



## Classroom Research

Integrating Arabic for Tourism through the Canva application for High Vocational  
Certificate student the 2<sup>nd</sup> level of Sasana Business Administration Vocational College  
The 1st semester, Academic Year 2567

By

Mr. Suffiana Kade Sanoh

Sasana Business Administration Vocational College  
Office of the Vocational Education Commission, Ministry of Education

ชื่อผลงานวิจัย : Integrating Arabic for Tourism by using Canva for High Vocational Certificate student the 2<sup>nd</sup> level of Sasana Business Administration Vocational College

ชื่อผู้วิจัย : Suffiana Kade Sanoh

ตำแหน่ง : Teacher (Islamic Education)

วุฒิการศึกษา : ปริญญาตรีนิติศาสตร์อิสลาม Bachelor of Islamic law, Prince of Songkla University

สังกัดสถานศึกษา : วิทยาลัยอาชีวศึกษาศาสนบริหารธุรกิจ

โทรศัพท์ : 096-4078106

ปีที่ทำวิจัยเสร็จ : พ.ศ.2567

ประเภทงานวิจัย : วิจัยพัฒนาการเรียนการสอน (วิจัยชั้นเรียน)

### Abstract

Research on “Integrating Arabic for Tourism through the Canva application for High Vocational Certificate student the 2<sup>nd</sup> level of Sasana Business Administration Vocational College” The objective of this research was to study the teaching method of Arabic language for tourism through the Canva application media using Islamic content, focusing on developing listening, speaking, reading, writing skills, and learning grammar through valuable resources such as the Quran, Hadith, and Dua. This research is based on the hypothesis that learning Arabic language in an Islamic context through the Canva application media will increase learners’ motivation to memorize vocabulary, understand grammar, and apply it effectively in daily life. The research focuses on studying (1) teaching Arabic language through Canva to develop listening, speaking, reading, writing, and meaning interpretation skills by considering the structure of verses of the Quran and how to translate meanings to make them easier to understand; (2) whether the results of use can help learners remember sentence patterns and language structures better; (3) learning Arabic grammar through, focusing on analyzing sentence structures, using verbs, nouns, and verb inflection patterns in the context of the Quran; and (4) the results of learning Arabic vocabulary through the Canva application media by comparing the effectiveness of memorizing vocabulary from the Quran, Hadith, and Dua with other vocabulary learning methods.

This study used qualitative and quantitative research methods. The data was collected from a sample group of Muslim students at various levels through tests, questionnaires, in-depth interviews, and classroom observations. The research results are expected to help students understand religious content in developing their listening, speaking, reading, and writing skills in Arabic for tourism and to provide concrete guidelines for teachers and educators in designing curricula and teaching media that are appropriate for learners with Islamic backgrounds.

The results of this study will help fill in the knowledge about teaching Arabic, especially in the context of Muslim societies, which can be applied to develop Arabic language curricula in both religious schools and general educational institutions, as well as serve as guidelines for developing Arabic teaching techniques that can be effectively linked to the religion and culture of the learners. The research results found that 1) The results of the comparison of the achievement results of the pre-test and post-test scores of learning Arabic through the Canva application media to solve the problems of listening, speaking, reading, and writing skills for second-year higher vocational certificate students found that the post-test scores of Arabic for tourism had a higher average than the pre-test scores. 2) The results of the learners' satisfaction with the teaching model through the Canva application media were at a very good level.

### **Background and Significance of the Problem**

Arabic is a very important language in the Muslim world because it is the language of the Quran and Hadith, which are the main sources of reference for Islam. Muslim students who are skilled in reading and interpreting the Quran well will have a deep understanding of Islamic teachings. However, learning Arabic in the context of Islam still has many limitations, especially in terms of learning methods that can effectively connect grammar, vocabulary, and language use with the context of religion.

Currently, the study of Arabic by Muslim students tends to focus on memorizing vocabulary and grammar, without applying it in daily life. As a result, students lack the skills to read and interpret religious content in depth. Connecting Arabic to the context of the Quran and Hadith is one way that can help students understand the language better.

In addition, using verses from the Quran and passages from the Hadith in learning also helps to strengthen faith and understanding of the principles of Islam.

