



Centre for Education Action Research

القطيم التعليمية  Al-Futtaim Education Foundation

# THE IMPACT OF DIFFERENT STRATEGIES ON QURAN MEMORISATION IN YEAR 6 NON-NATIVE ARABIC SPEAKERS

**MARWAH TARABICHI**

Deira International School  
mtarabichi@disdubai.ae



© 2024 Marwah Tarabichi, Deira International School and the Centre for Education Action Research (CEAR). All rights reserved.

This research paper is protected by copyright law. Unauthorized reproduction, distribution, or use of any part of this paper in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the prior written permission of the author and CEAR is strictly prohibited.

The content within this paper is provided for educational and research purposes only. Any references, quotations, or excerpts used must include appropriate citations and attribution to the original author and CEAR. For permissions or licensing inquiries, please contact [mtarabichi@disdubai.ae](mailto:mtarabichi@disdubai.ae) or [sfernandes@disdubai.ae](mailto:sfernandes@disdubai.ae).

## Introduction

This action research investigates the effectiveness of various memorisation strategies on Quranic verse memorisation among Year 6 non-native Arabic speakers. The problem addressed is the challenge faced by non-native speakers in memorising the Quran, an essential component of Islamic education. This research is crucial as it seeks to identify strategies that can improve memorisation despite language barriers, enhancing educational outcomes and student engagement.

### Background of the Problem

At Deira International School, Year 6 non-native Arabic speakers often struggle with Quran memorisation due to language barriers. This problem is ongoing and affects students' ability to meet curriculum requirements. Without intervention, students may continue to face difficulties, leading to disengagement and poor academic performance in Islamic studies. Effective memorisation strategies can bridge this gap, benefiting students by improving their memorisation skills and fostering a better understanding of the Quran.

## Literature

Previous studies highlight the importance of repetition and the use of audio-visual aids in language learning (Al-Harbi, 2020; Roediger & Butler, 2011). Gamification has also been explored as a motivational tool in education (Deterding et al., 2011). However, the specific impact of these strategies on Quran memorisation among non-native speakers remains under-researched. This study aims to fill this gap by comparing rote learning and gamification techniques.

## Methods

Action research was chosen for its practical approach to solving educational problems. The research questions are:

- What specific memorisation strategies are effective in enhancing Quranic verse memorisation?
- How do student perceptions of memorisation techniques align with empirical findings in the literature?
- How do individualized approaches address students' unique challenges in Quranic memorisation?

### Methodology

The study involved 28 Year 6 non-native speakers. Initially, students completed a survey to assess their current memorisation status and challenges. The research comprised two cycles: the first using rote learning (listening and repeating verses), and the second using gamification (Quizizz for arranging transliterated words). Each cycle lasted two weeks, and the number of verses memorised was recorded at the end of each cycle.

### Participants

The participants were 28 Year 6 students at Deira International School, all non-native Arabic speakers. The sample was chosen to represent a typical classroom environment where students face similar memorisation challenges.

### Data Collection

Data were collected through pre- and post-intervention surveys, observations, and the number of verses memorised during each cycle. Qualitative feedback was also gathered from students regarding their perceptions of the effectiveness of each strategy.

## Data Analysis

Quantitative data were analysed by comparing the average number of verses memorised across different strategies. Qualitative data were examined to understand student preferences and perceived effectiveness of the strategies. The analysis aimed to identify the most effective memorisation techniques.

## Results

Quantitative analysis showed that students memorised an average of 1.17 verses using rote learning, compared to 0.31 verses using gamification. Qualitative feedback indicated a preference for repetition (32%) over gamification (21%). These results suggest that rote learning is more effective for Quran memorisation among non-native speakers.

