MODERN VERSUS TRADITIONAL: VISUAL AIDS IN THE TEACHING OF ENGLISH VOCABULARY AMONG FORM 1 ESL STUDENTS

PHANG BIAO LI

UTAR

A RESEARCH PROJECT
SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE BACHELOR OF ARTS (HONS) ENGLISH EDUCATION
FACULTY OF ARTS AND SOCIAL SCIENCE
UNIVERSITI TUNKU ABDUL RAHMAN

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ACKNOWLEDGEMENTS

First of all, I would like to express my utmost gratitude to Pn. Nur Aizuri Binti Md Azmin, my supervisor for Final Year Project as per requirement for all undergraduates in Faculty of Arts and Social Science. She who has continuously advising, guiding, and motivating me allows the successful completion of this paper. Most importantly, she has given me the opportunity to be an independent researcher in the field of my study, where I can freely explore my field of interest which also directly boosts my motivation to strive to be the best among all undergraduate researchers. This quote is dedicated to her as an appreciation for her guidance throughout the course of Final Year Project:

"The teacher who is indeed wise does not bid you to enter the house of his wisdom but rather leads you to the threshold of your mind" –Khalil Gibran.

Next, I would also like to thank the following lecturers, Ms. Deepa A/P Visvanathan, Mr. Foong Soon Seng, Mr. Renu A/L Kailsan, and Ms. Viji A/P Ramamuruthy who advised me on my Research Methodology and Final Year Project for many semesters during my course of study in UTAR. Without them, I would have still stuck in the endless hole of searching for ideas to conduct my Final Year Project.

I would like to take this opportunity to thank two wonderful ladies who cheered for me as a good friend and sister, Beh Min Er and Ooi Renee. Min Er who has been cheering and guiding me for a number of times since her commencement on Final Year Project, and Renee who has been my source of motivation to make it to the FAS Conference which is often held every long trimester in Faculty of Arts and Social Science, UTAR. Their strong believe in me spiritually motivates me throughout the course of my Final Year Project.

Along with the other group of people I would like to thank is my fellow batch mates, which are Tee Xue Ting (Tiffany), Heah Joo Peng (Yuri), Tan Wilson, and Jacqueline Lau Chung Ling where we continuously motivate each other throughout the course of Final Year Project. The days and nights doing our own research outside my room, outside the campus, motivating each other to finish the papers at any time are the very definition of being friends. Making it this far in my undergraduate studies can never be happened without them.

Lastly, I would like to thank my fellow juniors, Sim Xin Yee, Kathleen Ku Wei San, and Celine Lim Shing Ying, who have been believing and motivating me even before the commencement of Final Year Project. They too, are a part that contributed to the succession of my paper throughout the course of conducting this study.

"I am thankful for the nights that turned into mornings, friends that turned into family, and dreams that turned into reality." –Anonymous.

PHANG BIAO LI

APPROVAL FORM

This research paper attached hereto, entitled "Modern versus Traditional: Visual Aids in the Teaching of English Vocabulary among Form 1 ESL Students" prepared and submitted by Phang Biao Li in partial fulfillment of the requirements for the Bachelor of Arts (Hons) English Education is hereby accepted.

_____ Date:_____

Supervisor

Pn. Nur Aizuri Binti Md Azmin

ABSTRACT

The importance of vocabulary for a language user to be competent in using the target language has been circulating for many years. Functioning as a pre-requisite to four main language skills in a language, English as Second Language students in Malaysia are yet to show satisfying command over English vocabulary to perform language tasks. Using a descriptive approach along with purposeful selection of Form 1 ESL students from SMK Sentosa, Kampar, Perak for ten weeks, this study aimed at determining if the ESL students were weak in English vocabulary; if visual aids, particularly the interactive white board was able to help the ESL students, and obtaining the perceptions and preferences among ESL students and teachers on using traditional and modern visual aids to teach English vocabulary. Employing pre and post-tests, intervention and interviews, findings showed that not only all the ESL students involved improved significantly, visual aids regardless of traditional or modern were also positively viewed by both ESL students and should be employed in all subjects rather than English language itself. Future researchers were recommended to explore not only nouns as did in this study, but also other parts of speech and in a longer duration.

DECLARATION

I declare that the material contained in this paper is the end result of my own work and that due acknowledgement has been given in the bibliography and references to ALL sources be they printed, electronic or personal.

