THE IMPACT OF ANIMATION PROGRAM ON ARABIC LEARNING VOCABULARY RECALL AMONG PRIMARY SCHOOL PUPELS: A CASE STUDY AT AL-AMIN ISLAMIC PRIMARY SCHOOL, GOMBAK

DR ISMAIEL HASSANEIN AHMED -1

TR. MAHANI MOKHTAR - 2

29th June 2019

INTRODUCTION

- **Vocabulary is the most important factor in academic achievement for a second or foreign language learners (Laufer, B. (1997).**

- **Without an adequate knowledge of relevant vocabulary; the students will have difficulty in performing the tasks required of them in school (Harley, 1996).**

INTRODUCTION (cont.)

- It is relatively difficult to learn new words, to keep those words in mind and recall them when needed (Tozcu, A., & Coady, J. 2004).

- Through the multimedia technology, animation programmes are an innovation that creates an atmosphere which is capable of aiding student's achievements in learning a foreign language.

INTRODUCTION (cont.)

- The animated images are interactive and addresses almost all senses causing the students to be more focused on the vocabulary learning (Wood 2001)

- To learn words in context with the help of animated images is considered to make the learning process much easier for the students (Yüksel & Tanrıverdi, 2009).

INTRODUCTION (cont.)

➡ **Al-Amin Gombak Islamic Primary School was established in 1986. It is a part of a network of schools under Pusat Pendidikan Al-Amin Berhad.**

➡ **Arabic Language has been taught in the school as a second language since its establishment.**

INTRODUCTION (cont.)

- The allocated time for this subject is three or four hours weekly.

- At the end of each year, the students will sit for a written and oral evaluation to assess their achievement.

- For year One to Five, the assessments are done internally. As for year Six, the examination is centralised among all schools under Pusat Pendidikan Al-Amin Berhad.

PROBLEM STATEMENT

- **In Al-Amin Gombak Islamic Primary School, vocabulary recall and acquisition of verbal skills is a major concern in Arabic Language Learning.**

- **Classical teaching techniques and learning materials has become ineffective in ensuring the acquisition of those skills.**

PROBLEM STATEMENT (cont.)

➡ **Although each class is equipped with a HD television that can be connected to a laptop via a USB cable, animation programs have yet to be used by the teachers in teaching Arabic Language.**

OBJECTIVES OF THE RESEARCH

- ➡ **To determine the performance of Year One students in vocabulary recall and verbal skills in learning Arabic Language, after watching animation programs**

- ➡ **To determine the perception of Year One students, in learning Arabic Language through animation programs**

RESEARCH QUESTIONS

▶ **How do the students perform on the vocabulary recall and basic verbal skills after watching animation programs?**

▶ **What are the students' perceptions towards the use of animated programs in learning Arabic language?**

RESEARCH METHODOLOGY

➤ **Design** :

 ▪ **Quasi Experimental**

➤ **Population** :