This study focuses on using the Arabic language of the Quran to develop listening, speaking, reading, and writing skills, as well as studying the effects of using Hadith and Dua in learning Arabic. In addition, it emphasizes learning grammar through verses from the Quran and learning Arabic vocabulary through the media application Canva, including using sentences from the Quran to practice Arabic writing skills. To enhance the understanding and ability of the Arabic language of Muslim students

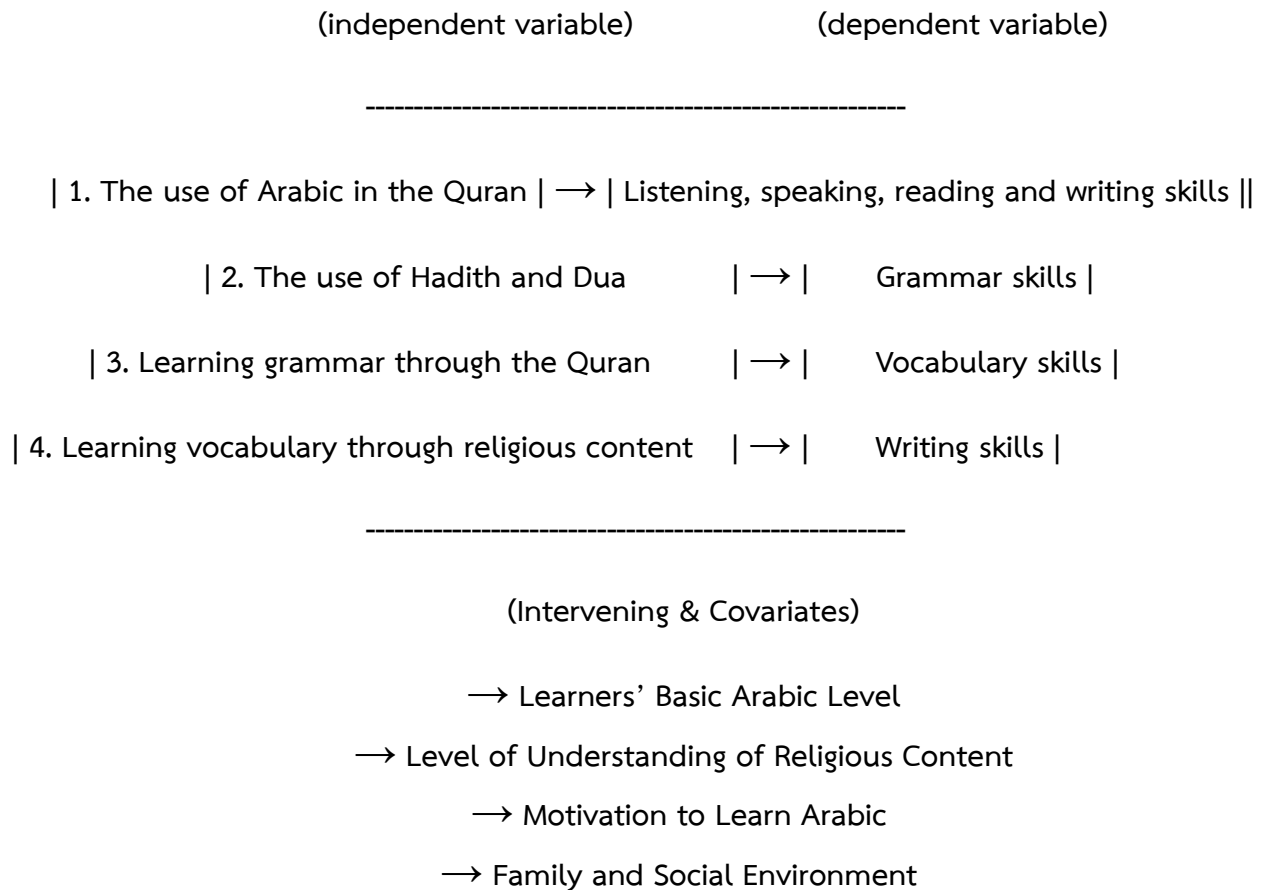
### **Research objectives**

1. To study the effect of using the Canva application media in teaching Arabic of the Quran in developing listening, speaking, reading and writing skills and to analyze the effect of using Hadith and Dua in learning Arabic of students
2. To evaluate the effectiveness of learning Arabic grammar through verses of the Quran
3. To study the effect of learning Arabic vocabulary through the Canva application media in teaching Islamic religious content and to analyze the effect of using sentences from the Quran in practicing Arabic writing skills
4. 70 percent of second-year vocational certificate students of the College of Business Administration studying Arabic had academic achievements that passed the 70 percent criterion

