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THE EFFECT OF SMART INTERACTIVE WHITEBOARD IN THE TEACHING OF VOCABULARY FOR GUIDED WRITING AMONG YEAR FIVE PUPILS



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THE EFFECT OF SMART INTERACTIVE WHITEBOARD IN THE TEACHING
OF VOCABULARY FOR GUIDED WRITING AMONG YEAR FIVE PUPILS

WONG WEI LUN



THIS DISSERTATION IS SUBMITTED IN FULFILMENT OF THE
REQUIREMENT OF THE DEGREE MASTER IN EDUCATION (TESL)
(MASTER BY MIXED MODE)

FACULTY OF LANGUAGES AND COMMUNICATION
SULTAN IDRIS EDUCATION UNIVERSITY

2020





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DEDICATION

I dedicate my dissertation work to my beloved parents, mentors, colleagues and friends who shared their words of advice and encouragement to complete this study.





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ABSTRACT

This study aimed to determine the effect of Smart Interactive Whiteboard in the teaching of vocabulary for guided writing within the context of primary education in Perak, Malaysia. It has two main objectives. First objective was to investigate the effect of Smart Interactive Whiteboard in the teaching of vocabulary for guided writing among Year 5 pupils. Second objective was to identify the pupils' views on two teaching techniques for vocabulary learning: (i) using Smart Interactive Whiteboard and (ii) using flashcards, and the factors which affected their preference of either teaching technique. The mediated mind model based on Vygotsky's social view of learning and Mayer's cognitive theory of multimedia learning were used as the underpinning theories in this study. A quasi-experimental design was employed in the study using pre and post-tests. The instruments in this study consisted of pre and post-tests and interview protocol. These instruments were validated by three experts. A random sample of 42 pupils from a primary school in Perak was selected. They were divided into a control group (n=21) and an experimental group (n=21). Twelve pupils were selected purposefully for the interview. There was no significant difference of the mean scores between pre-tests of the control and experimental groups. A four-week treatment was given to experimental group using Smart Interactive Whiteboard while the control group used flash card technique. The result from the t-test independent samples indicated a significant difference between the post-tests of the control and experimental groups [$t(40) = 0.191$; $p < 0.05$]. The qualitative data from the interview were analysed thematically. The main themes that were emerged from the qualitative data included (a) access of Internet for learning, (b) use of videos, animations, pictures, sounds and music for learning, and (c) use of vocabulary to make correct sentences. In conclusion, Smart Interactive Whiteboard was effective in improving the teaching of vocabulary in guided writing for Year 5 pupils. The implication of the study shows that Smart Interactive Whiteboard can be used for teaching and learning by teachers in different disciplines and subjects to improve the quality of vocabulary teaching.





