

BORANG PENGESAHAN STATUS TESIS

JUDUL: THE EFFECTIVENESS OF USING THE KEYWORD METHOD IN
LEARNING ARABIC VOCABULARY THROUGH E-LEARNING: THE RISE
OF POLICE AND TRAFFIC POLICE

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THE EFFECTIVENESS OF USING THE KEYWORD METHOD IN
LEARNING ARABIC VOCABULARY AMONG KUCHING TOURIST
POLICE AND PATROL POLICE

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ABSTRACT

THE EFFECTIVENESS OF USING THE KEYWORD METHOD IN LEARNING ARABIC VOCABULARY AMONG KUCHING TOURIST POLICE AND PATROL POLICE

Fifi Khairunnisa bt Hamzah

This study aimed to identify the effectiveness of using the keyword method in learning the Arabic vocabulary. The research design used in this research was a case study. There were two phases involved in this case study: a training phase, and an evaluation phase. The main activities in the training phase were a training session and an immediate recall test. While questionnaires and interview sessions were the main activities in the evaluation phase. The effectiveness was measured in terms of four themes: the keyword method was helpful in the learning of the Arabic vocabulary, the speed of learning the Arabic vocabulary using the keyword method, the keyword method is easy to be applied in the learning of the Arabic words and the keyword method was pleasant to be used in learning the Arabic vocabulary. There were thirteen participants, seven Tourist Police and six Patrol Police from Ibu Pejabat Kontinjen, Kuching who involved as a sample in the research. Findings were obtained using thematic analysis. They indicated that using the keyword in learning Arabic vocabulary was effective in terms of helping the participants to learn the Arabic vocabulary easier and faster while eased the recall process. This findings support Craik and Lockhart (1972), who found that the keyword method as an elaborative rehearsal technique involved in-depth processing that benefits recall. Time was the biggest constraint in this research. While the participants believed that the period of the training session should be extended, Thomas and Wang (1996) suggested that suitable training time is essential for the effective application of the keyword method.

ABSTRAK

KESAN PENGGUNAAN KAEDAH 'KEYWORD' DALAM MEMPELAJARI PERKATAAN BAHASA ARAB DI KALANGAN POLIS PELANCONG DAN POLIS PERONDA KUCHING

Fifi Khairunnisa bt Hamzah

Kajian ini bertujuan untuk mengenal pasti keberkesanan penggunaan kaedah 'keyword' dalam mempelajari perkataan Bahasa Arab. Bentuk kajian yang digunakan adalah kajian kes. Terdapat dua fasa yang dijalankan dalam kaedah ini iaitu fasa latihan dan fasa penilaian. Aktiviti-aktiviti utama dalam fasa latihan ialah sesi latihan dan 'immediate recall test'. Soal-selidik dan sesi temubual merupakan aktiviti-aktiviti utama dalam fasa penilaian. Keberkesanan kaedah 'keyword' dinilai berdasarkan empat tema: kaedah 'keyword' membantu dalam mempelajari perkataan Bahasa Arab, kecepatan mempelajari perkataan Bahasa Arab dengan menggunakan kaedah 'keyword', kaedah 'keyword' mudah dan seronok diaplikasikan dalam mempelajari perkataan bahasa Arab. Tiga belas anggota Polis, tujuh daripada mereka ialah Polis Pelancong dan enam Polis Peronda dari Ibu Pejabat Kontijen, Kuching terlibat sebagai sampel dalam kajian ini. Dapatan Kajian telah dianalisis dengan menggunakan analisis tema. Dapatan ini menunjukkan kaedah 'keyword' dalam mempelajari perkataan Bahasa Arab adalah berkesan dalam membantu peserta-peserta mempelajari perkataan Bahasa Arab dengan lebih mudah dan cepat serta memudahkan proses 'recall'. Dapatan ini menyokong dapatan yang diperolehi oleh Craik dan Lockhart (1972), bahawa kaedah 'keyword' adalah teknik 'elaborated rehearsal' yang melibatkan 'in-depth processing' yang memudahkan 'recall'. Masa merupakan halangan terbesar dalam kajian ini. Para peserta percaya tempoh kajian harus ditambah sementara Thomas dan Wang (1996) menyarankan tempoh latihan yang bersesuaian adalah penting untuk keberkesanan kaedah 'keyword'.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter will discuss the background of this research, the problem statement, the research questions, research objectives, research hypothesis, the research framework, definition of terms used in this study, justification and the limitation of this study.