### **Scope of research**

5. Sample group: second-year higher vocational certificate students of the College of Business Administration
6. Study content: Verses from the Quran, Hadith and Dua related to Arabic grammar and vocabulary
7. Study period: Semester 1, academic year 2024
8. Research instruments: pre- and post-tests, questionnaires and interviews

## Conceptual framework for research



## Conceptual Framework Summary

This conceptual framework shows that learning Arabic through the context of religion and the Qur'an can affect the development of learners' Arabic language skills, with confounding factors that may affect the results. This research will help understand the effectiveness of using religious content in learning Arabic and can provide appropriate guidelines for developing more effective teaching methods among Muslim learners.

## Research Hypothesis

1. The use of Arabic language of the Qur'an can effectively help develop reading skills and interpretation of meaning among Muslim students. Learning through Hadith and Dua can help improve students' understanding and use of the Arabic language.

2. Learning Arabic grammar through Quran verses helps learners understand sentence structure and grammar more easily.
3. Learning Arabic vocabulary through Islamic religious content helps students remember and apply it better in daily life.
4. Using sentences from Quran helps students develop their Arabic writing skills to be grammatically correct.

### Definition of Specific Terms

- **Arabic:** A Semitic language that is the official language of the Arab world and the language of Islam.

- **Quran:** The holy book of Islam, which is the teaching of God through the Prophet Muhammad.

- **Religious context:** The religious environment and content related to the study of Arabic.

- **Learning Arabic:** The process of studying Arabic for the purpose of understanding and using it in communication and studying the Quran.

### Expected Benefits

1. Students can effectively develop their listening, speaking, reading and writing skills in Arabic through the Canva application
2. Students have a deeper understanding of the grammar and structure of the Arabic language from the context of the Quran and Hadith
3. Learning through Dua and Hadith helps to build motivation and faith in learning Arabic
4. Students can better remember and use Arabic vocabulary from religious content
5. Practicing writing skills through sentences from the Quran helps students use Arabic correctly according to grammar
6. Schools can apply the research results to design an effective Arabic curriculum that is better connected to the religious context

7. Teachers can use the guidelines from this research to develop teaching materials and learning methods that help students understand and remember content better.

### **Related documents and research**

#### **Related theories and concepts**

The Language Acquisition Theory of Noam Chomsky and Stephen Krashen plays an important role in studying the approach to learning Arabic, especially Krashen's theory that mentions language learning through meaningful contexts (Comprehensible Input), which is consistent with learning Arabic through the teachings of the Qur'an.

In the context of studying Arabic in Islam, Ibrahim's (2017) study found that studying Arabic from the context of the Qur'an not only helps learners understand the language, but also enhances their understanding of religious texts and religious practices.

#### **Related research**

Various research studies that study Arabic language learning through religious contexts and the Quran, such as: The state and problems of teaching Arabic in Islamic educational centers in mosques (Tadika)

This research studies the state and problems of teaching Arabic in Islamic educational centers in mosques (Tadika) in Chanae District, Narathiwat Province, using qualitative research methods such as observation and interviews to analyze the teaching and learning conditions and the problems that arise. Guidelines for developing Arabic language learning for the general public.

This research presents guidelines for developing Arabic language learning for the general public by studying the history of Arabic language learning in Thailand through an Arabic language learning manual in Thai and analyzing the translation of original texts from other languages, referencing, and creating results that are beneficial to learners. The results of using the Quran reading skill training kit.

This research studies the results of using the Quran reading skill training kit for Muslims in Bang Bua Thong Subdistrict, Bang Bua Thong District, Nonthaburi Province, by analyzing the results of using the skill training kit to develop learners' reading of the Quran.

### **Development of Quranic Reading Skills in Qira'atido**

This thesis studies the development of Quranic reading skills in Qira'atido using animated infographic media for intermediate Islamic students to enhance Quranic reading skills in a modern and effective manner. Learning activity model to develop Arabic speaking skills for Sanawi students.

This research studies an effective learning activity model to develop Arabic speaking skills for Sanawi students by analyzing problems and obstacles in organizing learning of speaking skills and proposing guidelines for developing appropriate learning activities.

