TWIST

Assessing the Usage of IDAMAN for Students to Remember Names and Months of Birth in Arabic

Waris Jamshed*

Department of Language and Cultural Studies, King Khalid University, College of Dentistry, Abha, Saudi Arabia
[*Corresponding author]

Abstract

This study was conducted to help students remember the month of birth in Arabic. The main focus of the study was to help students remember the month of birth in Arabic for fourth-year students and improve teachers 'teaching practices in the classroom through effective teaching methods. The IDAMAN technique was used in this study which focused on games and pictures to achieve this objective. The study involved six participants selected based on diagnostic tests. The research model developed by (1) was used as a guide throughout the study. The data collection methods used were pre and post tests, observations and interviews. The findings of the study showed an increase in students' proficiency in remembering the month of birth in Arabic when the mean increased from 10% to 86.25%. These findings are also supported by the positive behaviours shown by the study participants through the observations conducted. Meanwhile, the results of the interviews proved that when students gave a positive response, the method of playing and the month of birth can improve teachers' teaching practices in the classroom through the method of learning while playing and at the same time the involvement of students showed a very positive reaction. In conclusion, the IDAMAN technique is effective in helping students remember the month of birth in Arabic and improving teachers 'teaching practices in the classroom.

Keywords
Melayu Children; Naming Shift; Remembering, Month of Birth, Arabic Language, Dream Techniques, Teacher Teaching Practices

INTRODUCTION
Every personneeds self-identity.There is a term "what's in a name". Self-name is a marker of personal identity that is formed with unique words, not common, and the result of the creativity of parents or family. A self-name becomes an important element in the implementation of social interaction relationships in a community group. Through self-name, each individual in a group can be distinguished from other individuals.Self-name serves to provide convenience in the administration of a country's bureaucratic system. This fact shows the position of the name has an important role that cannot be underestimated (2). Every individual needs a name as an identity. It emerged that the need for a name was very important as a self-identity and differentiator from one another.A name is part of the identity of religiosity, nationality, and ethnicity. Self-identity will also be critical when it begins to experience a shift that is difficult to identify. The names attached to the individual can indicate cultural origin or cultural influence. The name is also a reflection of the expectations of parents for their children. The namesof community members eventually become one of the cultural identities. Family names in Indonesia are heavily influenced by elements of local and global culture. In indigenous people, naming a newborn child usually refers to elements of local culture. Meanwhile, people who have been in contact with foreign cultures, there is a tendency to combine local names with global or foreign elements. Naming is also influenced by social stratification or the order of the child's birth, the time of the child's birth, the kinship system, and foreign cultural elements that influence it (3).

The current study is propelled by the commendation of (4) on the need to teach phonics systematically, where a teacher teaches letter-sound together by pronouncing the words. This practice is still uncommon in various learning institutes of Arabic-speaking nations, even though neuroscience and education researchers acknowledge how valuable it is. In this paper, the researchers will use the directional hypothesis to prove that the use of modern technology (such as educational websites, visual and audio aids, and smart boards) can improve the academic level of English language learners, as it stimulates their urge to learn beyond the limits of old-fashioned teaching methods. The main reason for

conducting this research is researchers' observations of a lack of curiosity and creativity in students depending solely on their textbooks as their main sources of information. Pre and post-tests will be conducted on a number of selected students to support the results of the research. The research design will be quasi-experimental and will be applied to a group of 2nd grade boys between seven and nine years of age. Each classroom contains 28 students, and the total number of participants will be 56 students in both classrooms. The research sample is a purposive sample, and the experimental group was determined according to the students' nature. Since the controlled group had 2 students of special needs (autism) and the researchers did not know what kind of impact would be present in those two cases, the two cases were excluded from the experimental groups.

A well-known problem with shift namingis that it does not take into account the analysis of shift naming a childfrom using Arabic language. The main practical problem that confronts us is a shift of using Arabic language representation in naming childrenbecause of the modernization factor that makes parents transform in naming their children, but no study discussed about it. Language development is one of the pivotal aspects of child development. According to (5), in human beings, language development starts before birth, and in a few months after birth, the baby starts to recognize the familiar voices of his primary caregiver and discriminate between them. The order in which a child develops language structures, phonemes, syntax, syllables, and letters are consistent across culture. This universal language acquisition system was proposed by (6), according to which human beings have an innate mechanism called a "language acquisition device", which helps in learning language across various cultures and dialects.

The current study investigates the phenomenon of Arabic letter learning in the context of teaching attributes. Some factors interplay in teaching Arabic letters to young children. Teachers' understanding of these factors is fundamental to incorporating them into their Arabic literacy classes. Even though the orthographic nature of the Arabic language makes it difficult for new learners to understand it, certain mechanisms can be used to promote the understanding of the Arabic language among new learners. According to (7), understanding orthographic regularities is one of the critical strategies teachers can use to improve new learners' understanding of the Arabic language.