KEBERKESANAN PENGGUNAAN PAPAN TULIS PINTAR INTERAKTIF DALAM PENGAJARAN KOSA KATA UNTUK PENULISAN BERPANDUAN

ABSTRAK

Kajian ini bertujuan untuk meneroka kesan Papan Tulis Interaktif Pintar dalam pengajaran kosa kata untuk penulisan berpandu dalam konteks pendidikan rendah di Perak, Malaysia. Kajian ini mempunyai dua objektif. Pertama adalah untuk mengkaji kesan Papan Tulis Interaktif Pintar dalam pengajaran kosa kata untuk penulisan berpandu dalam kalangan murid Tahun 5. Tujuan kedua adalah untuk menyiasat pandangan murid mengenai dua teknik pengajaran kosa kata: (i) menggunakan Papan Tulis Interaktif Pintar dan (ii) menggunakan kad imbas, dan faktor-faktor yang mempengaruhi pilihan mereka terhadap salah satu teknik pengajaran. Kajian ini menggunakan *Mediated Mind* di bawah Pandangan Sosial Pembelajaran Vygotsky, Teori Kognitif Mayer dan Pembelajaran Multimedia. Reka bentuk penyelidikan kuasi eksperimen penjelasan berurutan digunakan dalam kajian di mana selain data kuantitatif, data kualitatif dikumpulkan untuk menyokong penemuan dan triangulasi data. Sampel rawak kajian terdiri daripada 42 orang murid dari sebuah sekolah rendah di Perak. Mereka dibahagikan kepada kumpulan kawalan ($n = 21$) dan kumpulan eksperimen ($n = 21$) dengan keseimbangan penguasaan bahasa Inggeris untuk dua kumpulan. Tempoh rawatan yang diberikan kepada kumpulan eksperimen adalah 4 minggu dengan satu pengajaran dilakukan untuk setiap minggu. Data kuantitatif dikumpulkan melalui skor dari ujian pra dan pasca, sementara data kualitatif dikumpulkan menggunakan wawancara separa berstruktur. Ujian-t digunakan untuk menganalisis data. Hasil ujian-t menunjukkan bahawa kumpulan kawalan tidak mempunyai perbezaan yang signifikan antara skor min ujian pra dan ujian pasca [$t(40) = 0.096$; $p > 0.05$] sementara perbezaan yang signifikan antara skor min ujian pra dan ujian pasca dikenal pasti dalam kumpulan eksperimen [$t(40) = 0.191$; $p < 0.05$]. Hasil temu bual mendapati beberapa kelebihan Papan Tulis Interaktif Pintar dalam pengajaran kosa kata untuk penulisan berpandu, iaitu akses Internet untuk belajar, penggunaan video, animasi, gambar, suara dan muzik untuk belajar dan kejayaan menggunakan kosa kata untuk membuat ayat. Kelemahan utama yang didapati ialah ciri-ciri berbeza yang ditawarkan dalam versi yang berbeza. Kesimpulannya, Papan Tulis Interaktif Pintar berkesan dalam meningkatkan pengajaran kosa kata dalam penulisan berpandu untuk murid-murid Tahun 5. Implikasi kajian menunjukkan bahawa Papan Tulis Interaktif Pintar dapat digunakan untuk pengajaran dan pembelajaran oleh guru dalam pelbagai disiplin ilmu dan mata pelajaran untuk meningkatkan kualiti metodologi pengajaran



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CHAPTER 1

INTRODUCTION



1.0 INTRODUCTION

English has an important status globally (Crystal, 2003). Firstly, English is widely used economically (Grin & Arcand, 2013) as the number of multinational companies is increasing and the trading done is mostly in English (Neeley, 2012). Secondly, it is important as a main source of knowledge (Naved, 2015). In this era of technology, a majority of Internet websites are written and created in English. Thus, it could be said that regardless of one's geographical location, ease of finding an English reading material is always high (Naved, 2015).





In Malaysia, English is important because it provides better working opportunities especially for the youth (The Malaysian Times, 2012). Most of the employers prefer their employees to be able to speak and write English proficiently because most of them are going to deal at the international level. Yet, one of the major issues faced in the country is the poor level of English proficiency among the youth (Yuen, 2015). According to Misbah, Mohamad & Ya'acob (2017), pupils in Malaysia have limited vocabulary to express themselves in English thus leading them not to be able to write and read well in the target language (Misbah, Mohamad & Yaacob, 2017; Latsanyphobe & Bouangeune, 2009). According to Mustapha (2017), the best time to start learning a second language is when pupils are between 7 and 13 years old. This shows that the issue of poor mastery of English needs to be addressed from the early ages. Myles (2017) suggests that young children are intrinsically better language learners as they are able to master the language quicker than adult learners.

1.1 BACKGROUND OF THE STUDY

In Malaysia, the overall aim of the English language education at the primary stage is to equip pupils with basic language skills to enable them to communicate effectively in a variety of contexts (Ministry of Education, 2013). It is divided into two levels: Level One (Year 1 to Year 3) concerns phonics learning and penmanship. Level Two (Year 4 to Year 6) focuses on improving the language skills. By the end of Level Two,





they will sit for a public examination: UPSR. The format of the English paper in UPSR is illustrated in Table 1.1.