### **Synthesizing and summarizing related concepts**

Studying Arabic in the context of religion and the Quranic Quran can create meaningful and interesting learning for learners by learning not only about language use but also about religious learning, which helps to enhance understanding of religious content in a deep and effective way.

### **Research Design**

This research used a qualitative research design using interviews and surveys of a sample group of Arabic language learners through religious contexts and the Quran.  
Population and Sample.

**Population:** 40 second-year higher vocational certificate students of the College of Business Administration, Academic Year 2024

**Sample:** 40 second-year higher vocational certificate students of the College of Business Administration, Academic Year 2024



## **Problem Solving Tools / Solutions**

Use the theory of teaching English reading for comprehension according to Murdoch's MIA method as follows:

1. Priming Questions
2. Understanding Vocabulary
3. Reading the Text
4. Understanding the Text
5. Transferring information in other forms
6. Jigsaw Exercise and Paragraph Structure
7. Evaluation and Correction

### **Data Collection Tools**

1. Test
2. Reading Comprehension Exercise

## **Data Collection Method**

- Study the Basic Education Core Curriculum 2008, Learning Group and Learning Standards and Indicators (Revised 2017), Foreign Language Learning Group
- Study the theory of teaching English reading for comprehension, write a teaching plan, based on the principles and steps of teaching reading according to Murdoch's MIA method
- Study the creation of English reading tests and assessments
- Create a multiple-choice test with 20 questions to measure reading comprehension.
- Conduct learning management activities according to the plan.
- Evaluate the learning achievement after learning.
- Analyze and summarize the results.

## **Data analysis method**

- Percentage
- Average

## Data analysis results

The results of the research study on teaching Arabic through the context of religion and the Quran to solve the problem of reading comprehension for 40 second-year higher vocational certificate students at the College of Business Administration. The results of the data analysis are as follows:

**Table 1** shows the percentage, mean, and standard deviation of the pre-test and post-test scores of the Arabic subject of second-year vocational certificate students at the College of Business Administration.

Score	Percentage	$\mu$	$\sigma$
Pretest score	40.12	3.92	1.38
Posttest score	83.63	8.36	1.49

From Table 1, it was found that the achievement of the pre-test scores had an average of 3.92 ( $\sigma = 1.38$ ), accounting for 40.12 percent, while the achievement of the post-test scores had an average of 8.54 ( $\sigma = 1.42$ ), accounting for 85.47 percent (Appendix Tables 1, 2).

**Table 2** Comparison of academic achievement of pre-test and post-test scores of Arabic for Tourism course of second-year vocational certificate students of Sasana Business Administration Vocational College.

Score	$\mu$	D
Pretest score	3.92	4.62
Posttest score	8.54	

From Table 2, it was found that the post-test scores of the Arabic language for tourism course through the Canva application had a higher mean score than the pre-test scores by 4.62 points, which means that the post-test scores were higher than the pre-test scores, which is true for the research question.

**Table 3** Satisfaction assessment form of students towards the teaching format of Arabic language through the Canva application media of the 2nd year Higher Vocational Certificate (Vocational Certificate) students.

Evaluation list	Average/Percentage/Level		
<b>1. Teacher</b>			
1. Readiness and preparation for teaching	4.25	85.00%	Very Good
2. Explaining learning objectives	3.80	76.00%	Very Good
3. Teaching techniques	3.60	72.00%	moderate
<b>Total average</b>	<b>3.88</b>	<b>77.67%</b>	<b>Very Good</b>
<b>2. Teaching media</b>			
1. Consistent with the learning content	3.50	70.00%	moderate
2. Easy to understand, not complicated process	3.60	72.00%	moderate
3. Appropriate format	3.80	76.00%	Very Good
<b>Total average</b>	<b>3.63</b>	<b>72.67%</b>	<b>moderate</b>
<b>3. Benefits received</b>			
1. There is a rational thinking process	3.80	76.00%	Very Good
2. Can apply knowledge to daily life	4.20	84.00%	Very Good
3. Overall satisfaction in learning management	4.10	82.00%	Very Good
<b>Total average</b>	<b>4.03</b>	<b>80.33%</b>	<b>Very Good</b>
<b>Sum of the average of all 3 dimensions</b>	<b>3.84</b>	<b>76.56%</b>	<b>Very Good</b>

### Data analysis results

From Table 3, the results of the analysis of student satisfaction assessment found that overall the average was at a high level, with an average of 3.67, accounting for 73.41 percent. When considering each aspect, it was found that the benefit aspect had the highest average of 3.87, followed by the examiner aspect with an average of 3.70, and the teaching media aspect was the lowest.

