M-Learning: How well it works for people who are learning Arabic as a beginner in Malaysia.

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Abstract

While mobile devices were formerly regarded as a disruptive technology, they are now gradually being accepted as legitimate learning tools in today's classrooms, rather than being perceived as such. As a result, while experts have urged for the use of mobile learning in the classroom, only a tiny and discreet examination of how students utilise mobile apps for educational reasons has been conducted. This research sought to investigate the effectiveness of mobile learning in enhancing Arabic competence among tertiary students in Malaysia. There were 468 starting Arabic language students that took part in this study, representing four different institutions from Peninsular Malaysia, during its course. Using a quasi-experimental design, this study will conduct pre- and post-tests to two groups of participants, each of which will include 25-30 individuals, before and after the study. Instruction and activities for the experimental group were completed via the use of a mobile application, whereas instruction and activities for the control group were completed through the use of the traditional pen and paper method of instruction. An teacher administered a pre- and post-test to the subjects, and the results were recorded. When the treatment group was compared to the control group, the results revealed that the treatment group outperformed the control group significantly. It is demonstrated in this study that mobile applications have a significant influence on increasing student performance in the context of a regular classroom environment.

KEYWORDS*: Arabic Language; Language Proficiency; Mobile Learning; MALL; Students' achievement

1. INTRODUCTION

Arabic language instruction, especially for non-native speakers, has gained popularity recently. Many academic studies have examined students' origins and present learning settings to establish the quality of Arabic language education. The progress of Arabic language education in Malaysia has been positive. In the 18th century, Arabic education in Malaysia moved from an informal religious 'hut school' to a more organised school setting (Abdullah, 1989). (Muhammad Shahrizal et al., 2015) Applications operate on a browser or a mobile device. Today's applications may be used either online or offline. Mobile applications are incredibly useful in many fields, including education. Teachers use smartphone apps to enhance teaching and learning. Educational apps also incorporate multimedia components like photos and music to assist student learning. Due to its multiple advantages, education apps have increased in popularity, and tablet-style devices have been widely utilised in classrooms and beyond (Shimizu R., Ogawa K., 2014).

M-Learning is a powerful language teaching tool (Rosell-Aguilar, 2007; Fallahkhair, Pemberton, & Griffiths, 2007). It has been

shown that m-learning may help learn a language (e.g., Chen & Chang, 2011; Chang & Hsu, 2011). M-learning increases language learners' attitudes toward learning, communication, and collaboration (Hang, Huang, Huang, & Lin, 2012). (e.g., Huang, Huang, Huang, & Lin, 2012). (9th ed.) These advancements culminate in Mobile-Assisted Language Learning (MALL). MALL is a mobile-based language learning technique.

According to Daud et. Al (2020) The influence of mobile learning on Arabic language competency in Malaysia shows they are positive about Arabic language education. Arabic is not a simple language to learn, but learning it has many advantages for the learners. The study also suggests that Arabic teachers should actively seek out more interesting and tempting ways to teach Arabic in order to inspire pupils to learn the language.

There are several educational programmes accessible for download in recent years, including those on the Apple App Store and Android Play Store. However, the majority of these programmes are geared at youngsters and were created for pupils from diverse backgrounds. Additionally, they are based on the local syllabus, and the majority of them contain ill-defined distracters. As a result, it is necessary to develop and use mobile educational applications that are appropriate for Arabic learners in Malaysia at all levels.

In recent years, Arabic language instruction has attracted a lot of attention, especially from non-native speakers. According to students' experiences and the learning environment, there are several assessments and studies to enhance Arabic language learning and teaching (Wan Ab Aziz et. al., 2021).

LITERATURE REVIEW
1.1 Learning Arabic Language
English became one of the world's most commonly spoken languages in the mid-20th century. Due of Arabic's worldwide relevance, a lot of researchers have taken on the task of researching this specific area of language (Abdul

Rahman, 1988). In the 1960s, an expert group in Applied Linguistics explored numerous domains of language development. Each region's language, rule, and approach are unique. The amount of linguistic complexity varies with student specialty. It is possible to learn a language for a number of reasons (Abdul Rahman, 2007). For academic or professional reasons, Malaysians are learning Arabic for Islamic jurisprudence (Nadwah 1998), Islamic faith (Azad 1998), Islamic law (Najmiyyah 2009), economics (Zainudin 2010), science (Najmiyyah 2009), and pilgrimage (Abdul Halim 2005). (2011).

