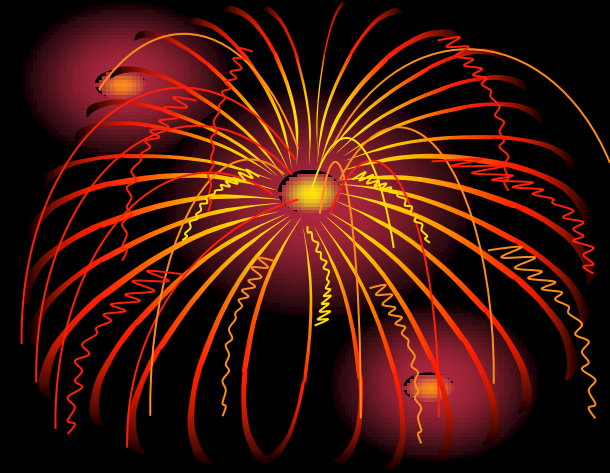**KUANTA**

# Welcome
## To National Conference
## On Software Engineering
## And
## Computer System
## 2007

# Presenter:

**Qais Faryadi PhD Candidate
Faculty of Information Technology &
Quantitative Sciences
UiTM Shah Alam**

# Research Title

**Determining An Effective Interactive Multimedia Arabic Language Courseware For Malaysian Primary School Children:**

*An alternative Paradigm for Traditional Learning in the Classroom.*

# Multimedia Courseware
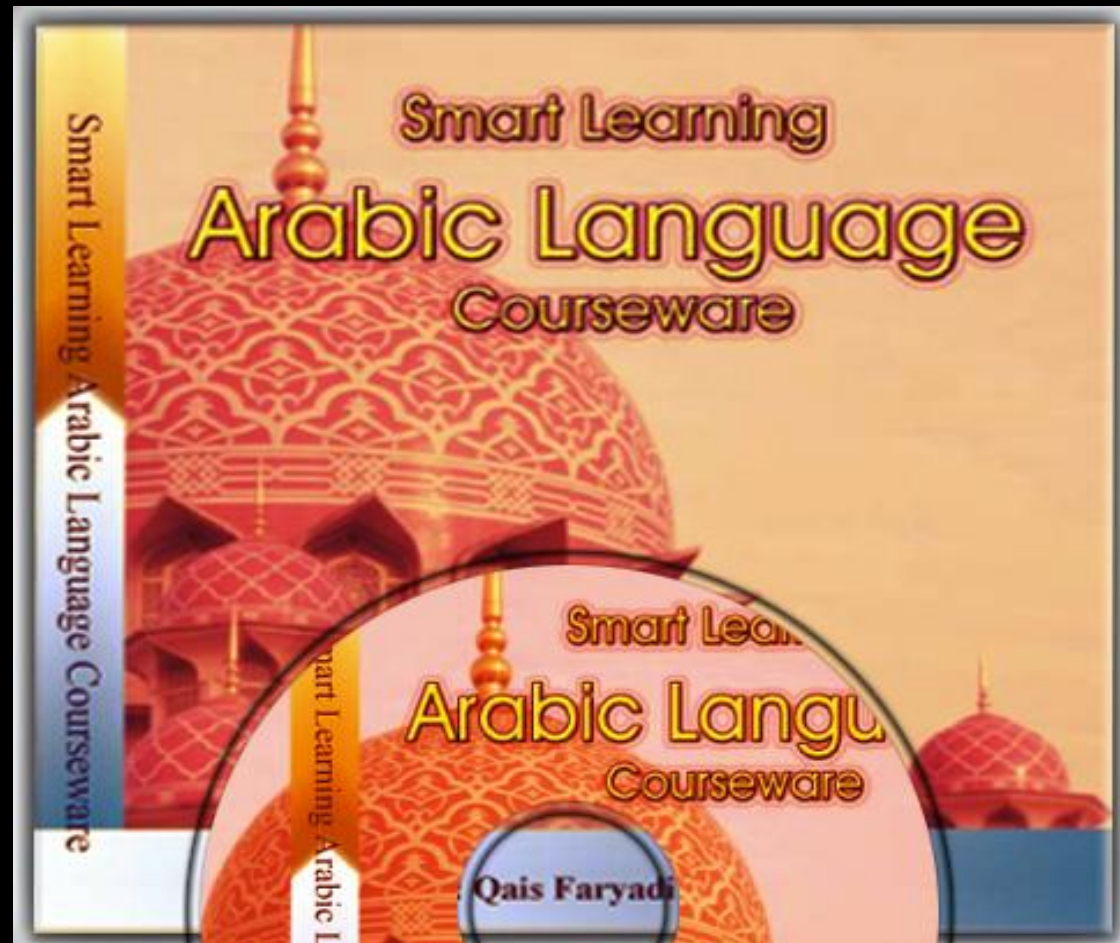
# To Teach Arabic Language

# Supervisors

Prof. DR. Zainab Abu Bakar

Prof. Dr. Hamidah Maidinsah

Prof. Aminuddin Muhamad

# Phases of the Study

1. Phase One  (Traditional method)

2. Phase Two (Constructivist Method) Using Multimedia

3. Phase Three (Critical Evaluation of  Market Software)

4. Phase Four   (Critical Evaluation by Penal of Experts)

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# The Problem

The majority of foreign language classes are taught with little or no regards with the current field-tested paradigm of foreign language acquisition.

Many teachers are using almost outdated paradigms of learning for their students. This situation is unproductive for a fast growing learner who wants to acquire knowledge.

# Objective

The prime objective of this experimental research was to investigate whether learning Arabic as a foreign language can be effectively enhanced through traditional methodology.

To determine
an interactive multimedia Arabic Language courseware to learn
Arabic Language faster.

# Population

Sekolah Taman Setiawangsa KL 2007

41 Students

40 Parents of the students

40 Teachers of the school

20 Students for interviews

1 Class teacher interview

1 Head Master interview

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# Instruments

1. Pre-test   evaluation
2. Post-test evaluation
3. IQ evaluation
4. Questionnaire to students
5. Questionnaire to teachers
6. Questionnaire to parents
7. Questionnaire to Head Master
8. Interviews
9. Observation

# Reliability and Validity

The researcher submitted the instruments to a panel of Linguistic experts, professionals in Arabic, Bahasa and English for their perusal.

Furthermore, a copy of the research questions, problems, goals, objectives and the course outline also given to these experts for further advice.

Feedbacks obtained from the experts were used to strengthen suitability, reliability and validity of the instruments.

# Checklists for Instructor Observation

1. Did the teacher evaluate the students prior to the new lesson?   (No)