 ▪ **year one students aged seven years**

➤ **Sample :**

 ▪ **2 classes of similar academic levels**

 ▪ **Each class – 20 students**

 ▪ **Total – 40 students**
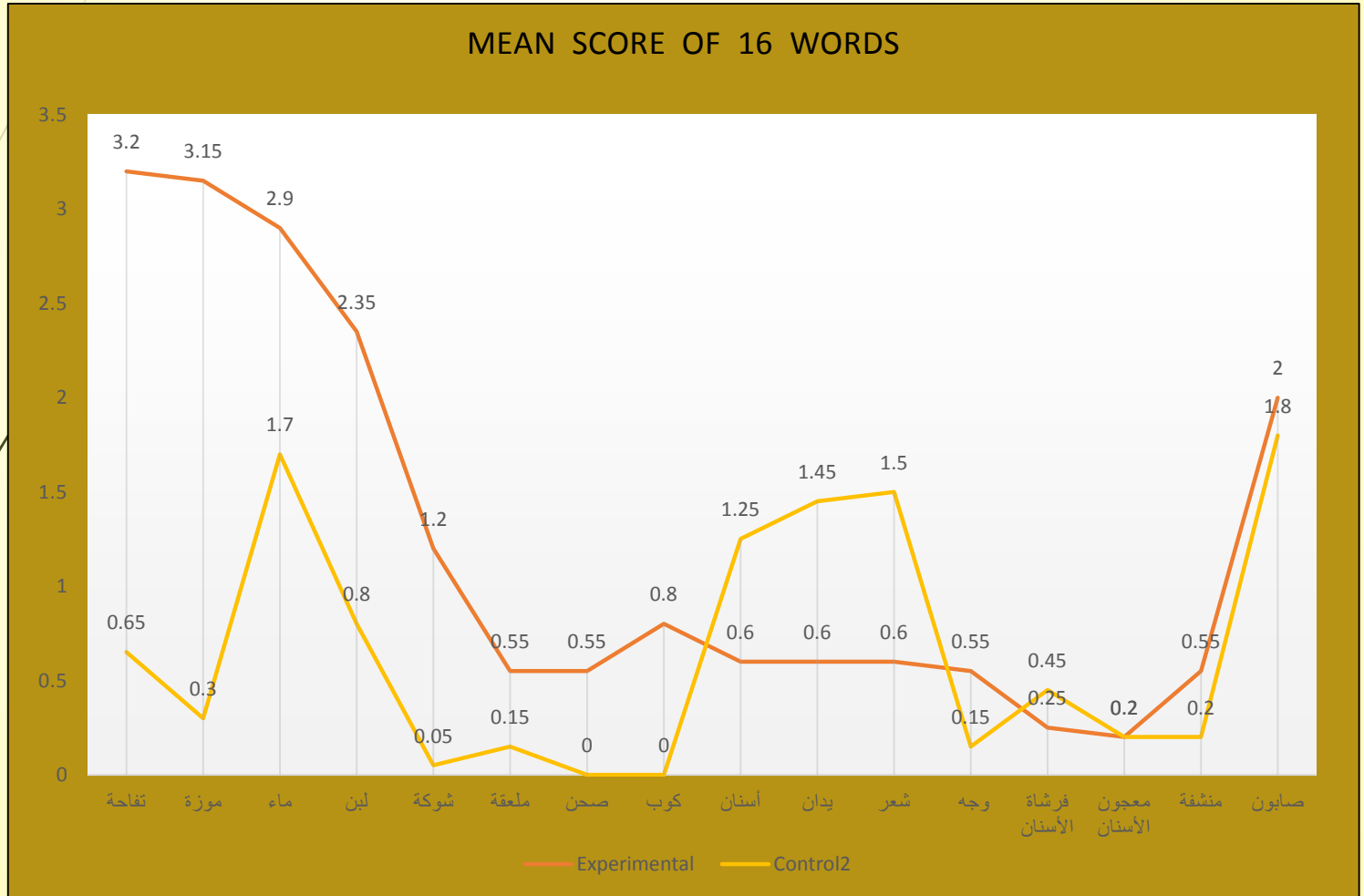
INSTRUMENTS

Achievement Test

- 16 words

- 6 sentence structure

INSTRUMENTS

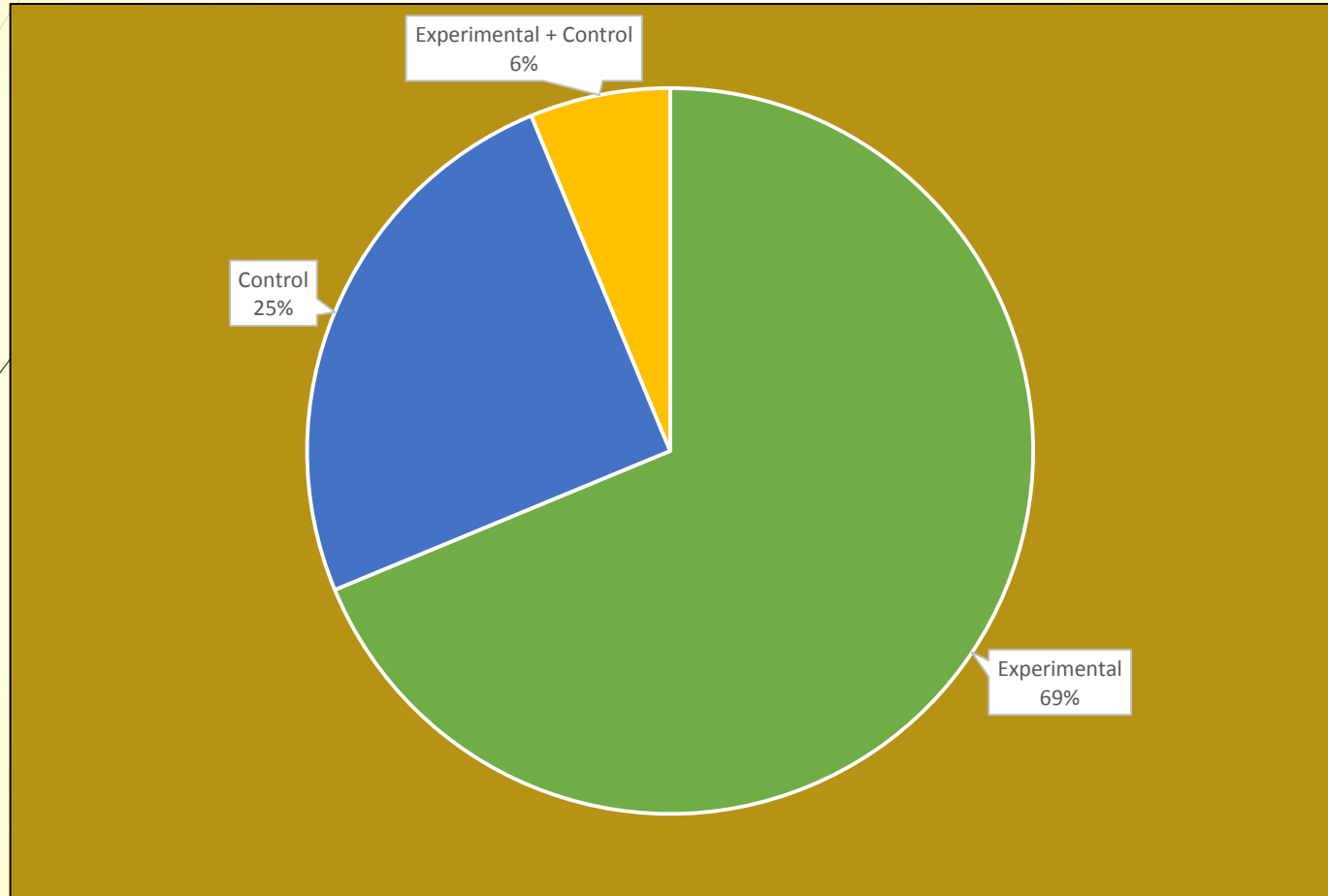## Interview

1. Did you enjoy watching the cartoon program
2. Was it interesting?
3. Did it help you to understand the lesson?
