

Is Keyword Method An Effective Memory Technique In Learning Terminology In A Microbiology Course? : A Case Study On Science Undergraduate Students

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The study aimed to identify the perceived remembering needs among undergraduate science students and to determine which memory techniques is the most effective for the type of need highlighted. The participants involved in the Keyword Method (KWM) study were 24 first year science students taking Microbiology class during their second semester. The research design used was a case study involving 3 stages: exploratory stage, training stage, and evaluation stage. After conducting the first stage using Memory Need Surveys, 3 main concepts were found to be of importance to remember which were structures/figures, terminologies, and procedures/processes. The survey also found that terminologies are one of the important item representations that student have to remember in Microbiology and Keyword Method (KWM) is the most used technique in memorizing this. KWM was introduced to train the students in remembering terminology related to the course during the training stage. Final evaluation stage shows that 18 subjects could recall more than 10 definitions of terminologies learned during the training session. Questionnaires and interviews were also conducted during this stage. Participants indicated that KWM is effective in memorizing terminology and easier to apply and fun to use when learning Microbiology. Overall implications of these research findings towards learning strategy, and the directions for future research in this area are also discussed.

Keywords: keyword method, memory techniques, terminology