Hutchinson and Waters (2001) defined "language for particular purposes" as a "approach to language instruction, in which every decision on content and manner is based on the reason for learning." Because of this, the focus on students' needs was equally vital to the dissemination of linguistic information. The next logical step was to build courses specifically tailored to each student's needs. Within academic circles, the term "learner-oriented" or "learning-oriented" has become popular.

This study's review of the literature on Arabic for Specific Purposes (ASP). Specialized language was not widely used in classrooms until the turn of the century. English is commonly recognised as one of the world's most significant languages. Due of Arabic's worldwide importance, various researchers have taken action. Arabic for Specific Purpose (ASP) is a research collection (Chik, 1998). Not uncommon is using a language for a specific purpose, like teaching English. As a result, ASP began to get linguistic scholarly interest in the future. Using Arabic for Islamic Law (Najmiyyah, 2005) and Arabic for Economics (Ghazali, 2009), Arabic for Nursing (Ghazali, 2010), Arabic for Science (Ashikin, 2012), Arabic for Agro-Technology (Ashikin, 2012) and Arabic for Islamic Law (Najmiyyah, 2005). (Najmiyyah, 2005).

1.2 Mobile Learning
Mobile learning creates an altogether new learning environment for students, mostly engineering students, that requires a distinct set

of skills to be productive (Ally & Prieto-Blázquez, 2014). Mobile learning is defined as ICT-based education or training that is individualised, scalable, adaptable, self-organized, and collaborative, and is facilitated by a group of learners, teachers, facilitators, or specialists (Sung, Lee, Yang & Chang, 2019; Crompton, Lin, Deng, Hu & Tsai, 2019; Tsai, & Tsai, 2019; Burke, & Gregory, 2017; Kim et al., 2013). Students were, in fact, enrolled in totally online classes in this circumstance, which provided them much greater autonomy than they would have had in a conservative atmosphere.

Mobile learning is often referred to as digital learning (Jacob, 2014). Recent mobile learning advances include digital curricula supplied via cellphones (Tu & Hwang, 2018; Sung, Chang, & Liu, 2016;). Using mobile learning as a teacher is trendy. Mobile learning encompasses all forms of electronic-assisted learning and communication technologies that serve as major learning tools. Multi-user viewing of digital information is now possible anywhere over the internet (Chang, Lai, & Hwang, 2018). With mobile learning, there is no need for a lecture for each system area. Administrative burden limits student observation (Jacob & Issac, 2014).

Mobile learning will also give learning outcomes evaluation. Student learning theory asserts that students learn through relating education to real-world demands and applying knowledge in ways that increase educational effectiveness. It also improves students' cognitive efficiency and adaptability. Improved efficiency may lead to increased productivity and motivation. Martin & Ertzberger claim that students who use mobile learning remember and use content better, allowing them to learn more effectively and rapidly (2013). Students can choose from a range of media in multimedia M-learning. M-Learning will help them recall, read, write, communicate, and manage all four language abilities (Hsu, 2013). M-Learning is expected to encourage students to learn Arabic in order to better prepare for the workplace.Using the internet, executing programmes, or working through examples are all examples of solo and group learning activities that students might engage in,

according to Brown (2005). Additionally, M-learning is a helpful technique that does not enable students to waste time copying notes from university personnel, according to the Brown Study (2005).

In Kuala Lumpur, a primary school introduced the 5th-year M-Learning system (Saedah,S. & Norlidah, A., 2005). One of the program's key goals is to examine how M-Learning is utilised to achieve diverse goals. Amran Mahadi studied m-learning in high school (2005). SMPKT students were requested to take part in a case study with a questionnaire on mobile learning.

Chen and Kinshuk constructed a WAP-based M-Learning prototype (2005). It can be used as an add-on for contemporary desktop computers, according to the built-in prototype. M-Learning benefits both teachers and students by making access to educational information simpler and faster.

Adult ESL learners may benefit from Mohammad Ally's interactive grammar lesson (2009). The M-Learning system is unique in that students may use their internet-connected cellphones to perform interactive tasks whenever and whenever they choose.