Table 1.1

UPSR English Paper Format

Paper 1	Paper 2
Section A:	Section A:
1) 20 objectives questions	1) Information Transfer
Section B:	Section B:
1) social expressions	1) formatted writing
2) comprehensions	
	Section C:
	1) guided writing

There are two papers in UPSR English. Paper 1 consists of two sections, namely Section A and B to test pupils' ability of grammar skills and comprehension skills. On the other hand, Paper 2 has three sections which are Section A, B, C. The main aim is to test pupils' writing abilities. There is a need to highlight that guided writing in Section C carries 50% of the total mark of Paper 2. Thus, scoring high mark in Section C enables pupils to obtain a good grade for the English subject. However, many pupils are weak in their mastery of English vocabulary (Misbah, Mohamad & Ya'acob, 2017). This causes them not to be able to do well in the short essay writing. Various factors contribute to this problem. One of them is the low level of motivation





among young learners to learn English in school (Melor & Nur, 2011). The problem of low motivation level stems from two issues. Firstly, according to Melor & Nur (2011), these young learners are not so motivated to learn English due to the pressure to learn many others subjects in a day such as the Malay language, Mathematics, Science, Moral Education, Physical Education, and Music and Arts. Due to this pressure, they learn English only for the sake of scoring high marks in examinations (Melur & Nur, 2011). Secondly, it is due to the fact that many English teachers still practise the traditional teaching methodology (Intan & Fatin, 2015). It could be said that many English lessons lack the fun elements thus resulting in poor motivation among pupils to learn English. Gardner (1993), a prominent scholar in the area of motivation in language learning, explicates that pupils learn best when the teaching methodology is varied because they have different learning styles and intelligence.



1.2 PROBLEM STATEMENT

In Malaysia, English is learnt as a second language (Gill, 2002). Since English is the mandatory language to be mastered, one would assume that this would enable primary pupils to be proficient in English through formal teaching and learning sessions in the school. On the contrary, the fact is that the English proficiency level among them is still low. In terms of writing, many pupils struggle with the proper use of vocabulary (Fareed, Ashraf & Bilal, 2016; Awan, 2019) in writing. A possible reason for this is the traditional teaching techniques that have been adopted in many writing lessons





(Abdullahi, 2003; Suhaimi, 2014). Pupils are not engaged in learning because the teaching techniques used are not attractive and interesting. It often occurs when the teaching techniques do not activate their sensations to learn such as visual and audio sensations. It leads to boredom and disengagement in the classroom (Macklem, 2015).

In this present age of information technology, there are some recent innovations in education to improve the quality of teaching and learning in school. Many technological devices help teaching and learning institutions from primary to tertiary level to operate in an interactive way and they visually improve the whole teaching and learning sessions. The beginning of the technological era changes the education system by changing the learning process to be more memorable for pupils and allowing teachers to access more teaching resources and materials suitable to their lessons.

Success in academic is directly proportional to the quality of the teaching techniques or materials used in the classroom. The use of technological products as teaching technique may appear to increase the quality of teaching and learning sessions. It could be said that the production and integration of technological devices are increasing day by day. According to Çiftçi, Taşkaya and Alemdar (2013), the use of cyclops, projector and Smart Interactive Whiteboard are begun to be used in classroom.





The new tool, Smart Interactive Whiteboard has been introduced for education in these recent years in Malaysia. Thus, the present study is conducted in order to investigate how Smart Interactive Whiteboard is used to teach vocabulary to a group of pupils in a public primary school in Malaysia for guided writing. It aims to find out the effectiveness of Smart Interactive Whiteboard in vocabulary teaching as well as how it affects pupils' preference of teaching technique by collecting their views through interviews. The study is important as it stems from the significance of Smart Interactive Whiteboard as a modern technique of teaching which is in consistent with global and local principles in the adoption of the principle of the use of technology into teaching and learning purpose (Mynbayeva, Sadvakassova & Akshalova, 2017).