2. Did the teacher group the students for an effective learning?   (Yes)
3. Did the teacher use scaffolding methodology?   (No)
4. Did the teacher use any extra materials apart from the syllabus?   (No)
5. Did the teacher allow students to play different roles?   (Yes)
6. Did the teacher adequately explain the lesson to the students?   (No)
7. Did the teacher motivate the learners to learn effectively?   (No)
8. Did the teacher enter in the class with a surprise?   (No)
9. Did the teacher obtain students' attention prior to the delivery?   (No)
10. Did the teacher made the instruction relevant to the students?   (Yes)
11. Were the students satisfied with teacher's instruction?   (No)

# Checklists for Students Observation

1. Did the students enter the class in a happy mode?          (No)
2. Did the students pay attention to the teacher?          (No)
3. Did the students ask any questions during the lesson?          (No)
4. Were the students motivated to learn more?          (No)
5. Did the students retain the lesson and continue to learn?          (No)
6. Did the students remain happy in the class?          (No)
7. Did the students understand the lesson?          (Yes)
8. Did the students complain about class condition?          (Yes)
9. Were the students confident in the class?          (No)
10. Did the students annoy the teacher?          (Yes)
11. Were the students satisfied with the teacher's instruction?          (No)

| Student | Marks | | Difference |
|---|---|---|---|
| | Pre-test | Post-test | |
| 1 | 43 | 49 | 6 |
| 2 | 66.5 | 80 | 13.5 |
| 3 | 28.5 | 35.5 | 7 |
| 4 | 52.5 | 51 | -1.5 |
| 5 | 40 | 75 | 35 |
| 6 | 48.5 | 65 | 16.5 |
| 7 | 57.5 | 50 | -7.5 |
| 8 | 31.5 | 33 | 1.5 |
| 9 | 53 | 49 | -4 |
| 10 | 61 | 83 | 22 |
| 11 | 45 | 42.5 | -2.5 |
| 12 | 63.5 | 73 | 9.5 |
| 13 | 33.5 | 65.5 | 32 |
| 14 | 40 | 44.5 | 4.5 |
| 15 | 44 | 58 | 14 |
| 16 | 54 | 73.5 | 19.5 |
| 17 | 49 | 44 | -5 |
| 18 | 79.5 | 87 | 7.5 |
| 19 | 43 | 61 | 18 |
| 20 | 51.5 | 59 | 7.5 |
| 21 | 63 | 39 | -24 |
| 22 | 32 | 31.5 | -0.5 |
| 23 | 70 | 85 | 15 |
| 24 | 64 | 62 | -2 |
| 25 | 57 | 21 | -36 |
| 26 | 48 | 72 | 24 |
| 27 | 96 | 84 | -12 |
| 28 | 52 | 58 | 6 |
| 29 | 43 | 70 | 27 |
| 30 | 52.5 | 54 | 1.5 |
| 31 | 63 | 75 | 12 |
| 32 | 70.5 | 54.5 | -16 |
| 33 | 48.5 | 43 | -5.5 |
| 34 | 61 | 60 | -1 |
| 35 | 38 | 55 | 17 |
| 36 | 47 | 50.5 | 3.5 |
| 37 | 24 | 51.5 | 27.5 |
| 38 | 79.5 | 67.5 | -12 |
| 39 | 58 | 77 | 19 |
| 40 | 45.5 | 68.5 | 23 |
| 41 | 52.5 | 68.5 | 16 |

