THE EFFECTIVENESS OF USING WORDAISY MODULE TO IMPROVE NUMBER OF VOCABULARY AMONG YEAR THREE PUPILS

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Abstract: The 21st Century Learning has become an amazing benchmark for the education system in the most country of all around the world as it promotes a new chapter of learning experiences among the learners. This new and advanced learning is believed to return more benefits to the learners as it highlights the importance of creativity, higher order thinking and reasoning skills. Not to forget, the 21st Century Learning demands integration of technology in the classroom so that the learning experiences will be more engaging and interesting in line with the super advanced technology that takes place in our daily life. In Malaysia, the education system is transforming into a better version. The English language has been given the same highlight as an important language to be mastered by all learners. However, due to its position as the second language in this country, there are lots of learners who are still struggling to comfortably learn and use the language due to many underlying factors. One of the main factors is the lack of vocabulary. Therefore, it is a must to discover the best method to help the learners widen their range of vocabulary. Therefore, this study will investigate the effectiveness of using the Wordaisy Module in expanding learner's number of vocabularies. This study was conducted with 20 pupils in a suburban school in Selangor. The data was collected via interviews, questionnaires and tests' scores. The findings showed that majority of the respondents agreed that the module did help them to acquire vocabulary. Therefore, it is hoped that the invention of Wordaisy Module will help to improve pupils' mastery of English vocabulary in ESL classroom.

Keywords: 21st Century, Vocabulary, Language, ESL Classroom
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Introduction

Vocabulary is an essential element in a language. Without vocabulary, there is no way a person can talk or convey any message in any kind of forms be it in speaking or writing. In fact,

listening and reading as a medium to get information will be a waste when vocabulary is not present. Ferreira (2007) wrote that vocabulary knowledge requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way. It also includes the relationship between new words acquired and the ones already acquired. Vocabulary revolves around us all the time every day. Without vocabulary, we will be struggling with ourselves in order to pass messages or to comprehend information being delivered to us. This is also supported by Lessard-clouston (2013) who stated that vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. In addition, Wilkins (1972) wrote that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp. 111–112).

Why vocabulary matters for a student? This is because vocabulary is the foundation of the learning skills namely reading and writing. According to Pikulski & Templeton (2004), the teaching of many vocabulary words causes pupils to be better readers and writers. While Jacobs (2017) in his journal stated that children's vocabulary knowledge influences their ability to recognize words and the ease and speed (or "fluency") with which they can "chunk" word parts into a whole word or read across meaning bearing groups of words. Therefore, lack of vocabulary will definitely affects student progress in all four basic skills namely listening, speaking, reading and writing. This statement is supported by Lessard-clouston (2013) who stated that without sufficient vocabulary, pupils cannot understand others or express their own ideas.

Problem Statement
After months of teaching 3 Orkid, the researcher realized that majority of the pupils did not perform in English as they have a very limited range of vocabulary. There are some groups of vocabulary that are not present in their memory including basic words such as things in the classroom, names of places, verbs and many more. They did not have the vocabulary that they supposed to have as a Year 3 pupil. This situation definitely distort the smoothness of the lesson as well as affect the process of their English language learning since they keep on asking for translation.

Therefore, after considering some factors such as the pupils' interest, attention span as well as their level of proficiency, the researcher decided to use Wordaisy Module which integrates simple drawing and pictures as a strategy to help the weak pupils to increase their number of English vocabularies. According to Damronghaolapan (2015), pictures could be a suitable alternative to improve students' vocabulary achievement. In this research, Damronghaolapan found that more than 85% of the students agreed or strongly agreed that the pictures were interesting and they learned the meanings of new words.

Other than that, by asking the pupils to draw an image of a daisy flower and draw out the pictures of the targeted vocabulary, the researcher believed that it is easier for her to tackle the pupils in terms of their motivation to learn English as well as their attention span. This is because the pupils will learn in a stress-free mode where they can enjoy themselves drawing the pictures based on their creativities. According to Thagard (2011), learning a foreign language can be stressful for anyone, especially young learners. Fun, simple art activity can help to create a welcoming environment.