1.1 Background

Malaysia is moving towards a developed country status. The image of Malaysia is known throughout the world as a peaceful and harmonious country, with a multiracial population, and lots of wonderful places to be visited. Hence, every year Malaysia is

visited by foreigners from all over the world. The Malaysian Tourism Board reported that in 2004, at least 15.7 million visitors had visited Malaysia. The number of visitors from Middle East especially has grown tremendously in the past 5 years.

The government of Malaysia has taken into consideration the number of visitors from the Middle East and attempt to improve the tourism service in order to welcome the tourists from Middle East. For example, the Arabic language is used on signboard together with Bahasa Melayu and English. These signboards can easily be found near international airports in Malaysia. Furthermore, Arabic translators are needed by the tourist agencies and tourism premises to assist the tourists from the Middle East and as an added attraction to encourage them to visit Malaysia.

The government of Malaysia has encouraged the Polis DiRaja Malaysia (PDRM) to learn certain foreign languages. The Tourist Police and Patrol Police is a division of PDRM. The basis of the Tourist Police and Patrol Police division is for the purpose of helping tourist and keeping them safe while they are in Malaysia.

The formation of the Tourist Police and Patrol Police division demonstrates the awareness of the Malaysian government towards tourists needs as a whole to increase the quality of international recommendations to visit Malaysia. Tourist Police and Patrol Police are established to assist tourists, but communicating with tourists becomes a barrier in communication. Therefore, the government has encouraged the officers in this division to learn a foreign language.

Learning a foreign language is now widely practiced all around the world. Language learning can be more effective, when a foreign word is extensively processed which involved the recording, classifying and delimiting the meaning of words and associating stories, images and sounds to it.

Learning a foreign language is usually related to rote repetition where someone who learns a new foreign word needs to rehearse and memorize the new word repeatedly. Rehearsal is one way to improve short-term memory (STM). According to Santrock (2003), rehearsal is the conscious repetition of information. Rote repetition is one way of rehearsal. Information stored in short term memory lasts half a minute or less without rehearsal. However, if the rehearsal is not interrupted, the information can be retained for longer periods of time.

Rehearsal works best when a list of items needs to be remembered briefly. If the new information needs to be remembered for a longer periods, other learning strategies usually work better (Santrock, 2003). Other strategies that can be used to ensure that information can be remembered for a longer period are mnemonic techniques.

Language learners need all the information of the language that is to be learned could/should be transferred into long-term memory (LTM). It has therefore been of interest to the cognitive psychologist how this 'encoding' process could be achieved, how LTM operates and how information can be retrieved from this store, STM. The

main way to transfer meaningful information from STM to LTM is by finding some pre-existing information in the LTM to attach the new information to.

Based on Atkinson and Shiffrin's (1968) model of information processing system (referring to Figure 1), encoding and retrieval are interconnected. Successful retrieval is based on meaningful encoding process. Encoding is very important to prevent loss of information from STM and to ensure it is being transferred to LTM. Information is stored and retained in the LTM based on the elaboration and organization of the information. Information that engaged in more elaborative processing results in better memory. Elaboration is the process of connecting new material to information or ideas that are already in the learner's knowledge. Information that is well-organized is easier to learn and to retrieve. Retrieval is the process of locating information that has been previously stored in LTM.

