Chapter 39

IV to Explore Vocab World

Vaishnavi A/P Rajendran, Gayathree A/P Chandran & Melor Binti Md Yunus

University Kebangsaan Malaysia

vaishnavirajendran1007@gmail.com

ABSTRACT
The teaching of vocabulary is not a skill on its own, instead, it is being integrated through four main skills in English Language teaching; reading, writing, listening and speaking. Hence, it could be considered as the foundation of a language. Therefore, teachers are entrusted to immerse pupils in rich language environments. Many studies have been carried out to improve pupils’ vocabulary. Teachers, teaching CEFR year 2 using Supermind Book 1 textbook had encountered pupils facing problems in understanding new words which are unfamiliar to the pupils and teachers face difficulty to explain as pupils couldn’t visualise the vocabulary. To ascertain this problem, a quasi-experimental study was carried out by using a control group and an experimental group using 25 pupils each from rural and urban schools to find out if learning interactively and actively influences the pupil’s vocabulary. By using ‘IV (Interactive Video) to Explore Vocab World’, it is learnt that pupils can learn interactively through the use of both audio and visuals as a guide. Pupils were interested to learn and participate in ‘IV’ as it is colourful, fun, easy to understand and there are two-way communication and teachers are able to keep track of pupil’s performance. The innovation had proved to successfully increase the pupil’s vocabulary learning and the progress were seen through pre and post-test.

Key Words: Interactive Video, English Vocabulary, Active learning, fun

1. INTRODUCTION
By the end of the twentieth century English was already well on its way to becoming genuine lingua franca, which is a language used widely for communication between people who do not share the same first (or even second) language (Harmer, 2007). However, not everyone sees the growth of English as a benign or even desirable phenomenon (Harmer, 2007). Some still think that English is not necessary for them.
However, our Malaysian government is planning and implementing many programmes and plans such as blueprint (Pelan Pembangunan Pendidikan Malaysia), National Key Results Area (NKRA), Vision 2020 and others to create awareness on English language among our Malaysians.

Initially, our pupils in Malaysia find it hard to learn the English Language as it is not their native language. English become second or even third language for some. According to Mok (2012), there are two main factors that influence individual development and learning of a person. First and for most, the genetic influence which influence the physical (characteristics, sex, appearance, body size), cognitive (mentality, learning, memory, reasoning and analysing) and emotional (feelings) aspects of an individual. As each and every single human being is unique, the teachers should be very careful and concerned about their pupil’s ability to learn language.

3. LITERATURE REVIEW

Hobbs (2006) states that teacher should be thoughtful and considerate in selecting videos for the lesson and that the material chosen should be able to motivate students, reinforce student learning, stimulate learning and promote critical thinking. The material chosen should be thoroughly checked to ensure it has a need to be played in a lesson. The video should have the correct content and the video shown should be appropriate to the level of the student as to encourage critical thinking. An appropriate video also motivates the students to learn. As English is a subject most students in rural primary school struggles with, they would need a motivation to learn. The motivation could be in the form of video as it promotes learning and at the same time, it attracts the students with its colourful illustration.

Muchamad (2016) states that video teaching techniques focus on exposing students to a number of situations, how to pronounce properly and how to use a particular expression. Though audio recording can be used to teach pronunciation, through video, students will see the movement of the mouth and to imitate them more efficiently. Through video, a student who had never been in a particular situation understand the situation better. In an instance, for someone who had never experienced snow and winter would be able to see the snow and relate to it through the help of a video. Muchamad had also said that video could develop an alternate method in improving speaking.

Carmichael et al. (2018) states that video can be used to provide students with a problem, to trigger their problem-solving skills. The use of video in a classroom can arouse pupils’ curiosity and interest. The students would learn to watch the video and understand its content. The students would then relate to their prior knowledge from their life or previous videos. Through this, the students would be able to predict and find solutions. Furthermore, this problem-solving skills is a skill that should be taught and nurtured from a young age. Carmichael et al. (2018) also states that there is a positive engagement between video and student engagement. The video encourages students to be an active participant during a lesson.
3. METHODOLOGY

1. The Sample
The sample was taken from 50 year 2 pupils from two different schools which are Sekolah Jenis Kebangsaan (Tamil) Jerantut, Pahang and Sekolah Kebangsaan Jalan Gurney (2), Kuala Lumpur. The English proficiency level for all pupils selected was of average and low proficiency level. The pupils were selected through a simple random sampling method.

2. Variables
Dependent Variable (DV) was teaching vocabulary in English Language and Independent Variable (IV) was pupil's learning attitudes towards vocabulary learning in English Language through Interactive Video.

3. Instruments and Materials
- A survey on pupil's attitude
- Pre-test and Post test
- An observation during English lessons

4. RESULT AND DISCUSSION
Through the observation, it is found that there is an improvement in the pupil's attitude to learn and they are more willing to participate in the lesson (Interactive Video). The pupils also show a positive attitude which can be seen in the survey where a vast majority selected the 'smiley'. The pre and post test also serves to prove the point that the pupils understand better with both the visual and audio guidance.

5. CONCLUSION
The finding of the study concludes the relationship between learning vocabulary through interactive video makes learning more fun, easy to understand and interesting. The results show learning English Vocabulary through Interactive video does improve the pupil's vocabulary learning effectively. The pupils were actively involved in the activity through the innovation. Hence, the Interactive video has proven that it could develop a pupil's vocabulary through the activity that was carried out during innovation. Pupils paid more attention while they were involved in the innovation because they were attracted to interactive video compared to the control group. Overall, IV to explore Vocab World was a success and it can even be used for other language subjects to see if it would provide the same outcomes.

6. RECOMMENDATIONS
- Pupils need to read many reading materials to get to know about new vocabulary.
- Schools need to do activity regarding English Vocabulary leaning for pupils.
• Teachers need to vary their teaching technique towards teaching English vocabulary for pupils. Teachers can focus more on fun learning activities.
• Parents can do read together activity with their children at home. While read together with their children, parents can explain the words that their children don’t know. Read together activity will help pupils to master vocabulary as well

REFERENCE