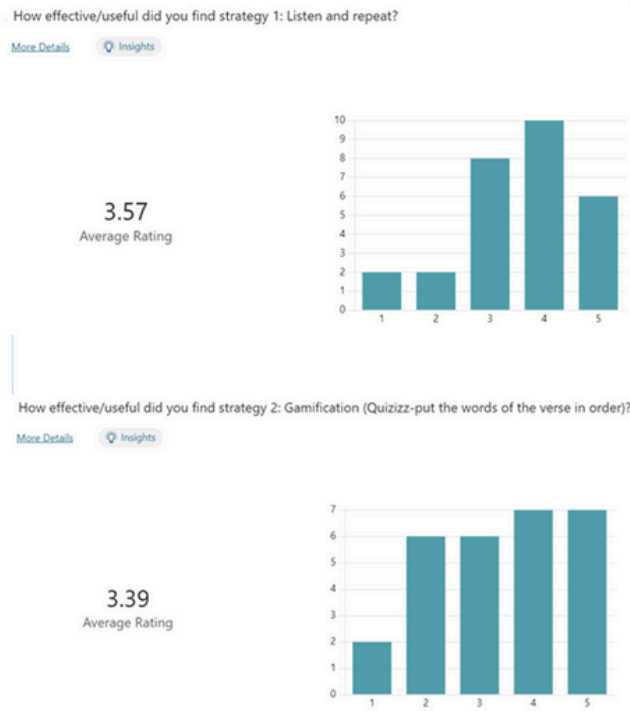
**Table 1**  
**Analysis of Rote Learning vs. Gamification**

Surat Abasa						
Starting Point	Week 4: Repetition Verses 1-4	After Repetition Verses 1-4 (10 mins)	Progress Using Strategy 1	Week 8: Gamification Verses 11-16	Repetition Verses 11-16	Progress Using Strategy 2
0	2	3	1	0	5	0
0	1	1	0	0		0
0	1	3	2	0		0
0	1	2	1	0	1	0
0	2	4	2	0	5	0
0	1	1	0	1	Sick	1
40	Already knows the Surah					
0	1	1	0	1	0	1
0	1	2	1	0	1	0
0	3	5	2	1		1
0	2	5	3	1	6	1
0	18	18		Absent	Absent	
0	Absent	Absent		0	1	0
0	1	2	1	0	1	0
0	2	3	1	0	4	0
			<b>1.17</b>			<b>0.31</b>

**Table 2**  
**Analysis of Rote Learning vs. Gamification**

Strategy	Responses	Percentage
Repetition	9	32%
Transliteration	3	11%
Gamification	6	21%
Buddy	4	14%
Miscellaneous (Dedicating time, Learning Arabic, Focusing strategies)	6	21%

**Figure 1**  
**Student Preference of Rote Learning vs. Gamification**



## Discussion and Reflections

The findings align with existing literature that supports the efficacy of repetition and audio-visual aids in memorisation (Al-Harbi, 2020; Roediger & Butler, 2011). However, the study also revealed a divergence between student perceptions and actual efficacy of gamification, suggesting a need for further exploration of this strategy. The research highlighted the importance of consistent and structured intervention sessions to maximise effectiveness.

## Conclusion

Quran memorisation among Year 6 non-native speakers is most effective using the rote learning technique. While gamification did not significantly enhance memorisation, it holds potential for improving retention. Future research should explore additional gamification techniques and focus on retention strategies. This study contributes to improving teaching methods and curriculum development in Islamic education.

## References

- Al-Harbi, A. S. (2020). The impact of audio-visual aids on pronunciation and retention among young learners. *Journal of Educational Technology & Society*, 23(1), 112-120.
- Deterding, S., Dixon, D., Khaled, R., & Nacke, L. (2011). From game design elements to gamefulness: Defining "gamification". In *Proceedings of the 15th International Academic MindTrek Conference: Envisioning Future Media Environments (MindTrek '11)* (pp. 9-15). New York, NY: ACM.
- Roediger, H. L., & Butler, A. C. (2011). The critical role of retrieval practice in long-term retention. *Trends in Cognitive Sciences*, 15(1), 20-27.