The successfulness of retrieval depends on the representation and organization of the information. There are three memory storages: sensory memory, short-term memory and long-term memory.

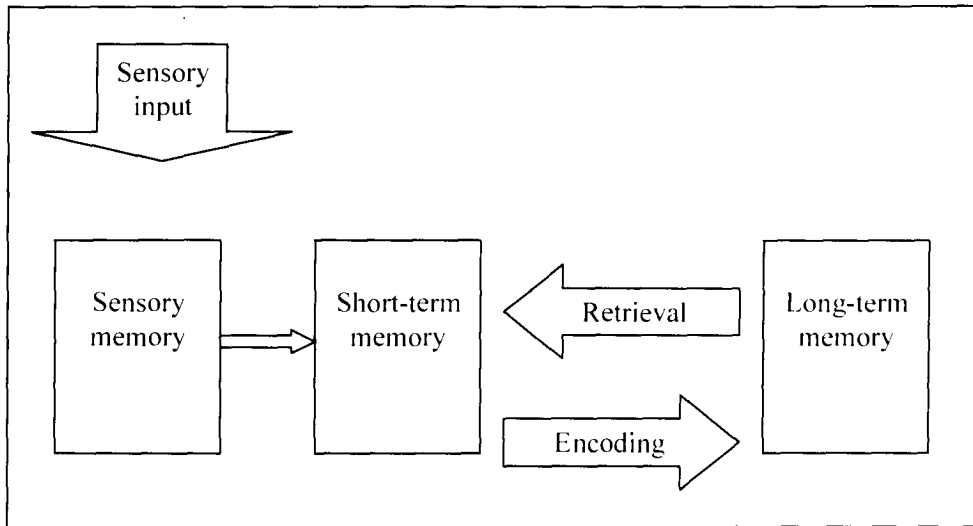


Figure 1. Atkinson and Shiffrin (1968) model of information processing

system (Adapted from Neath & Suprenant, 2003)

Before modern brain science discovered neurophysiologically and psychologically, the extraordinary power and potential of the human brain, the Greeks have discovered that mental performance can be enhanced enormously if certain appropriate techniques are used. The mnemonic techniques were based on fundamental principles that are easy and enjoyable to use as well as have deep impact at memory improvement.

Mnemonic techniques are encoding strategies that are used to improve memory. The word mnemonic comes from the Greek word *mneme* (which means memory) and *mnemon* (mindful). Instructional strategies that use mnemonic have been found to have a positive effect on the retention of information. Mnemonic provides structures that enable people to improve the organizations of unrelated bits of information.

As an elaboration technique, mnemonic provides linkages between new materials and existing frameworks and cues to allow performing the process of learning and remembering more efficiently. It has also been found that mnemonic techniques are effective in different ways: the provided mnemonics aid people more than they have to generate their own mnemonics, story mnemonics are more effective than general mnemonics, and imagery mnemonics are more effective than verbal mnemonics.

The Greek discovered by inspection, discussion and exchange, that there are three memory principles; association, image and location. Memory was in major part based on associating and linking image and location together. In addition to association, the Greeks realized that, for something to be remembered, it had to involve a meaningful image. The last is location. In other words, for the memory to remember item that it has associated and visualize, it must also involved locating that item at specific location.

Knowing the meaning of words is stored in a person's semantic memory. Semantic memory is a component of explicit memory, which is a substructure of long term memory. Information in STM can be stored in LTM with appropriate strategies of storage.

When learning a large amount of new information, such as a foreign language, mnemonics are said to be a useful tool, for they function as "memory aids" (Higbee,1977) relieve the burden on learners' STM by associating the new information with something familiar (Ericsson, Chase, & Faloon, 1980).

There are various mnemonic techniques used in foreign-language learning (Paivio & Desrochers, 1981, for a review), but the one that is most widely used is called the “Keyword Method” (KWM) originally developed by Atkinson (1975) to teach foreign language vocabulary.