Moreover, teachers need to know all new methods or techniques in education especially of what improves the efficiency and effectiveness in teaching. This study may yield results that can used as a guidance for them in the use of Smart Interactive Whiteboard as a teaching technique to improve learning outcomes. It also derives the significance from improving pupils' learning of English and its contribution for other researchers to investigate the effect of using Smart Interactive Whiteboard on different age categories, teachers and educational decision-makers and curriculum developers can earn the benefits from the findings of this study.

In this study, flashcards are chosen as another technique to teach vocabulary for guided writing. With reference to Bellani (2011), Ngarofah & Sumarni (2019),





Astuti (2015) and Masitoh & Pujihartono (2017), it is believed flashcards are an effective technique to teach vocabulary to pupils. However, Abdullahi (2003) and Suhaimi (2014) claimed the traditional teaching technique such as flashcard could be a reason for writing lessons. Thus, the researcher intended to investigate the effectiveness of Smart Interactive Whiteboard and flashcards in the teaching of vocabulary for the use of vocabulary in guided writing among Year 5 pupils in order to provide insight for teachers to decide on the appropriate and effective teaching technique of vocabulary in their classroom.

1.3 PURPOSE OF THE STUDY



The present study has two main purposes. Firstly, it seeks to compare the use of Smart Interactive Whiteboard and the more traditional technique i.e. flashcards to teach vocabulary for guided writing. Secondly, it intends to explore the learners' perceptions of the use of the two teaching techniques.

1.4 OBJECTIVES OF THE STUDY

The present study has three objectives, namely:





- i. to compare the effectiveness of Smart Interactive Whiteboard and the flashcards in teaching vocabulary to young ESL learners.
- ii. to find out the ESL learners' views of the two techniques of vocabulary teaching.
- iii. to investigate the factors affecting the young ESL learners' preferences of the two techniques of vocabulary teaching

1.5 RESEARCH QUESTIONS



This study is guided by the following research questions:

1. Which technique is more effective to teach vocabulary for guided writing among young ESL learners: using Smart Interactive Whiteboard or flashcards?
2. What are the ESL learners' views of the two techniques of vocabulary teaching?
3. What are the factors affecting the learners' preference of a particular technique to teach vocabulary?





1.6 RESEARCH HYPOTHESES

The present study is guided by the following research hypotheses:

H₀₁: Smart Interactive Whiteboard is not effective in teaching vocabulary for guided writing among young ESL learners.

H_{a1}: Smart Interactive Whiteboard is effective in teaching the use of vocabulary for guided writing among young ESL learners.

H₀₂: Flashcards are not effective in teaching the use of vocabulary for guided writing among young ESL learners.

H_{a2}: Flashcards are effective in teaching the use of vocabulary for guided writing among young ESL learners.

1.7 IMPORTANCE OF THE STUDY

The findings of the research add knowledge to the use of traditional technique and technology in teaching by providing results for ESL practitioners to choose a suitable teaching technique in their classroom. Throughout the years, many researchers have





conducted researches to investigate the effectiveness of different methodologies in the teaching and learning of English in different levels of education. This research aims to compare the effects of technology and traditional method in teaching vocabulary to primary pupils. The results collected are useful for several important purposes such as:

- i. To inform policy makers on the effects of intervention chosen.

The findings are useful for policy makers as they may decide to invest and promote the intervention (Smart Interactive Whiteboard) to other primary schools which face the same or similar problem in teaching English as second language. Also, the findings are based on real data collected and analysed. Thus, the results are valid and reliable.

- ii. To inform ESL practitioners

The findings are purposeful for ESL practitioners as they could decide to adapt or adopt Smart Interactive Whiteboard to teach any English language skills in the classroom. The data collected are about pupils' views and factors that influence their preference of teaching technique, thus, ESL practitioners could improve their teaching





and learning materials by referring to the findings of the present study. The teaching and learning materials could be designed based on the factors that affect pupils to be fond with a particular teaching technique to have better engagement during the lessons identified in the study which might result in improvement of the use of English.