4. Do you want to watch it again?
5. Do you want your teacher to always use animation in your Arabic language class?

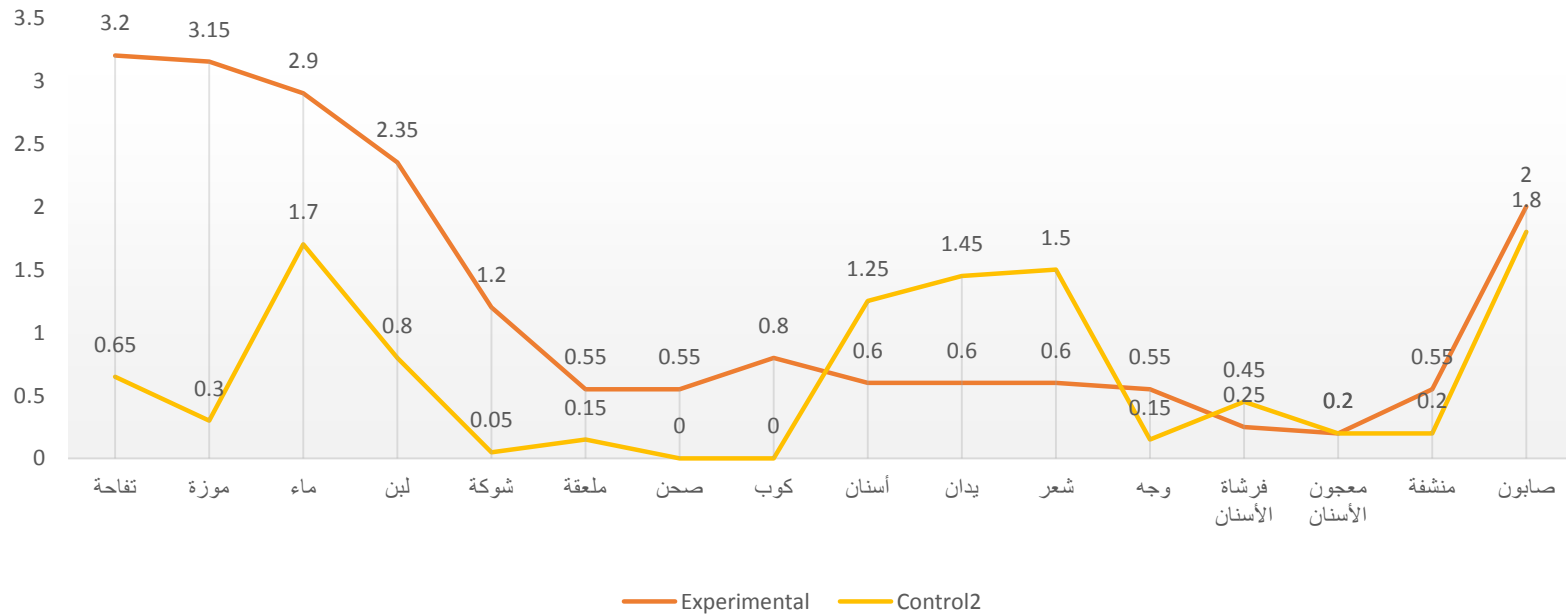# RESULT

MEAN SCORE OF 16 WORDS

RESULT

Comparison of Achievement Between Experimental And Control Group

FIGURE

MEAN SCORE OF 16 WORDS

Result

- Figure 1 above shows the distribution of the mean score for the recall and the verbal skill of all the sixteen (16) words that were tested.