## **Discussion of the research results**

From the analysis of the presented data, it can be concluded that the use of the Arabic language teaching method through the context of religion and the Quran has a significant effect on the development of reading comprehension skills of vocational certificate students, vocational certificate students, year 2 of the College of Business Administration.

### **1. Comparison of academic achievement before and after studying**

From Table 1 and Table 2, it was found that the average score of the post-test (8.36) was 4.50 points higher than the average score of the pre-test (3.86), accounting for 83.63 percent after studying compared to 38.63 percent before studying, indicating that students had better reading comprehension skills after being taught with the presented method.

### **2. Effectiveness of the teaching method**

The results of this research support the idea that teaching Arabic through the context of religion and the Quran is a method that helps enhance understanding of the content and helps students remember and apply knowledge better. This method may help reduce the complexity of learning Arabic by using a context that students are familiar with. This leads to more interest and motivation to learn.

### **3. Student satisfaction with the teaching and learning model of Arabic language.**

In addition, the results of the evaluation of student satisfaction with the teaching and learning model in Table 3 found that the overall average satisfaction was at a high level (an average of 3.67, accounting for 73.41 percent). When considering each aspect, it was found that the aspect that received the highest average score was "Benefits received" with an average of 3.87 (77.33 percent), which indicates that students believe that teaching and learning helps develop the thinking process and can apply knowledge to daily life very well. The next is "Teacher" with an average of 3.70 (74.00 percent), reflecting the readiness and teaching techniques that affect student understanding. As for "Teaching media", the average was the lowest at 3.44 (68.89 percent), which is at a moderate level, indicating that developing teaching media that is more consistent and easy to understand will increase learning efficiency.

#### **4. Consistency with related research.**

Many related research studies indicate that learning through contexts related to the learner's experience is an effective approach, especially in linguistics and religion. Integrating religious contexts into learning Arabic helps students understand vocabulary, sentence structures, and meanings more deeply. This is consistent with the results of this study.

#### **5. Suggestions for future research**

Although the teaching methods used have a positive effect on the students' academic achievement, there are still other factors that may affect learning, such as the students' basic ability level and the learning environment. Future research may consider further studying the effects of these variables, including comparing different teaching methods to develop more appropriate teaching approaches.

In conclusion, the results of this study show that teaching Arabic through religious contexts and the Quran can effectively develop students' reading comprehension abilities and should be applied in similar teaching contexts.

## Bibliography

- Department of Religious Affairs, Ministry of Culture. (2012). Introduction to Religion. Bangkok: Agricultural Cooperative Society of Thailand Co., Ltd.
- Ibn Khaldun. (1978). al-Muqaddimah. (المقدمة). Beirut: Dar al-Qalam.
- Leaman, O. (2006). The Qur'an: An Encyclopedia. Routledge.
- Meephuwong, S. (2007). Organizing Learning Activities Using Lessons for Finished Assembly STAD Techniques, Social Studies, Religion and Culture Subjects on Important Dates
- Martinez, S. G. (2010). Using Web Resources to Support Teachers and Students with The Teaching And Practice of Listening Comprehension. International Conference on e-Learning 2015, 26-28 May 2015, UiTM Sabah.
- Nawi, A. (2014). Engaging Student Through ICT: Strategies and Challenges for Using Website In Teaching and Learning. International Journal on New Trends in Education and Their Implications, 91.
- Samah, R. (2007). Penggunaan Internet Dalam Pengajaran Bahasa: Kajian Terhadap Bahasa Arab Komunikasi Pelancongan.
- Son, J.-B. (2008). Using Web-Based Language Learning Activities in the ESL Classroom. International Journal of Pedagogies and Learning.
- Waters, H. a. (2001). Key Issues in English for Specific Purposes (ESP) Curriculum Development. The Internet TESL Journal.
- Hoffman, S. (1996). Computer and instructional design in foreign language/ESL instruction. TESOL Journal.
- Wellington, J. J. (1995). The role of new technology in teacher education: A case study of hypertext in a PGCE course. Journal of Education for Teaching.
- Kulik, J. A., Bangert, R. L., & Williams, G. W. (1983). Effects of computer-based teaching on secondary school students. Journal of Educational psychology.