Purpose of the Study
The purpose of this study is to improve the Year 3 Orkid pupils' number of vocabulary and promote a cheerful English environment in Year 3 orkid's classroom using the Wordaisy Module
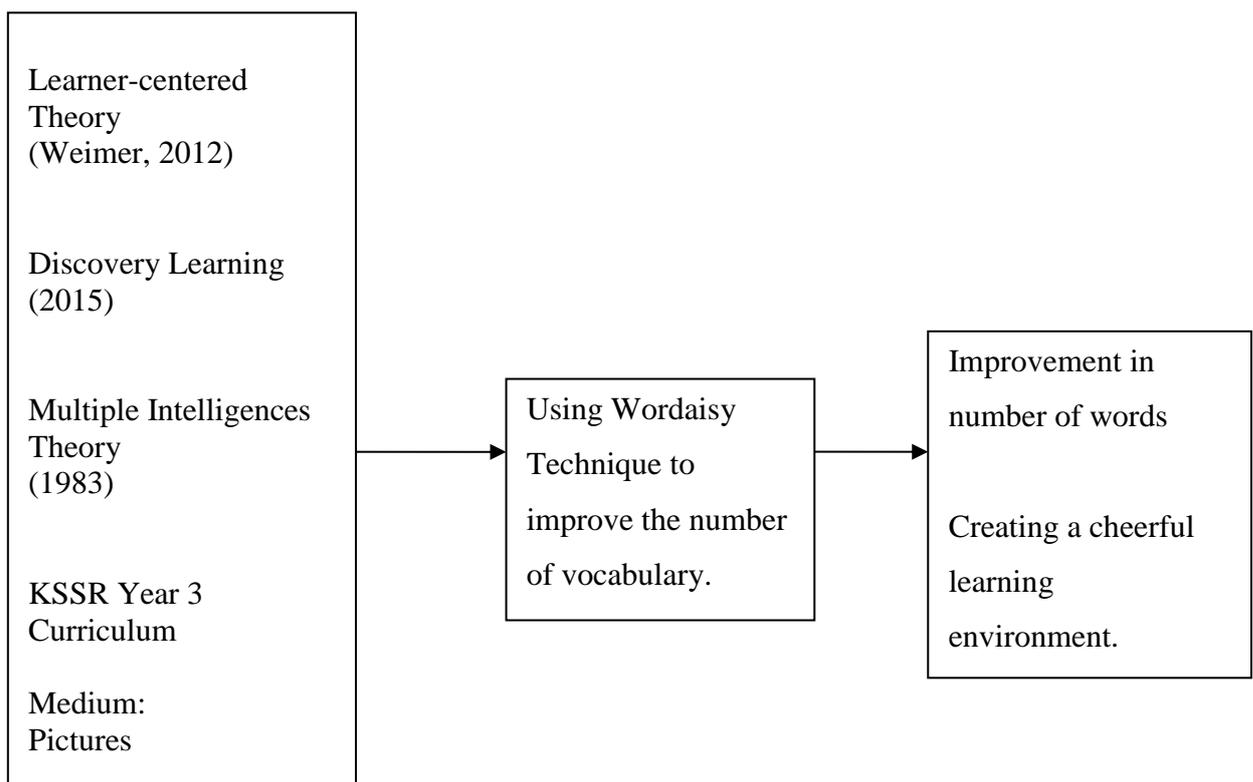
Research Questions
The following research questions are formulated in order to meet the research objectives:
　　a)　Does the Wordaisy Module improve the number of vocabulary among Year 3 Orkid pupils?
　　b)　Does the Wordaisy Module helps to create a cheerful English learning environment in the 3 Orkid's classroom?

Research Design
The researcher decided to use the quasi-experimental design for this research. Quasi - experimental research is an evaluation designed to compare groups or activities as the base line to measure the research impacts. According to Jhangiangi (2015), it is a type of evaluation which aims to determine the effectiveness of a program or intervention towards selected respondents.

Theoretical Framework

Learner-centered Theory (Weimer, 2012) Discovery Learning (2015) Multiple Intelligences Theory (1983) KSSR Year 3 Curriculum Medium: Pictures	→	Using Wordaisy Technique to improve the number of vocabulary.	→	Improvement in number of words Creating a cheerful learning environment.

This theoretical framework is outlined to show how the learning theories aided the research in order to address the problem of lack in vocabulary among 3 Orkid pupils. Therefore, an intervention is highlighted with the hope to be able to expand their range of vocabulary by using Wordaisy Module which may results in the ability to remember the new words better, a stress-

free and cheerful learning environment, increased in confidence level as well as motivation to learn English.

Research Participants

For this research study, the researcher has chosen 20 pupils from 3 Orkid. 3 Orkid is the third class in Year 3 and majority of the pupils have poor proficiency in English. They are chosen to be the participant of this study as they got the lowest score for the Mid-Term Examination. In fact, some of them even failed the test. Besides that, these pupils are not interested in English language. As they have limited vocabulary, they felt that English is a tough subject and therefore dislike it. Thus, it makes a good reason for the researcher to carry out this study with them in order to motivate them to learn English. Moreover, these pupils tend to be carried away with lessons that are dry and textbook based. It is really hard for them to focus in a long period of time. Therefore, the researcher believes that these pupils are the best participants for this study.