The KWM involves two distinct stages of learning new word: a phonetic stage and visual image stage. The two stages of the KWM can be seen as establishing an interaction between two forms of elaborative processing (Anderson, 1990). Visual imagery is important in this method because it creates a link between the new word and the associative word in the native language. Existence of visual image makes a new word more meaningful and makes the storage valuable in long term memory.

The KWM was first seriously evaluated procedures to study the acquisition of second language vocabulary among college students (Atkinson, 1975). The KWM involves two distinct stages in learning foreign language. The first stage is phonetic stage. In this stage a learner has to find a word in the learner’s native language that sound like part or all of the foreign word. This first stage results a keyword. For example, a learner wants to learn an Arabic word, tairah which means airplane. First, a keyword is created. The keyword is an English word that sounds like part or all of the Arabic word and is high in imagery, as well as meaningful. The keyword for tairah is air. Thus the phonetic link, tairah→air is formed.

The second stage is imagery stage. In this stage, the learners has to create a visual image that can clearly links the keyword, the foreign word and the meaning of the foreign word. Using previous example, the learner might create a visual image of an airplane flying in the air. This stage links the keyword (air) with the meaning of the Arabic word (tairah) using an imager link. Thus the imagery link air→airplane is formed. These two links can be presented as follows: tairah→air→airplane. The keyword provides a memory mediator connecting the foreign word and its meaning.

The process involved in the KWM is best explained by the “three Rs” (Mastropieri & Scruggs, 1991) which stand for “reconstructing,” “relating,” and “retrieving”. For example when English speakers learn an Italian vocabulary item “ranid” meaning “frog” similar-sounding keyword “rain” which is concrete and familiar to the learners is first reconstructed. Once the keyword (rain) has been reconstructed and learned, it must then be related to the to-be-learned information (frog). This is done by combining “rain” and “frog” in a sentence, a visual image, or a picture (e.g., a frog sitting in the rain). When the learners attempt to retrieve the English definition of “ranid.” they think of the keyword (rain), think back to the interactive picture that contained the keyword and its definition (a frog sitting in the rain), and then retrieve the definition from the information in the picture (frog).

There are a number of research that has been carried out to study the effects of using KWM in foreign language learning (Atkinson,1975; Gruneberg & Skyes,1991:

McDaniel & Pressley,1989). However those researches only study the effects of using the KWM for immediate recall.

None of those researches study the effect of using the KWM to store and retrieve a new word from long term memory. This research is conducted to distinguish the advantage of using KWM in learning foreign language for immediate recall.

1.2 Problem Statement

Means of communication have grown increasingly more efficient in recent years, exposing weaknesses in humans' ability to express ideas verbally. One limiting factor of communication is the lack of an adequate vocabulary. The literature supports the use of mnemonic strategies to improve acquisition and retention of facts; however, most of the research has dealt with learning lists of facts. There is a limited research on the effectiveness of mnemonic strategies embedded the vocabulary of a new language. A study reported by Gruneberg and Skyes (1991) indicate that learners find the KWM faster, easier and more enjoyable than conventional methods of language learning. This research is conducted to study the factors that can make learning Arabic vocabulary by Tourist Police and Patrol Police easier, faster and meaningful. The purpose of this research was to evaluate the effects of the KWM in facilitating Tourist Police and Patrol Police and in learning Arabic vocabulary.

1.3 Research Question

Specifically, this research focused on the following research questions:

- i) What is the effect of using the KWM in assisting the Tourist Police and Patrol Police in the learning the Arabic vocabulary?

1.4 Research Objectives

The objective of this research is to investigate the effects of using the KWM in assisting Tourist Police and Patrol Police in learning Arabic vocabulary. The learning of Arabic language consists of elaboration and immediate recall.

1.4.1 Specific Objectives

The specific objective of this research is to study the effects of using the KWM on immediate recall of learned Arabic vocabulary.

