3. I can remember the voice of my teacher uploaded in the telegram rather than reading the notes. <i>f</i>	7	4	4	10	5	3 30
4. I can learn more effectively when my teacher uploaded his voice to explain the lesson in the telegram <i>f</i>	7	4	4	7	8	3.1 30
Total						2.94

(SD= Strongly Disagree, D=Disagree, UD= Undecided, A=Agree, SA=Strongly Agree)

Based on Table 2, item one “I enjoy learning Arabic when I press the keyboard to type Arabic tasks on the telegram.” 3 of the respondents strongly agree while 7 of the respondents agree. For the following item two, demonstrates 6 of the respondents strongly agree while 7 agree that “I learn very quickly when teacher gives me voice guidance using telegram.” Item three, “I can remember the voice

of my teacher uploaded in the telegram rather than reading the notes.” About 5 of the respondents strongly agree while 10 of the respondents agree. Meanwhile, 8 of the respondents strongly agree while 7 of the respondents agree in item four, "I can learn more effectively when my teacher uploaded his voice to explain the lesson in the telegram”.

Table 3 demonstrates statistics describing the mean values and frequency of kinaesthetic -level items of each strategy scale.

RQ3. What is the kinaesthetic-level of Arabic language learning- style using telegram in the laptop among MGLs at Pusat GENIUS @ Pintar Negara, UKM?

Table 3. The kinaesthetic - level of Arabic language learning- style using telegram in the laptop among MGLs at Pusat GENIUS @ Pintar Negara, UKM.

c) KINAESTHETIC <i>f=frequency</i>	1=SD	2=D	3=UD	4=A	5=SA	MEAN N=30
1. I am more enthusiastic about learning Arabic when I press a keyboard to type Arabic assignment. <i>f</i>	1	1	4	10	14	4.1 30
2. I can submit individual assignments better when I press a keyboard when the teacher wants my assignment as quickly as possible <i>f</i>	1	1	1	14	13	4.2 30
3. I enjoyed typing to answer comprehension questions in the telegram <i>f</i>	-	1	1	12	16	4.2 30
4. I am excited to learn Arabic if every time my teacher gives the individual assignment by typing using the keyboard. <i>f</i>	1	1	-	14	14	4.3 30
Total						4.2

(SD= Strongly Disagree, D=Disagree, UD= Undecided, A=Agree, SA=Strongly Agree)

Based on Table 3, Table 1, item one “I am more enthusiastic about learning Arabic when I press a keyboard to type Arabic assignment.” 14 of the respondents strongly agree while 10 of the respondents agree. For the following item two, demonstrates 13 of the respondents strongly agree while 14 of respondents agree that “I can submit individual assignments better when I press a keyboard when the teacher wants my assignment as quickly as possible.” Item three, “3. I enjoyed typing to answer

comprehension questions in the telegram. “About 16 of the respondents strongly agree while 12 of the respondents agree. About 14 of the respondents strongly agree while 14 of the respondents agree in item four, “I am excited to learn Arabic if every time my teacher gives the individual assignment by typing using the keyboard.”

8. Discussion and Conclusion

The findings of the present study demonstrate the level of Malaysian Gifted Learners in Foundation 1 in using visual, auditory, kinaesthetic-level of Arabic language learning such as telegram in the laptop among Malaysian Gifted Learners at Pusat GENIUS @ Pintar Negara, UKM.

Figure 1 shows the chart of Malaysian Gifted Learners at Pusat GENIUS @ Pintar Negara, UKM in using visual, auditory and kinaesthetic-level of Arabic language learning such as telegram in the laptop.

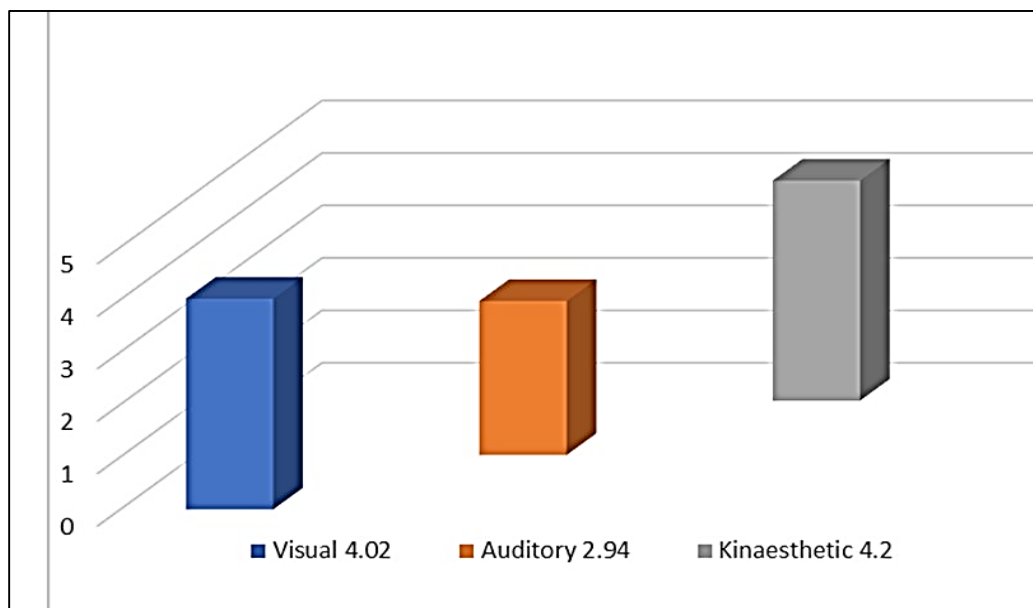


Figure 2. The use of visual, auditory and kinaesthetic-level of Arabic language learning- style of the telegram in the laptop among MGLs

Based on Figure 2, the mean scores for visual, auditory and kinaesthetic -the level of Arabic language learning- style using telegram in the laptop. The mean score for visual- the level of Arabic language learning strategies of the telegram in the laptop 4.02 indicates as a high level. Meanwhile, the mean score for auditory- the level of Arabic language learning strategies of the telegram in the laptop 2.94 indicates as a moderate level and mean score for kinaesthetic -level is 4.2 indicates a high level. This study demonstrates that Malaysian Gifted Learners at Pusat GENIUS @ Pintar Negara, UKM maximize the visual and kinaesthetic learning style to focus on Arabic Language learning in using telegram in the laptop. However, they also use auditory learning style as the second choice in focusing on Arabic Language learning in using telegram in the laptop.

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