Research Instruments

There were two types of instruments used for this study namely questionnaires and tests. There will be two sets of questionnaires that will be given to the participants namely pre questionnaire and post questionnaire. In the pre-questionnaire, the pupils will be questioned about their personal details, background knowledge and their feeling towards the language. Meanwhile in the post-questionnaire, the pupils will be questioned about their feedback towards the treatment lesson. However, the researcher will guide the participants in answering the questionnaires by explaining to them what the questions want since the pupils are having difficulties in understanding sentences.

As for the tests, there will be two sets of tests namely pre-test and post-test. During the pre-test, the pupils will answer the questions without any guidance. This test will be given after the conventional lesson being carried out. Meanwhile for the post test, it will be given after the researcher completed the treatment lessons. The test will be exactly the same as pre-test. The results of both tests then will be compared to determine the effectiveness of using Wordaisy Technique to enhance the range of vocabulary among the pupils

By using all these instruments, the data will be collected in quantitative mode as every instrument contributes a result in form of numbers. Therefore, it is easier for the researcher to make a comparison between the results of before and after treatment sessions.

Studies Related to Vocabulary Learning Through Pictures

There are numerous of studies that have been conducted on the advantages of using pictures in teaching vocabulary. According to Damronghaolapan (2015), pictures could be a suitable alternative to improve students' vocabulary achievement. Pictures can be used as a media to transfer an image of the real thing. In this research, Damronghaolapan found that more than 85% of the students agreed or strongly agreed that the pictures were interesting and they learned the meanings of new words.

Another study conducted by Nim (2006) stated that teaching English vocabulary through pictures for young learners is one of the strategies to make funny learning and their first impression for learning English is good. Other than that, Xuan (2009) also mentioned that in teaching and learning process, the role of using pictures as media has become the best choice in teaching English especially in vocabulary to the elementary students. Pictures are important to help the students in learning English vocabulary and memorizing the meanings. In fact, they

also function as aids to learning simply because they attract student's attention and help encourage them to focus on the subject in hand.

Nevertheless, Sholihah (2009) also mentioned that pictures are useful to focus the students' attention to imagine on what the text says. Pictures are not ambiguous; a picture should contain only what the word means. Using picture is also an effort to help students to understand and comprehend something clearly and easily. Sun (2015) also considers that picture books may be a rescue for the learners with small vocabulary knowledge. She recorded the positive effects of pictures on language learning as positive attitudes; focus on lessons and tasks; interactions with text, illustrations, and peers; and expansion of word learning and deep thinking

Last but not least, according to conclusion of the study by Louie and Sierschynski (2015) teachers can teach English learners to engage in discussion, analysis, and production of their own texts through close viewing by making use of wordless picture books. While working with a small group, wordless picture books enables learners process in meaning making process. This may also provide communications between students and teachers, so it brings about vocabulary and language learning.

Research Findings

Descriptive Analysis on Pre-Questionnaires
The data presented in this section described the pupils' perception towards English language. The findings presented are based on the pupils' responses from Question 1 to Question 6 of the pre-questionnaire.

Question 1: Do you like to learn English?
The result shows that only 25% of the respondents love to learn English meanwhile the other 75% of the respondents have a negative thought towards learning English language.

Question 2: Do you speak English at home?
The result shows that 100% of the pupils did not use English language at all when they are at home. They use their mother tongue all the time.

Question 3: Do you speak English with your English Language teacher?
The result shows that none of the pupils made some effort to try to communicate in English with the teacher. The pupils did not have the courage to communicate in English due to lack of vocabulary and low confidence to speak the language.

Question 4: Do you speak English with your friends at school?
The result shows that all of the pupils claimed they did not speak in English with their classmates. Since the language used at home was their mother tongue, they felt more comfortable to communicate with their friends using Malay language.

Question 5: Do you like to draw?
The result shows that 75% of the pupils agreed that they can remember the words they have learnt better if they draw the picture of the words. However, 25% of the pupils disagree as they claimed to have poor drawing skills.

Question 6: I like to learn English in a fun way. Drawing activity during English lesson must be exciting.

The result shows that 75% of the pupils loved to learn English in a fun way. The idea of having art activity in a language lesson excites them and makes them feel more motivated. However, due to poor drawing skill, 25 % of the pupils did not share the same thought of having fun English lesson by the integration of art activity during language lesson.

Descriptive Statistics on Post-Questionnaires

The data presented in this section described the pupils' perception towards the English language lesson after the intervention being introduced. The findings presented are based on the pupils' responses from Question 1 to Question 6 of the pre-questionnaire.

Question 1: Did I enjoy today's lesson?