Syed Ardi and Zaidatun (2008) link E-Learning to the future of education. Nabeel Farouq (2008) investigated how M-Learning may benefit higher education. It focuses on student help rather than academic teaching. Malaysians have adopted M-Learning. Goh et al., 2009 provide student feedback on M-Acquisition. Hayati et al. summarised students' views on M-Learning in schools. Mariam & John (2009) investigate ELA instruction in Malaysian secondary schools. Ahmad Sobri studied high school M-Learning curriculum (2009). This research comprises three phases: needs analysis, design, and evaluation. Based on the "Stake Countenance" review, secondary schools in Jitra, Kedah, successfully adopted the History for Form 1 prototype curriculum. However, the National University of Malaysia, in collaboration with the Ministry of Higher Education, has organised a symposium on M-learning in Malaysia (2013).

In 2014, Iin et al. examined Indonesian teachers about their understanding of mobile learning and willingness to utilise it for teaching. The survey polled secondary school teachers. The study found that teachers in Indonesia liked mobile learning and wanted to participate. Lack of funding or technology did not discourage teachers from adopting mobile learning. Teachers in ICT disciplines have far less skill in mobile learning than other instructors.

Mohammad Baihaqi (2017) examined the effects of Arabic as a second language on engineering students. The study involved 30 engineering students from Malaysia Pahang University. Methods used in the investigation. Also described are the benefits and drawbacks of Arabic-language web platforms. M-learning is a new and emerging educational strategy. According to "M-learning," students should have continual access to knowledge no matter where they are or where they sit.

Mobile technologies such as websites and applications can help improve Arabic learning. We employ cutting-edge technology to help students learn outside the classroom and advance their education. A previous study found various benefits of using mobile learning in education. One of these studies focuses on elementary Arabic among Malaysian public university students, while the other focuses on English.

1.3 Mobile Technologies for Language Learning

Technology is always evolving, and wireless communication technology is no exception. The proliferation of high-capability mobile devices has influenced education, particularly language and mobile learning (Liu, & Paas, 2017; Dashtestani, 2016; Lan & Lin, 2016; Lin). M-learning, an upgraded e-learning system, combines these two fields (Norman, B. & Riaza, M.R., 2012). These are programmes that allow you to create mobile apps. Native, web, and hybrid apps are the three categories of mobile applications (Budiu, 2013). Nowadays, smartphones are the best option for such a discreet integration of specialised technology in

language learning. Mobile apps are designed to be used on mobile devices and may be moved about. Users may learn whenever and wherever they choose using mobile applications. et al. Hashemi (2011). Although limited in technology, mobile applications are the most effective form of communication. Using this learning tool, students may measure their own development depending on their cognitive skills. Technology has a societal impact nowadays. "Anytime, anyplace" learning is defined by Agah and Ayse (2011).

To further understand how mobile applications may be utilised to improve learning outcomes, Wan Ab Aziz et al (2018) have conducted study. It was built using an instructional design paradigm to assist people learn Arabic and improve their language skills. A combination of the Kemp and Gerlach & Ely models is recommended for application construction.

It allows learners to access a wide range of information and communicate from anywhere at any time. Use of mobile technology and advancement of technologies like internet connectivity, location identification, and multimedia display make this possible (text pictures, video, and audio). The ability to learn what, what, how, and when you choose is one of the possible benefits of mobile learning (Frasen, 2008). The ability to transmit information without the student being physically present is described as an unique notion by some academics (Amin Embi & Norazah, 2013) Language study applications have long been popular. Popular trends include developing mobile language learning games and text-based language learning apps. ArabicTutor, a multimedia M-learning platform for collaborative Arabic spelling and vocabulary acquisition, was created by Abdelkarim et al. (2012). Language learning is made easier with interactive, game-based learning. For the society's English-learning initiatives, Wan Fatimah et al. (2012) created the mobile language translation game SPELL IT! Researchers have shown that these technologies are effective teaching tools, according to Sandberg, Maris, and Geus (2011). Since doing

an evaluation of the status of mobile language learning, Godwin (2011) reported that photography, text messaging, and dual-language dictionaries had shown to be highly useful. Nahu Learning in Arabic Communication Through Web-Based Multimedia Applications was studied by Janudin (2009). Mursyidi Multimedia App, an Arabic grammar instruction app. Incorporates Macromedia Flash MX (now Adobe Flash) and Macromedia Dreamweaver into one online application solution (now known as Adobe Dreamweaver). This software's goal is to explain grammar, deductive techniques, translation grammar, teaching methods, and provide updated exercises, assessments, and activities. As a result of technology improvements, education has become a university. It can improve, develop, and change the current educational system (Rajani, Dahlila, & Awadh, 2016). Students and instructors both benefit from mobile learning, say Ooms et al. (2008) Mobile phones and PDAs are utilised in the classroom to teach and learn (Chuntao, 2010). Park (2011) asserts higher education mobile learning is new. University students may also use mobile digital games. It may help tertiary students have a better grasp of various subjects as well as motivation, engagement, enjoyment, and excitement for Arabic. (Hamzah, 2019). Earlier research by Taufiq (2020) found that the mobile digital game helped students learn and improved their Arabic vocabulary. The youngsters did well in the game, demonstrating they had increased their vocabulary. Empirically, using mobile digital games to increase male and female students' learning achievement is the most successful method.

