

ABSTRAK

Strategi pembelajaran bahasa Arab di kalangan pelajar Melayu adalah suatu aspek baru yang dikaji oleh penulis. Objektif disertasi ini ialah mengenalpasti masalah yang dihadapi pelajar semasa mempelajari bahasa Arab, memerhati pelaksanaan strategi pembelajaran bahasa dan menguji kesannya ke atas minat dan pencapaian pelajar dalam bahasa Arab.

Data dikumpul menggunakan tiga instrumen kajian iaitu pemerhatian dan soal selidik ke atas penggunaan strategi di samping soal selidik biodata dan suasana pembelajaran subjek serta ujian pra dan pos. Strategi ini diadaptasi dari *Strategy Inventory for Language Learning* versi 7.0 (Oxford, 1990) yang mengandungi strategi langsung dan tidak langsung iaitu strategi memori, kognitif, pampasan, metakognitif, afektif dan sosial.

Fokus kajian ini ialah mengkaji perbezaan kekerapan penggunaan strategi antara subjek, jenis strategi yang dipilih dan kesannya ke atas minat dan pencapaian subjek. Subjek terdiri dari sembilan puluh pelajar tingkatan empat di sebuah SMKA yang dibahagikan kepada tiga kategori berdasarkan perbezaan jurusan, masalah dan situasi pembelajaran yang dihadapi.

Data dianalisis menggunakan perisian *The Statistical Package For The Social Sciences* Versi 10.0. Keputusan ujian ANOVA dan Tukey HSD menunjukkan perbezaan yang signifikan pada kekerapan penggunaan strategi antara subjek. Mereka juga memilih strategi yang berlainan mengikut perbezaan keperluan. Ujian kolerasi Spearman menunjukkan hubungan yang signifikan antara penggunaan strategi dengan persepsi subjek terhadap bahasa Arab. Seterusnya, hasil ujian kolerasi Pearson yang

menunjukkan hubungan yang kuat antara penggunaan strategi dan pencapaian subjek telah mengukuhkan lagi fenomena ini.

Subjek yang tidak menggunakan strategi didapati tidak mampu menguasai bahasa Arab, tidak tahu cara belajar dengan berkesan, kurang berminat, kecewa akibat kesukaran pembelajaran yang dihadapi serta tidak jelas tujuan dan faedah mempelajari bahasa Arab. Sebaliknya, subjek yang paling kerap menggunakan strategi pula didapati lebih berminat dan berkeyakinan untuk mempelajari dan mempraktikkan bahasa Arab, bijak mengorganisasi pembelajaran, aktif dalam latihan dan aktiviti yang dijalankan, kreatif dalam memanfaatkan jenis strategi yang sesuai untuk mengatasi kesukaran pembelajaran dan lebih cemerlang dalam pencapaian peperiksaannya walaupun sebelum kajian, mereka menghadapi banyak kekangan pembelajaran berbanding subjek lain.

Kesimpulannya, bukti yang diperolehi dalam kajian ini menunjukkan bahawa strategi pembelajaran bahasa Arab membantu pelajar menguasai bahasa Arab dengan lebih berkesan, seronok, bersepadu, menarik, mudah dan cepat.

ABSTRACT

Arabic language learning strategy among Malay students is a new aspect studied by the writer. The objectives of this dissertation are to identify students' problems that occur in learning Arabic language, to view the application of the language learning strategies and evaluate its effects on learners' enthusiasm and achievements.

The data has been collected via three instruments namely observation and questionnaires on the use of strategies, questionnaires of subjects' biography and learning situation, pre-test and post-tests. The strategies were adapted from Strategy Inventory for Language Learning version 7.0 (Oxford, 1990) which composed of direct and indirect strategies including memory, cognitive, compensation, metacognitive, affective and social.

The focus of this research is to study the difference of frequency in using the strategies among the subjects, the type of strategy that had been selected and its effects on students' interest and achievements in mastering Arabic. The ninety subjects are fourth formers in an SMKA. They were divided into three categories based on different streams, problems and learning situations.

The data were analysed by using The Statistical Package for Social Science version 10.0. The result of ANOVA and Tukey HSD tests revealed that there are significant differences of frequency in using the strategies among subjects. They also selected the different kinds of strategies depending on different requirements. The Spearman's correlation test indicated the significant correlation between strategies application and subjects' perceptions towards learning Arabic. Furthermore, the result of Pearson's

correlation test that showed the strong correlation between strategies used and learners' achievement had strengthened this phenomenon.

The subjects that never used the strategies had not mastered the Arabic language, had no effective way in studying, lack of interest, disappointed with learning difficulties and misunderstood the objective of learning Arabic and its benefits. On the contrary, the subjects who frequently used the strategies were found more enthusiastic and confident in learning and practicing Arabic, well-organized in their learning, active in exercises and activities, appropriated the strategies creatively in order to solve the learning difficulties and more excellent in examination even though before the study was held, they faced more learning constrains compared to other subjects.

In conclusion, the evidences in this study showed that the Arabic language learning strategies help the Arabic learner to master the language more effectively, enjoyable, complete, interesting, easier and faster.