The result shows that half of the pupils enjoyed the lesson conducted by the researcher and they were from Experimental Group. It shows that the module has helped them to understand the lesson better. Meanwhile, the other half of the pupils did not enjoy the lesson because they could not understand the lesson due to lack of vocabulary.

Statement 2: I can understand today's lesson better.

The result illustrates that 50% of them can understand the lesson better as they have gained more vocabulary through the treatment. Meanwhile the rest of the pupils claimed to feel confused and did not understand the whole content of the lesson.

Statement 3: I will be happy if I can do art activity while learning English.

The result shows that all the pupils love the idea of integrating art activity during English lesson.

Statement 4: I love it when the teacher uses pictures to illustrate the word.

The result illustrates that 100% of the pupils prefer the teacher to use pictures while describing the words so that they can have mental images of the words.

Statement 5: I can remember the words better if I draw the picture of the words.

Based on the figure shown above, 75% of the pupils agreed that they can remember the words they have learnt better if they draw the picture of the words. However, 25% of the pupils disagree as they claimed to have poor drawing skills.

Statement 6: I like to learn English in a fun way. Drawing activity during English lesson must be exciting.

This figure shows that 75% of the pupils loved to learn English in a fun way. The idea of having art activity in a language lesson excites them and makes them feel more motivated. However, due to poor drawing skill, 25 % of the pupils did not share the same thought of having fun English lesson by the integration of art activity during language lesson.

Descriptive Statistics on Overall Score Performance Between the Experimental Group and The Control Group

Samples	Score performance (decreased/increased)
Experimental Group	
Respondent 1	Increased
Respondent 2	Increased
Respondent 3	Increased
Respondent 4	Increased
Respondent 5	Increased
Respondent 6	Increased
Respondent 7	Increased
Respondent 8	Increased
Respondent 9	Increased
Respondent 10	Increased
Control Group	
Respondent 11	None
Respondent 12	Decreased
Respondent 13	Decreased
Respondent 14	Decreased
Respondent 15	None
Respondent 16	Decreased
Respondent 17	Decreased
Respondent 18	Decreased
Respondent 19	Decreased
Respondent 20	Decreased

Table above illustrates the general score performance for both groups. Out of 20 respondents, 10 of them (50%) which were from Experimental group had increased in score, 8 respondents (40%) had decreased in score and 2 respondents (10%) did not show any change in score.

Discussions of Research Findings
The aim of this study was to measure in depth the effectiveness of using Wordaisy Module to help the pupils to expand their range of vocabulary. Therefore, two research questions were formulated in order to achieve the research objectives.

Research Question No.1

Does the Wordaisy Technique Improve the Number of Vocabulary Among Year 3 Orkid Pupils?
Based on the study done, it was proven that the researcher's attempt in using Wordaisy Module is an effective tool to enhance the pupils' range of vocabulary. The conclusion was made as the researcher looked at the students' improvement by getting better scores in the Pos-test. Twelve out of twenty respondents significantly had increased in scores and improved their number of vocabulary after being introduced with Wordaisy Module.

One reason the pupils enjoyed learning through fun activitiy is through the integration of pictures and art activity during the language lesson. According to Scurletis (2009), regardless of the specific images they conjure in their minds' eyes, the result should be the same: the process of visualizing a concrete image that captures the meaning of a word should help them remember that meaning the next time they encounter the word. The pictures and drawing activity has succeeded in giving the pupils a new experience of learning English language.

Research Question No. 2

Does the Wordaisy Technique Helps to Create A Cheerful English Learning Environment in the 3 Orkid's Classroom?

Yes, enjoyable and stress-free learning classroom environment can motivate pupils to learn the language especially English. A lesson full with content and being integrated by the beauty of art where the pupils can use their creativity definitely provides the pupils with comfortable and stress-free feeling. A relax class where they can look at pictures and draw their own pictures during the treatment process, had provide multiple sources of stimulation in boosting the interest and motivation to learn English among the pupils.

According to Kouyoumdjian (2012), visual learning is then, essentially, a way for the children to better picture and understand concepts. For the pupils, drawing makes their learning easier, more efficient, and more fun. Therefore, the chances to learn and remember new vocabulary are more guaranteed. This was clearly seen by the researcher during the treatment process, where the pupils were actively involved. The module really help to motivate the pupils to be more focus towards the lesson and therefore remember the new words better. This is justified by the positive feedback gained from the post-questionnaire.

Conclusion

In conclusion, the findings from the study clearly show that using Wordaisy Module was very effective to expand pupils' range of English vocabulary. The results of the study from the pre-test and post-test further justifies this. Therefore, it is suggested for English Language teachers to use Wordaisy Module as one of the teaching strategy and techniques in their classroom. Hopefully the teachers will then discover new positive changes in their pupils towards their language learning.

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