3.0 THE METHODOLOGY OF THE STUDY

3.1. Participants

This study involved 468 beginner Arabic language learners enrolled in Arabic language classes in four universities in peninsular Malaysia. The treatment group underwent their Arabic language courses by using a mobile application, in contrary, conventional print and paper method was adopted for the control group.

3.2. Instruments

This research adopted: a language performance test; and the I-Almunawwar application with the Al-Munawwar Textbook.

3.2.1. The language tests

Each student has undergone a pre and post language proficiency test. The test divided into five sections with having an equal number of items (10) and a weightage of the score. In this regard, each item was scored objectively with two marks given for right answers, and 0 for the incorrect answers. The sections are Multiple choice (20 marks), Matching words or phrases with pictures (20 marks), filling in missing grammar items (20 marks), rearranging sentences (20 marks), and constructing sentences (20 marks), which accumulate to the full scores of 100. The test was administered twice, once before the treatment (mobile-based instruction) and after the treatment.

3.2.2. i-Almunawwar mobile application and a printed textbook

In the research, the experimental group received instruction via the i-Almunawwar mobile application installed on the phones and tablets, and a textbook published in 2016 was used for the teaching and learning of the control group.

3.3. Procedure

First, both groups went through a pre-test to measure their language ability. For the treatment group, the entire teaching and learning throughout the 7-session semester were facilitated through the i-Almunawwar mobile application downloaded onto their mobile devices. In contrast, the other group went through the conventional pen and paper-based lessons. Once the intervention was concluded, a

post-test was done to measure the level of language proficiency.

4.   Results

To assess the data of the quasi-experiment, inferential analysis was performed using t-test. They tested eight theories to answer the researcher's problem. Then, the hypotheses tested. T-tests were carried out to improve the chance of the observed p-value. A p-value that is fewer than 0.05 ($p < 0.05$) would suggest the null hypothesis to be discarded and the alternate hypothesis to be considered. A p-value that reaches 0.05 ($p > 0.05$) would suggest the null hypothesis to be favourable and the other option to be discarded.

TABLE 1: SIGNIFICANT DIFFERENCE BETWEEN THE PRE-TEST SCORE OF THE TREATMENT GROUP AND CONTROL GROUP

Variable	Group	Mean	SD	df (N − 2)	t Value	p-Value
	Treatment	36.80	2.71			
Pre-test				468	-1.307	.146
	Control	37.10	2.13			

Significant level of alpha (α) = 0.05

Table 1 shows that the treatment group scored a mean of 36.80 in the pre-test, with the control group scoring 37.13. The disparity per party is 0.30. The significance of t-test is seen when the rate of p is lower than the alpha level (α). Thus the likelihood value of 0.44 and the alpha significance level (α) of 0.05 imply that the probability value of p is higher than the appropriate alpha level (α) of $0.146 > 0.05$. Hence, no significant difference is seen in the mean of pre-test score between the experimental and the control groups. Thus, the first hypothesis where there is no significant difference in the pre-test score between the experimental and the control groups can be endorsed. In contrary, no significant difference is observed between the mean of pre-test score within the treatment and the control groups.

TABLE 2: SIGNIFICANT DIFFERENCE BETWEEN PRE-TEST AND POST-TEST SCORE AMONG CONTROL GROUP

Variable	Test	Mean	SD	df (N − 1)	t Value	p-Value
	Pre	36.99	2.232			
Score Control Group				166	-4.266	0.00
	Post	38.137	3.365			

Significant level of alpha (α) = 0.05

It is revealed in Table 2 above that the average for the pre-test score of the control group is 36.99, while the post-test score is 38.13. The average distinction for both tests is 1.14. The p likelihood value is lesser than the significant level of alpha (α), which is $0.00 < 0.05$.