- Out of the sixteen (16) words, the mean score for the recall and the verbal skill of eleven (11) words, is higher for the experimental group compared to the control group.

- As for the remaining 5 words, the mean score for the recall and the verbal skill of 4 words is higher for the control group compared to the experimental group.

- The mean score for the recall and the verbal skill of the remaining one word is the same for both the control and experimental groups.
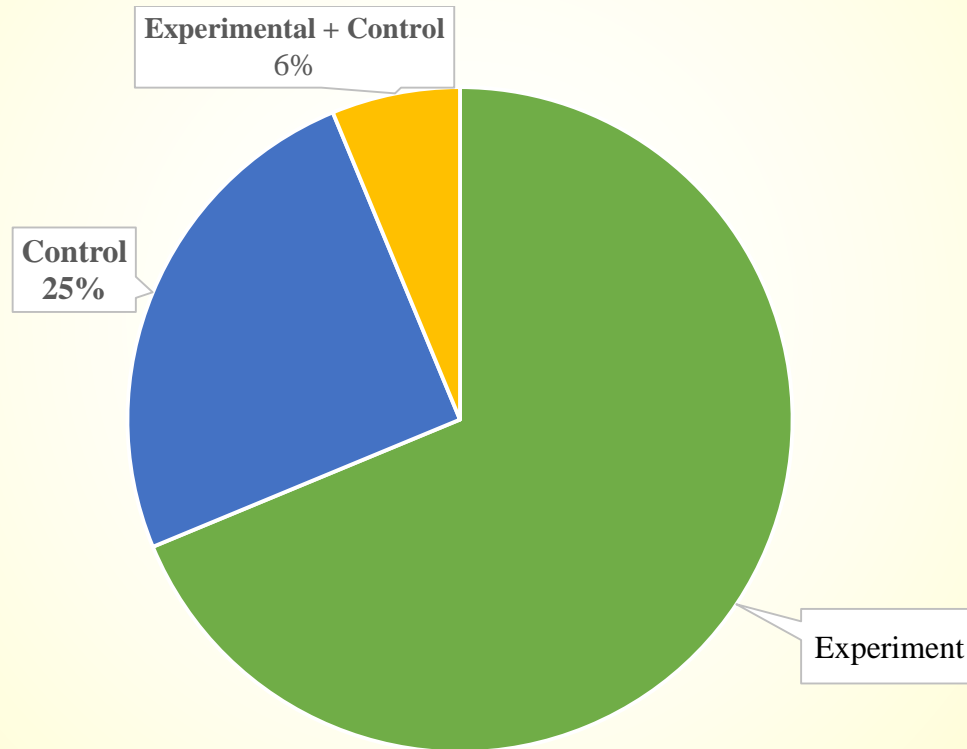
Result

Figure 2

Cont.....

- **In order to summarise the achievement between experimental and the control group, a pie chart was drawn as in Figure 2.**

- **69% represents the mean score of the 11 words that the experimental group achieved higher than the control group.**

- **25% represents the mean score of the 4 words that the control group achieved higher than the experimental group.**

- **As for the remaining 6% it is a shared achievement for both groups.**

- **It can be seen that there is a significant difference of 44% between the mean scores achieved by the experimental and control groups.**

Conclution

- **It can be concluded that students who watched the animated cartoon programs, were better in recalling the vocabulary of the 16 selected words and in responding correctly verbally, than those who learnt through regular methods.**

- **The findings of the study were consistent with the literature on the use of animations programs to help language learners in vocabulary recall and basic verbal skills.**

Recommendations

➡ **For Teachers of Arabic Language:**

➡ **Teachers can adapt and adopt the animation programs and come out with lesson plans based on the syllabus. Teachers will have to be creative and innovative in teaching Arabic Language.**

➡ **For Media Production Companies:**

➡ **Arabic animation programs that are suitable for primary school learners are scarce in Malaysia. Malaysian produced animations would be very useful tools for teachers.**

➡ **It would improve the teaching of Arabic language to children of primary schools if there are ample animation programs to choose from.**

Cont. …

- **For the Ministry of Education:**

- **Arabic language should be given a high status in the education policy in Malaysia. The status should be the same as English Language. With this being implemented, Arabic language would then be spoken and heard in all aspects of life.**

- **This will enhance the vocabulary recall and verbal skills of not only students but all Muslims and non-Muslims alike who endeavour to learn and speak Arabic language.**