Learners' knowledge of the Arabic phonological structure of language reveals their reading ability at an early age (8). Children who have difficulties in phonological processing, i.e., dyslexia, face difficulty learning various sounds pronounced specifically with certain letters (9). These children have problems learning phonemes attached to various letters. Impairment in the phonological representation of Arabic letters in a learner is an early indicator of developmental dyslexia. For this reason, there is a strong need to train teachers teaching in Kindergarten, grade one, and special education centers in the UAE so that they can understand the problems faced by children with reading difficulties.

Research conducted by (10) indicates that phonological awareness is extensively linked to literacy. Through phonological awareness, children can be in a position to blend and segment words into their components, such as phonemes and syllables. Thus, phonological awareness is a practical aspect of language acquisition, especially for beginners. Besides phonological awareness, letter knowledge is another important aspect of children's reading and writing of Arabic For this reason, learners cannot understand how to read and write the Arabic language if they do not know the alphabet. These two factors determine each other. Alphabet knowledge makes learners develop phonological skills that they need for them to have a comprehensive understanding of the Arabic language. In the present study, our objective is to explore the role of teacher's qualification and their literacy practices which they commonly apply in teaching Arabic to Kindergarten, grade 1, and special needs children.

METHOD

The method used by the researcher in this research was a qualitative method with a socio-onomastic approach (a branch of science from socio-linguistics) statedthat onomastics studies include the naming system and name structure, source (referent) names, and naming functions. The naming system is related to the name-forming elements, some are combined (dithematic) and some are non-combined (11); while the structure or pattern of names based on the statementof (12) can be in the form of first names, nicknames, and family names. In this study, an onomastical approach was used to determine the tendency of Palembang Malay children's self-name in terms of name structure, reference, and function.While the social approach was used to find the causes of the election to the shift in self-naming in Palembang Malay children who in the early 2000s were more dominanttaken from Arabiclanguage. The research approach followed within the study is the quantitative approach. The quantitative research approach is based on the statistical analysis of the research variables and finding the statistical patterns within the findings. Quantitative research helps in the determination of the research outcomes as well as in finding out the correlation between variables with descriptive analysis. Besides this, the study is based on the cross-sectional approach, which allows the researcher to gather data from a specific location and time. The targeted geographical area of the study is within the UAE. At the same time, the type of research is primary data collection.

Letter teaching was evaluated with a spreadsheet consisting of 32 letters randomly inserted. Teachers were then asked to demonstrate how they teach Arabic letters in their classrooms. It is worth mentioning how dynamic Arabic letters are in changing shapes based on where they are in a word and any connections they have with any other letter. Teachers were asked to identify the letters that continuously change shape and create problems for learners to remember. Every letter that had different shapes was allocated short vowels above them. By these, the teachers would express how they expected the learners to produce letter sounds instead of letter names. Teachers were also asked how they introduce short vowels against long vowels. Hence, this task included 28 consonant letters within the Arabic alphabet.

Another study performed by (13) conducted qualitative research with a purposive sample consisting of 24 teenagers, 4 parents, and 4 teachers. His findings were that since educational resources were no longer limited to school curriculums, libraries, and laboratories, students who used technology had shown an improvement in their self-learning skills, independent learning, and problem-solving skills. The students showed enjoyment in learning when using technology, which improved their communication skills. However, the negative effect on the students was alarming. Some of the students had developed behavioural issues such as violence and became anti-social because of the content they were exposed to while being online, and some of them had missed their homework deadlines and forgot to finish their required tasks because of their misuse of the internet. The researcher concluded that technology has both negative and positive effects on the students. Hence, many researchers have attributed the success of using technology and achieving a balance between negative and positive sides to teachers and adults guiding students during their learning process.

RESULT AND DISCUSSION

The study aimed to investigate the teaching of Arabic letters in kindergarten, grade 1, and special needs centers in the UAE. The study's primary aim is to explore how teachers start teaching according to the ease of pronunciation of letters and how they introduce short and long vowels in their classrooms. Also, it investigated the relationship between teachers' majors and how they introduce letter sounds and shapes. Finally, the study tested the null hypothesis that teachers' education level does not determine the criteria and order they use to teach Arabic (14) went against the argument proposed in the null hypothesis by stating that teachers' education level determines the criteria and the order to teach Arabic (15) also supported the previous claim by stating that the teacher's education level and experience play a part in defining their Arabic vocabulary and teaching Arabic (16) also supported the previous argument by stating that teachers' experience and education level contribute to determining the criteria to help students learn the Arabic language (17) also claimed that teachers' work experiences and educational level in the UAE help strategize their teaching stance and help students learn the Arabic language.