Pre test average     Post test average

2150= 52.4%     ©Dr. Qais Faryadi 2426=59.17%

# Overall Performance Results

| Pre-test | Post-test |
|---|---|
| 6.97% failed   (18) | 4.5% failed      (11) |
| 2.4% borderline | 2.47% borderline |
| 11 good passes | 16 good passes |

| Pre-Test% | Post-Test% | Gains |
|---|---|---|
| 52.4% | 59.17% | 6.77 |

# Findings (Score)



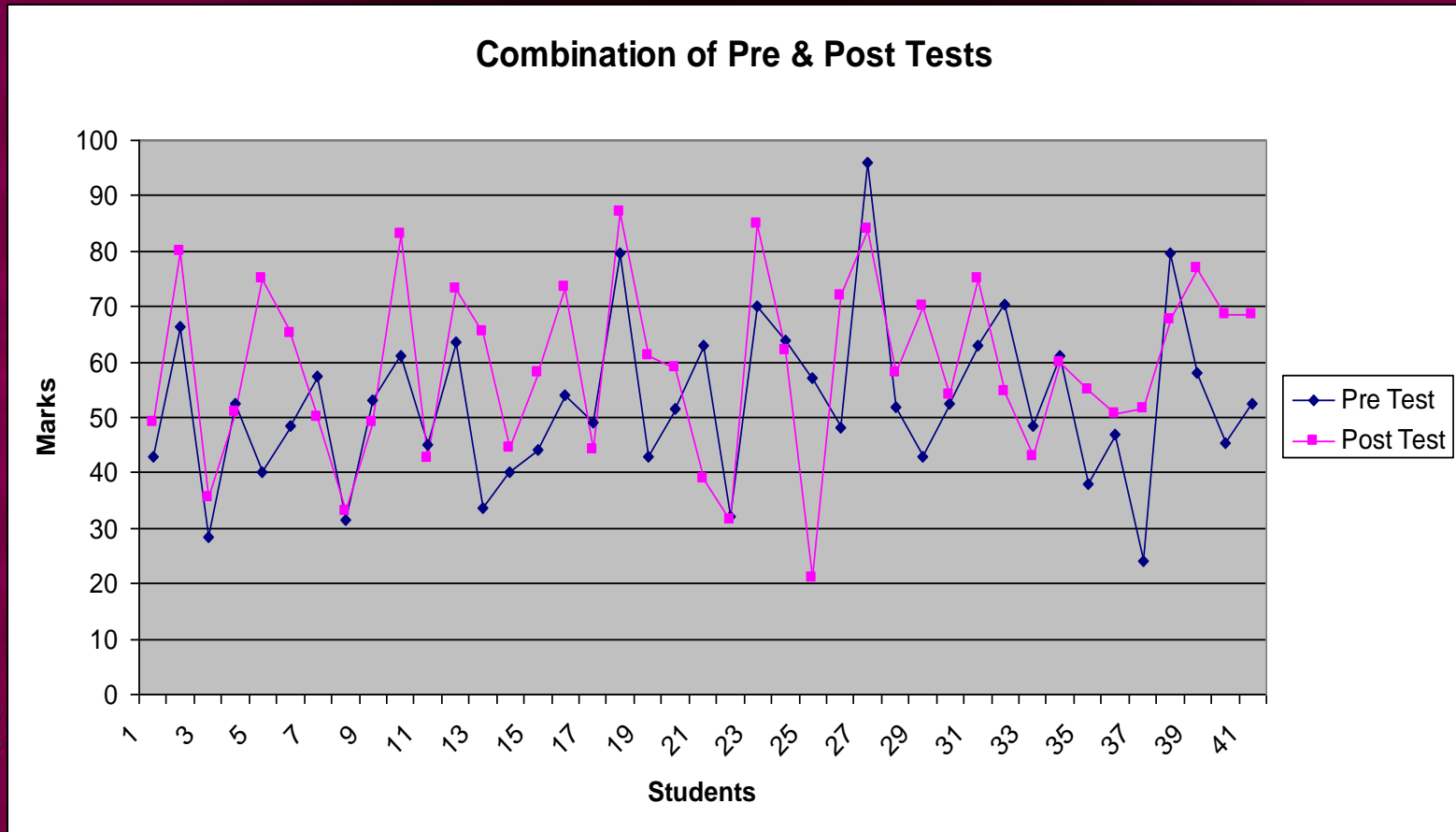Pre - Test

# Findings (Score)



Post - Test

# Findings (Score)



Combination of Pre & Post Tests
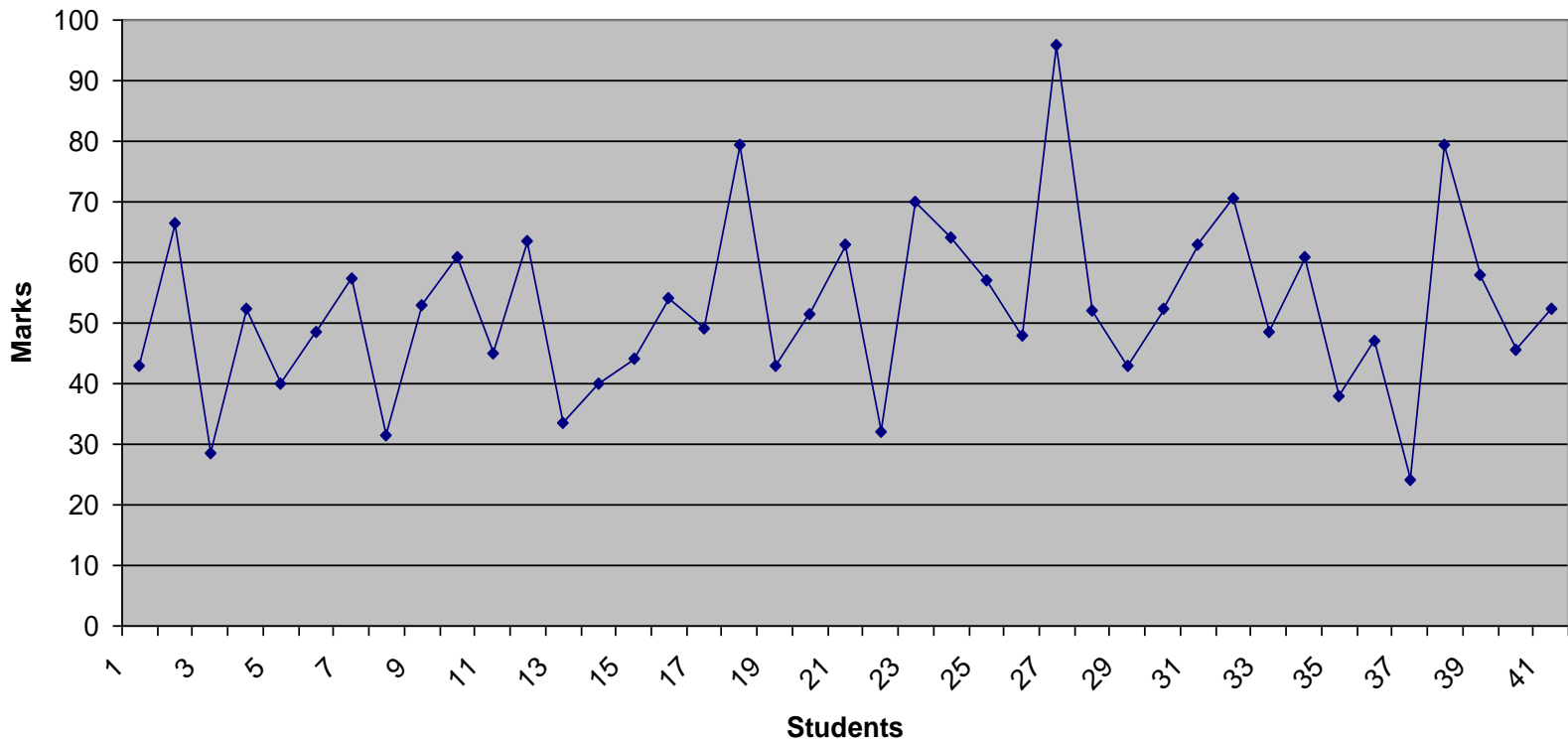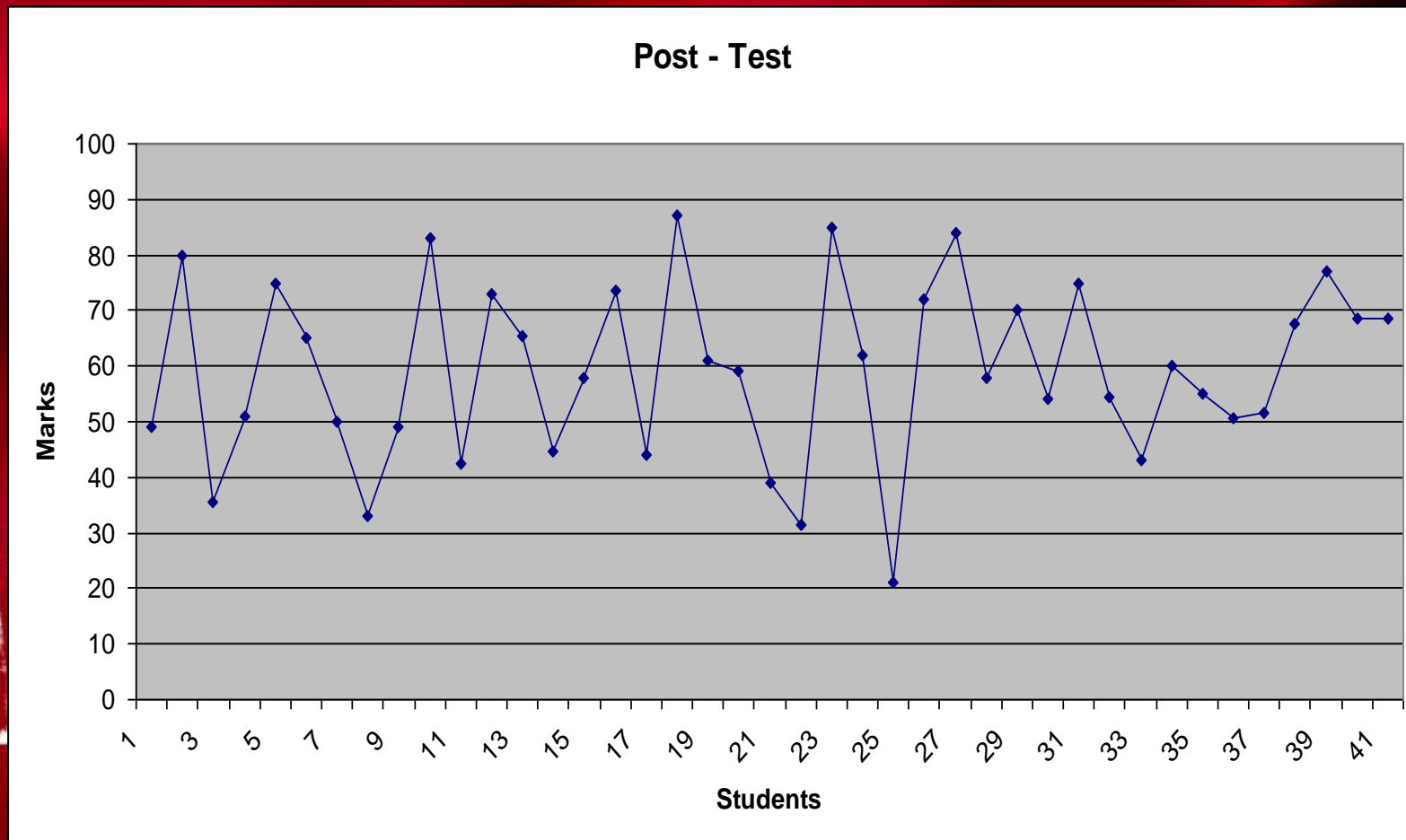
# Conclusion

The post test evaluation results, IQ examination and special interviews conducted on the 3rd grade students of *Sekolah Taman Setiawangsa Kuala Lumpur* year 2007, indicated that students' did gain educationally, but not significantly.

The primary reasons could have been due to:

Students' attention deficiency in the class,

Relevancy of the course contents,

Confidence, satisfaction

Class conditions.

# Thank You