Chapter 17

The Use of DioWasp in Enhancing Listening Skill among Lower Primary School Pupils

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ABSTRACT

Listening skill has always been regarded as one of the fundamental skills among the four language skills. This is evident as the process of listening and acquiring the sounds occurs first when young children imitate to produce the language through the imitation process. In this paper, we describe the effect of using 3D model in the form of diorama and Technology using WhatsApp as an audio-visual tool in enhancing the pupils’ listening skill through interactive learning. The data of the study was collected from 73 pupils studying in 3 different Malaysian government primary schools. Mixed Methods Research Design was used in this study. Pre and Post Test, questionnaire and observation checklist were used as data collection tool to determine the pupils’ progress in the listening skill. The findings of this study indicated that the pupils were able to differentiate and recognize the direction when navigating to different locations in the school through interactive learning which incorporates the use of ICT (Information, Communication and Technology) and hands-on activity. As a result, the pupils were able to give responses by moving around the school based on the direction given. The results also proved that the pupils were able to learn effectively as they showed great enthusiasm and high commitment throughout the activities. As a conclusion, this innovation gives positive impacts to the pupils as it applies the Howard Gardner’s Theory of Multiple Intelligences which focuses on visual-spatial intelligence to capture the pupils’ interest in learning the language. This innovation is also closely related to the society as it promotes contextual learning in which pupils learn about direction and places through the use of technology and tangible object. Therefore, it has high reliability and validity as it allows the interpretation that interactive learning tools such as the diorama and WhatsApp facilitate the pupils to improve their listening skill based on the acquired problem-solving skill in real-life situation.

Key Words: diorama, WhatsApp, audio-visual tool, interactive learning, ICT (Information, Communication and Technology)
1. INTRODUCTION

In recent years, language teaching theoreticians and teachers have been emphasized on listening skills due to the reasons that they have been regarded as one of the prior conditions of oral output in language learning process (Yavuz, F. & Celik, O., 2017). Therefore, it is crucial for the learners to have a good basic fundamental of communication skills in order for them to apply the language learned in real-life situations. This is supported in a study by Ahmadi (2016) who stated that learners will succeed in language learning and increase their comprehensible input after developing their listening comprehension skill. Due to this matter, hence it is believed that there is a need for an innovation towards improving learners’ listening skills so that they are able to listen for important details in communication and respond appropriately based on the comprehensible input.

According to Kumar & Ramani (2017), the use of multimedia has become crucial as listening comprehension plays an important role in an interactive process instead of cognitive process. Hence, the intervention focuses on the use of an audio-visual tool in facilitating the learners to comprehend the language through meaningful communicative purpose. The combination of diorama and Whatsapp Video Call will facilitate the learners to comprehend the input received since the learning experience is more concentrate, more realistic and more dynamic in real-life situations. Based on a study, audio-visual aids give vicarious experience to the learners as they act as an intrinsic motivation in getting the learners’ attention by creating an appropriate atmosphere to grasp the learners’ interest in the classroom (Kumar & Dr. Ramani, 2017). Hence, this innovation is beneficial as learners are encouraged to learn using their senses such as sense of hearing and sense of sight.

2. LITERATURE REVIEW

In this section, the researchers reviewed the past studies related to the factors affecting listening skill, the effects of using 3D model and technology in enhancing listening skill, and then identified the implementation of DioWasp in learning directions. This section also intended to increase teachers’ awareness of these difficult areas in listening activity so that it will be suitable and effective actions can be implemented to the learners.

2.1 Factors Affecting Listening Skill

Listening is a key to all the effective communication and plays an important role not only in communication but also in interpersonal relationships. Listening can be defined as the ability to understand native speech at normal speed (Chainstain, 1971). Morley (1972) stated that listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning. However, there are many factors affecting the listening skill. They are quality of recorded materials, cultural differences, accent, unfamiliar vocabulary and the last one is the length and speed of listening (Gilakjani & Sabouri, 2016). Based on these factors, the
learners feel demotivated to learn English especially when it comes to listening activity. At the same time, all the factors will cause difficulties in listening subject and affect the listening achievement of the learners.