1.5 Research Framework

The framework for this research is as follows:

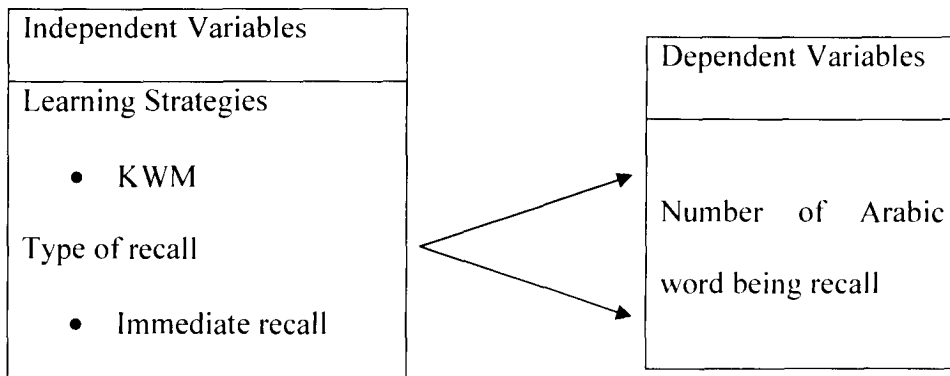


Figure 2. Conceptual Framework

1.6 Definition of terms

1.6.1 Defining Keyword method

Atkinson (1975) defines the KWM as a technique in which a new word is associated with a similar-sounding familiar word in the learner's native language, known as keyword. A visual image is then formed linking the unfamiliar word to the keyword.

Operational definition

The term mnemonic in this research refers to the KWM, which are used to learn Arabic vocabulary. KWM involves two distinct stages in learning Arabic vocabulary. The first stage is phonetic stage, to find the word in English that are similar to Arabic word, which is known as keyword.

The second stage is imagery stage. In this stage, a visual image is used to link the keyword and the Arabic word.

1.6.2 Defining Learning

Anderson (1947) defined learning as a process by which long lasting changes occurs in behavioral potential as a result of experience.

Operational definition

The term learning in this research refers to the process of learning Arabic vocabulary by Tourist Police and Patrol Police. They are two main processes in learning, first is the ability to acquire a new vocabulary and second is the ability to recall the new vocabulary from memory. The learning of a new vocabulary is succeed when a learner can acquire a new vocabulary, in terms of its meaning and can recall the new word in both immediate recall.

1.7 Justification of the Research

This research is to be conducted for two reasons; to help the organization and to contribute the result of this research for further researches. In organization context, this research is perhaps can be used as references for the Management Board of PDRM in the effort to plan and recognize the weakness that needs to be encountered promptly.

There is a significant likelihood that the Management Board of PDRM and the Tourist Police and Patrol Polices with little knowledge of the human memory model and memory techniques for learning could negotiate the learning process that significantly compromise the effectiveness of learning Arabic vocabulary. The effect of using the

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KWM may influence the effectiveness of learning Arabic vocabulary. Therefore, this research is conducted to research to what extent the KWM assists the Tourist Police and Patrol Polices in learning Arabic vocabulary.

In the context of research, perhaps this research can be used as references for further and future researchers. This information can be used and ideas included in this research to support their researches.

1.8 Limitations of the Research

This research possessed some limitations. This research is conducted in one organization only, which are Tourist Police and Patrol Police specifically in Kuching. Therefore, the findings of this research cannot be generalized for all the organization in PDRM.

This research only emphasize on the usage of the KWM as mnemonic devices for foreign language learning, whereas, there are a lot of mnemonic devices that can help in foreign language learning. Those mnemonic devices are categorizing, delimiting and Code-Word System.

The possibility of learning effects towards the Tourist Police and Patrol Police is difficult to verify. There are many uncontrolled factors. In addition to the KWM, there