1.8 STUDY LIMITATIONS

There are two limitations in this research. Each limitation is explained below.



First of all, sample size is the limitation identified. The sample size chosen for this research is 42 young learners. Therefore, with a small amount of sample, the findings are unlikely to be generalised. This is because the sample size does not support the validity of generalisation. According to Anderson (2001), small sample sizes are not meant to quantify general performance within a population. Hence, the findings appear to be not suitable for generalisation for a big population such as pupils for the whole district.

The version of the equipment used is the second limitation identified. Smart Interactive Whiteboard is an invention of technology. However, there are many versions of Smart Interactive Whiteboard available in the market. Different versions





offer different learning features. Basically, there are three types of Smart Interactive Whiteboard, namely basic, moderate and advanced. The type of Smart Interactive Whiteboard equipped by the school chosen is the basic one. Hence, it might not have the functions and features of an advanced set. The different set of equipment might affect the results collected as the difference in features might have different degree of impacts on the pupils.

1.9 OPERATIONAL DEFINITION

Below are the operational definitions of the terms used in this research.



Smart Interactive Whiteboard

Mundy (2011) has defined Smart Interactive Whiteboard as a computer and an electronic whiteboard surface that reacts to input provided, either by touch or by a stylus and its software provides functions that allow drag and drop, hide and reveal, highlighting and animation functions, indefinite storage, fast retrieval of material and student feedback. It is a touch-sensitive combination of a computer and a projector (Shenton and Pagett, 2008). In the present study, Smart Interactive Whiteboard refers





to a touch-sensitive combination of a computer and a projector with different functions for teaching vocabulary. The Smart Interactive Whiteboard used in this study is a basic version instead of an advanced version since there are different versions available in the market. The features utilised in the intervention include Power Point Presentation, Google, Youtube, visualiser, sounds system and video players.

Flashcards



Baleghizadeh and Ashoori (2011) have defined flashcards as cardboards consist of a word, a sentence or a simple picture on them. It is also a traditional vocabulary learning tool (Başoğlu & Akdemir, 2010). In the present study, flashcards refer to a traditional vocabulary teaching tool with different words, sentences and pictures on the cardboards. Each flashcard follows the measurement of 30cm x 20cm. It is equivalent to the size of regular flashcards sold in the market. Furthermore, words, sentences and pictures are separated instead of displaying them all on a flashcard. All of the pictures are colourful. Each flashcard is responsible for words, sentences and pictures. Thus, three flashcards are needed to introduce a word with its sentence and picture.





Teaching of Vocabulary

Abbat and McMahon (1993) have defined teaching as an activity that helps other pupils to learn. It is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given. (Smith, 2018).

Muscle (2006) has defined vocabulary as words that young learners must know to communicate efficiently through listening, speaking, reading and writing skills. It is a list or a set of English words that individual might use (Hatch and Brown, 1995).



In the present study, the teaching of vocabulary refers to process of helping Year 5 pupils to learn a list of words for short guided writing.

Short Essay Writing

Mayers (2003) has defined essay writing as a craft with words as tool for young pupils to craft meaning. It is a productive language skill that plays an essential role in promoting language acquisition as pupils experiment with words, sentences and large





chunks of writing to communicate their ideas effectively and to reinforce the grammar and vocabulary they learn in class (Bello, 1997). In this present study, short essay writing refers to productive language skill that pupils use to write short guided essay of 80 to 100 words by using vocabulary learnt in the class.

Guided Essay

With reference to Peters (2011), guided writing refers to one writing activity whereby students are assigned an essay with specific topics or prompts related to course content which they can connect their learning experience. For the purpose of this study, guided essay is defined as a writing task for pupils to write with a series of pictures as guidance for them to write cohesively and coherently.

1.10 SUMMARY

This chapter explains and describes the introduction of the research such as background of the study, problem statement, objectives of the research, three research questions, the importance of research, limitations of the research and the operational





definitions of the terms used. Chapter Two presents the literature review of the research.