2.2 Effects of Using 3D Model and Technology in Enhancing Listening Skill through Interactive Learning
Effective teachers use knowledge of their students' varied learning styles as they plan their instruction (Smittle, 2003). It is important to understand that materials used in the classroom will not just affect the teaching and learning process, but it also gives a huge impact on the learners' motivation in learning. The use of 3D model and technology is very important in enhancing the learners' listening skill. 3D multi-user virtual worlds have been claimed to be useful for learning (Ibanez, Garcia, & Galan, 2011). Besides, the 3D model provides one framework for bringing together students in and out of school worlds through linking techno popular culture and curriculum in critical, relevant and engaging ways (Beavis, 2004). At the same time, it is stated that learning with interactive multimedia was better to improve learners' listening skill compared to audio learning media (Arono, 2014). This is because listening is not only focusing on aural aspect but also on the visual aspect that integrated in the multimedia. Based on the findings, it is proved that the use of 3D model and the integration of technology help in enhancing the listening skill through interactive learning.

2.3 Implementation of Diowasp in Learning Directions
Interactive learning results in effective teaching and learning process. It aids the learners to involve actively in the activities and thus maximise their learning outcomes. Diorama is believed to have positive impacts on learners’ learning process. This is supported by Kustiawan (2017) in which she stated that diorama is an interactive learning material that can be adapted into different contexts and provides realistic learning experience to the learners. Learners can relate the learning content to their real-life situations. In relation to that, the learners are able to apply the knowledge that they have learnt which is directions in daily lives. Besides, the integration of technology also plays an essential role in facilitating the learners’ learning. The result of the study conducted by Ghavifelek and Rosdy (2015) indicated that integration of technology boosted the learners’ confidence to participate in the activities.

3. METHODOLOGY
3.1 Research Design
Mixed method design is used because the nature of the proposed study requires an intact ESL classroom and mixed method experiment involves relevant combination or set of quantitative, qualitative, and mixed methods validities in each research study (Schoonenboom & Johnson, 2017).
3.2 Variables
Dependent Variable (DV) : Listening skill among lower primary school pupils
Independent Variables (IV) : The use of DioWasp.

3.3 Population and Sample Size
Due to the common English language proficiency problem among Malaysian primary ESL learners, as stated in the introduction and the discovery of similar problem in few schools, three particular intact intermediate and low proficient Year 3 classes from SK Kangkar Pulai 2, SK Kota Masai 2 and SK Jempol were chosen to take part in the study. Purposive sampling method was used, as the chosen schools showcased problems that are being researched. The sample size was 1 class per school (intact year 3 class), amounting to 73 participants altogether.

3.4 Instruments & Material
The instruments employed in this study were:
❖ Questionnaire
❖ Observation checklist
❖ Video and picture record

The material that was used for intervention in this study was the innovation model “DioWasp”

3.5 Data Collection and Analysis
Data was collected in both quantitative and qualitative method. Pre-test was carried out to measure the pre-existing knowledge of the participants on vocabulary and listening skill. The data was analysed using SPSS and Microsoft Excel. Post-test was given after the intervention was applied. Observation checklist was used to observe learners qualitatively on their speaking skill during the intervention process. During observation, the researcher recorded the activity via video and photos to consolidate the data and for triangulating the data in data analysis.

4. RESULTS & DISCUSSION

Table 1, 2 & 3 : Pre and post test results of correspondents
Based on Tables 1, 2 and 3, it is concluded that the correspondents from three respective primary schools revealed significant improvements in their mastery of direction after the intervention. There were positive increment results in the post-test scores compared to the pre-test scores.

5. CONCLUSION

As a conclusion, the use of DioWasp is beneficial to the learners as it applies the Howard Gardner’s Theory of Multiple Intelligences which focuses on visual-spatial intelligence. It helps to capture the learners’ interest in learning the language. The results show that the innovation of DioWasp helps to improve the listening skill of the learners in learning the topic of Directions. The learners manage to identify and recognize the directions correctly. At the same time, they feel motivated to improve their listening skill as they have the opportunity to explore the use of diorama and the technology by themselves. Besides, this innovation is also closely related to the society as it promotes contextual learning in which learners learn about direction and places through the use of technology and tangible object. Lastly, it is proved that the use of DioWasp helps to improve the listening skill of the learners in learning directions.

6. RECOMMENDATIONS

Following are the researchers’ recommendations for future studies which can done on the innovative tool of DioWasp:

1. Teachers should promote more enjoyable and active listening activities to the learners.
2. Teachers can attend any English training to improve their teaching skills especially in teaching
   1. listening skill.
3. Utilising DioWasp with secondary level of learners in developing the other language skills such
   1. as speaking, writing and reading skill.
4. Utilising DioWasp in developing the learners’ critical thinking.
REFERENCES