However, a noticeable difference in the control group's pre-test score and post-test result can be seen from the result. Consequently, the second hypothesis is discarded, as there is no significant difference between the pre-test performance of the students within the control group and the post-test score.

TABLE 3: SIGNIFICANT DIFFERENCE BETWEEN PRE-TEST AND POST-TEST SCORE AMONG TREATMENT GROUP

Variable	Test	Mean	SD	df (N – 1)	*t Value*	*p- Value*
Score Treatment group	Pre	36.79	2.706			
				272	-44.450	0.000
	Post	47.86	4.1744			

Significant level of alpha (α) = 0.05

The pre-test score mean of the experimental group, as shown in Table 3, is 36.79, while the post-test score of the experimental group is 47.86. The mean gap between the two measurements hence is 11.07 because the likelihood value of p is higher than the significance level of alpha (α), which is $0.00 <$ 0.05. There is a substantial difference in the pre-test performance and post-test scores of the experimental group. The second hypothesis is acknowledged, where a significant difference in pre-test and post-test scores of the experimental group is observed.

TABLE 4: SIGNIFICANT DIFFERENCE BETWEEN THE POST-TEST SCORE OF THE TREATMENT GROUP AND CONTROL GROUP

Variable	Group	Mean	SD	df (N – 2)	*t Value*	*p-Value*
Post-test	Treatment	47.86	4.18			
				468	26.439	0.00
	Control	38.35	3.33			

Significant level of alpha (α) = 0.05

Table 4 shows that the treatment group has a pre-test score mean of 47.86, whereas for the control group the mean is 38.35. The score difference between the two groups is 9.51. Since the likelihood value of p is higher than the significant point of alpha (α), which is $0.00 <$ 0.05, there seems to be a noticeable difference between the mean of post-test score of the treatment group and the control group. The median post-test score for the research group and control group ranges by 9.51. This corresponds with the fourth hypothesis, where a considerable difference in the post-test score between the treatment and the control group is expected.

4.0 RESULTS AND FINDINGS

The inferential evaluation was carried out using data that was entered into IBM SPSS statistical software. To evaluate four study hypotheses and measure the effectiveness of mobile applications

for acquiring Arabic, non-native Arabic students employed T-test. Those are the theories.

$H_{01:}$ There is no significant difference in the students' performance between the control group's pretest score and the treatment group.

H_{02}: There is no significant difference in students' performance between the control group's pre-test score and post-test score.

H_{03}: There is no significant difference in the students' performance between the pre-test score and the treatment group's post-test score.

H_{04}: There is no significant difference in the students' performance between the control group's after-test score and the treatment group.

To evaluate the pre- and post-test data, a T-Test analysis was used for the inferential study of inferential significance. Eight hypotheses were put to the test in order to provide a solution for the researcher. The hypotheses were then tested. In order to increase the likelihood of the observed p-value, we perform t-tests analysis. Therefore, the null hypothesis will be rejected, and we will propose the alternate hypothesis when our p-value is less than or equal to 0.05, as seen above. Researchers will reject the alternatives if the p-value approaches 0.05 ($p > 0.05$) and the researcher finds the null hypothesis.

Table 4.1

Significant Difference between the Pre-Test Score of the Treatment Group and Control group

Variable	Group	Mean	SD	df (N – 2)	t Value	p-Value
Pre-test	Treatment	36.80	2.71			
				468	-1.307	.146
	Control	37.10	2.13			

Significant level of alpha (α) = 0.00

The treatment group's mean pre-test score was 36.80, whereas the control group's mean pre-test score was 37.13, as shown in Table 4.1. Each party has a discrepancy of 0.30. In this case, the probability level () of 0.05 and the alpha significance level () of 0.44 suggest that the probability level (p) is more than the suitable alpha level (α) of 0.146 > 0.05. This means that the t-test is significant. Therefore, the Table 4.2

mean pre-test score of the students in the experimental and control groups is indistinguishable. As a result, the first hypothesis is supported if the experimental group and the control group have similar pre-test scores. A statistical comparison of mean pre-test scores in the treatment and control groups shows that there is no meaningful change.

Pre-test and Post-test Score Among Control Group

Variable	Test	Mean	SD	df (N – 1)	t Value	p-Value
Score Control Group	Pre	36.99	2.232			
				166	-4.266	0.00

	Post	38.137	3.365

Alpha significance level (α) = 0.05

According to Table 4.2, the average pre-test score of students in the control group is 36.99, whereas the average post-test score is 38.13. The mean difference between the two ratings is 1.14. The p probability value is less

than the alpha (α) significance threshold of 0.00 0.05. However, the outcome indicated a significant difference between the control group's pre- and post-test scores. As a result, the second hypothesis is discarded: there is no significant difference between the pre- and post-test performance of students in the control group.