The Likert Scale questionnaire's findings showed that the technology-based instruction experience had a clear positive impact on participants' perceptions. The modern technology helped encourage students to engage in deeper learning. Consequently, learners had more chances to obtain hands-on and minds-on experience and to better communicate, understand, and make connections to their learning (18). This fact can genuinely affect students' attitudes towards overall classroom experiences. This assures that teachers must have continuous support and training for incorporating technology into language teaching. Therefore, the researchers recommend that teachers should urge their learners to use technology in developing their language skills. Teachers should try to use different forms of technology that correspond with the students and their needs. Teachers should be able to identify available resources and technologies, evaluate them according to class objectives and be able to choose the most appropriate ones. According to (19), determining the appropriateness of educational technology in learning can be pinpointed: "First establish learning goals for the children, second identify the hardware or devices you have or would like to have, third analyse features and content of the software program in meeting learning goals and finally, plan how the educational technology will be integrated into the curriculum" . Thus, it is very vital for teachers to have the required knowledge and skills of these technologies in teaching language skills.

From theresearch findings, there are two tendencies in the role model of naming children, namely modern and westerntrends. Modern names are the millennial generation of STIKES Khodijah students because of the use of endonyms and minimal referential sources using Arabiclanguage. Meanwhile, western names are the names of post-millennial generation children whose referential systems are multilingual from English, Russian, Latin, French, Italian, Indonesian, and Sanskrit. he naming system differs among civilizations and Indonesians, and the naming technique varies depending on the island's origin, ethnicity, culture, language, and level of education. Each culture and tribe haveits own method of naming a person (20).Naming objects and children is the process of using existing vocabulary to find language symbols to describe items, concepts, processes, and so on, by changing possible meanings or generating words or groupings of words, among other things.

Similarly, another researcher (21) studied that if special education teachers do not undergo enough training, they are likely to suffer confidence blows and may not effectively introduce letter sounds and shapes to children with autism and other language disorders. Teachers who give clear instructions acknowledge that it is only after a child can quickly identify and name letters that they can effectively learn the sounds and spellings of such letters. The findings are consistent with other research works of (22), citing that early learners seem to gain alphabetic knowledge, beginning with letter names, then letter shapes, and finally letter sounds (23) also supported the current research findings by stating that early learners are more likely to gain alphabetical knowledge, the shapes of the letters, their discrimination, and their sounds (24) also supported the previous argument by stating that teachers prefer to assist the learners based on alphabetic principles that start with teaching the students letter names followed by letter sounds and shapes (25) also dictated that preschoolers prefer alphabet learning to assist learners in learning, followed by letter name and sound instruction. It helps in improving the effectiveness of learning languages (26) added within the previous argument that the learners gain Arabic letter knowledge in Kindergarten by following a certain pattern and helping the students learn the letter's shape and sound.

Therefore, this study is considered an initial investigation that needs further exploration regarding practices in a technology-based learning environment that best match the vision and needs of local schools and similar schools in the region and worldwide.

CONCLUSIONS

This research is based on the main problem of naming Malay children in Palembang, which used to be Islamic/Arabic language, shifted to modern/contemporary names for children. The trend of naming Malay children in Palembang uses three role models, namely; hereditary, religious,and modern tendencies. The higher the education, occupation, experience, and religious understanding of the parents, the clearer names shown to children lead to names that have an Islamic/Arabic language, so that the Arabic language will be represented by parents so nicely through names in children who tend towards ancestry and religion. Westernization is a new model and as an indication of the transformation of parents in naming their children, formerly naming based on descent, religion, modern now shifted to a new model with western. This western occurs because of the modernization factor that makes parents transform in naming their children. his study comes with some implications for the teaching profession. The current findings can contribute to enlightening instructional practices so that teachers can focus on letters that present difficulties to learners. Teachers can make arrangements to teach these letters separately before handling them in recurring roots and words. Also, when teachers acknowledge the importance of issuing different instructions based on the alphabetical needs of their learners, children will have a strong beginning in acquiring education. This would be more beneficial for children with reading disabilities and dyslexia. These instructional strategies that work in the UAE-based educational systems can be replicated in other countries of the Arab world to support reading acquisition in the early years of a child's life.

The main objective of this study was to measure student achievement (for those using technology-based instruction), and to compare this achievement with those using traditional instruction. The assumption that using modern technology would result in higher achievement was confirmed. In conclusion, technology-based learning has a very influential positive impact on improving student achievement. Technology-based instruction is advantageous in the class, helps gain students' attention, actively engages them while making learning interesting, which can generate fun times and lasting memories of what they've learned.

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