Table 4.3

Pre-test and Post-test Score Among Treatment Group

Variable	Test	Mean	SD	df (N – 1)	t Value	p- Value
Score Treatment group	Pre	36.79	2.706	272	-44.450	0.000
	Post	47.86	4.1744			

Significant level of alpha (α) = 0.05

As indicated in Table 4.3, the mean pre-test score for students in the experimental group is 36.79, whereas the mean post-test score for students in the experimental group is 47.86. The mean difference between the two measurements is thus 11.07, because the probability value of p is greater than the alpha (α) significance

threshold of 0.00 0.05. There is a considerable difference between the experimental group's pre- and post-test performance. As a result, the second hypothesis is rejected, indicating that there is a substantial difference between the experimental group's pre- and post-test scores.

Table 4.4

Post-test Score Among Control Group and Treatment Group

Variable	Group	Mean	SD	df (N – 2)	t Value	p-Value
Post-test	Treatment	47.86	4.18	468	26.439	0.00
	Control	38.35	3.33			

Alpha significance level (α) = 0.05

Pre-test scores for the treatment group average 47.86, whereas pre-test scores for the control group average 38.35, as shown in Table 4.4. Approximately 9.51 points differentiate the two grades. The probability value of p is more than the significant point of alpha (0.00 0.05), suggesting that there is a significant difference between the mean post-test scores of the treatment group and the control group, as shown

in Table 1. Furthermore, the fourth hypothesis is held to be correct; this theory asserts that there is a statistically significant difference in post-test scores between those receiving therapy vs those receiving a control. In terms of statistics, the median post-test score for the study group and the control group differs by 9.51 points on the same scale.

5. DISCUSSION

The individuals who participated in the study were undergraduates from public universities who first enrolled in Arabic language classes. Students developed a pre-test to be administered before to the start of the teaching and learning process in order to document their level of Arabic competence. A total of seven weeks were devoted to the intervention. The students were separated into two groups: the control group, which received traditional instruction and learning through the use of a textbook, and the treatment group, which received extensive instruction and learning through the use of a mobile application in the classroom. After completing the intervention procedure, students were asked to submit a post-test in order to be able to evaluate their own progress. There are four hypotheses that are examined in order to determine the degree of accomplishment of pupils.

Soon after completing the pre-test, intervention and control groups were provided with Arabic-language interventions in which they interacted with their instructors using traditional techniques or mobile applications. The intervention was followed by a post-test, which was given to both groups to determine their level of performance in the Arabic language course. The findings of the post-test were compared across students in the control and treatment groups in order to determine whether or not the mobile application was successful in enhancing Arabic language proficiency. Students in both groups developed an understanding of the entire Arabic Language intervention, according to the findings of the study. The total mean score on the Arabic post-test was 47.86 (standard deviation = 4.182), with a range of values ranging from 38.50 to 56.78. The next section will go into further information about the levels of student success by category.

It is determined whether or not the mobile application was effective in raising students' academic achievement in this study by comparing the Arabic language post-test results of the two groups involved. According to the findings, the mean post-treatment group scores were higher when compared to the control group scores. Importantly, the two-way T-Test analysis revealed that the group achieved a statistically significant outcome when the mean of the Arabic scores differed considerably from the mean of the Arabic scores in the control group. As a result, it is possible to conclude that the mobile application is effective in raising Arabic language performance level of the treatment group in this study, according to the findings.

In general, both groups of students were able to respond to basic Arabic questions that focused on four different linguistic abilities. It was discovered that the majority of students from both groups were intelligent enough to comprehend the letters of the Arabic language and were able to write and connect the Arabic letters into words by reciting short phrases after they were taught. Students in the therapy group, on the other hand, do better in terms of producing Arabic sentences that are more accurate in terms of syntax and morphology.

6. CONCLUSION

The present research on m-learning has the potential to improve learners' achievement in the treatment group compared to students using traditional practices in the control group. The most significant difference is in terms of mastery of reading and writing skills. Students in the treatment group were bright to comprehend the text well and answer the relevant questions. Furthermore, the use of Arabic grammar in the treatment group was also more accurate than the control group, especially in the involving of the construction of simple sentences.

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