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Date : 25 APRIL 2019

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CHAPTER 1: INTRODUCTION

1.0 Introduction

Since achieving her independence in 1957, as stated in Semtin and Maniam's (2015) research, and under the 1996 Malaysia Education Act, Act 550 subsections (c) has clearly stated that "the English language is a compulsory subject of instruction…" (p. 18) in either government or government-aided primary and secondary schools in Malaysia. To date, not only the English language remains as a compulsory language subject to be taught in schools, but also its importance is highly stressed in today's Malaysian society, as stated by the former prime minister of Malaysia, Tun Dr Mahathir Mohamad in his interview with the Star newspaper where he emphasized that, "the English language is the international language, lingua franca, and much of the knowledge comes to us in the English language" (De Silva, 2015, para. 2).

1.1 Teaching and Learning of Vocabulary

Narrowing down the English language to the aspect of vocabulary, its importance is certainly not to be neglected. Vocabulary learning is one of the essentials that helps a language user to be proficient in the English language, and without vocabulary a language user will perform poorly in the language skills namely listening, speaking, reading and writing (Md Yasim, Lubis, Mohd Noor, & Kamarudin, 2016; Mokhtar et al., 2010). Similarly in Malaysia, findings have shown and proven that there is an increased attention in the teaching and learning of English vocabulary since its importance to the English language is highly emphasized (Kaur as cited in Kaur, 2013; Othman as cited in Kaur, 2013).

1.2 Emergence of Technology and 21st Century Learning

Next, the educational context in Malaysia has definitely changed with the emergence of the 21st century learning and the English language learning is certainly one of the subjects that is affected with this emergence. As the 21st century learning often comes along with the advancement of technology, the Malaysia Ministry of Education (MMOE) calls for the need of every student in the country to be digitally and technologically literate, communicatively competent, ability to produce new information and be critical thinkers (Hashim, 2014; Mohd Zikre & Leong, 2016; Zakaria, Lee, & Md Yunus; 2017). Within the English language learning context, MMOE stresses the need for English teachers to take on new roles such as being a facilitator and integrating technology in the English language classroom (Zakaria, Lee, & Md Yunus, 2017). To add on, Zakaria, Lee, and Md Yunus (2017) further state that students not only need to be proficient in the English language, English language teachers should also fully utilize technologies available to create students that are able to collaborate with each other, solve problems critically, and encourage them to explore the world by using technologies when it comes to the learning of the English language. By doing so, they believe that the students will be competent in the future, especially in terms of participating in the workforce. In light to the issues discussed, the Malaysian Education Blueprint 2013 – 2025 has since readjusted the education system in which all Malaysian students, upon leaving school should be proficient in the English language and are able to perform the language competently in today's society (Malaysia Ministry of Education, 2013).

Similarly, in the teaching and learning of vocabulary under the English language, English language teachers are expected to integrate technology to teach vocabulary and not solely relying and instilling on using dictionaries, textbooks, 'chalk and talk' method and memorization method on the students (Grapragasem, Krishnan, & Mansor, 2014; Mediha & Enisa, 2014; Zakaria, Lee, & Md Yunus, 2017). According to Dolati and Richards (2010),

Hashim (2014), and Zakaria, Lee, and Md Yunus (2017), they believe that these methods stated above are out-of-date trends and the latest trend to teach vocabulary is to use and integrate technologies available such as YouTube, Google or other related search engines as these are believed to create a more real, vivid, rich, and meaningful contexts that facilitate the learning of vocabulary.

In this study then, it investigated if the secondary ESL (English as Second Language) students were weak in using English vocabulary, and the effectiveness of using visual aids in the teaching and learning of English vocabulary among secondary ESL students. Also, it aimed to identify the ESL teachers' perception on the use of visual aids in an English language classroom as well as determine the ESL students' preference of using which visual aids when it comes to the language learning lessons. Data collection and analysis were conducted by drawing the results from pre-test, post-test, and interview sessions conducted on the secondary ESL students who had undergone the intervention. Both pre-test and post-test employed the fill-in-the-blanks test, by which the English vocabulary were taken from the Standard-Based English Language Curriculum for Secondary Schools (SBELC) or also known as the Kurikulum Standard Sekolah Menengah (KSSM) as set by the MMOE, while the interview sessions aimed to obtain the perceptions of the ESL students on the use of visual aids in the teaching and learning of English vocabulary. Similarly, analysis and interpretations were also conducted on the ESL teachers who participated in the interview session on the use of visual aids in the language classroom.

1.3 General View of the Present Study

In terms of technicalities, both tests employed the fill-in-the-blanks method, in which the students were given a set of questions that consists of blanks and the students were required to fill in the blanks with the correct words based on the available options. Each test had its own

objective: the pre-test aims to determine if the secondary ESL students are really weak in using English vocabulary and the latter is to make comparisons to check if there is any improvement after receiving the intervention. Categorization, tabulation, and statistical calculations of the scores were made upon the completion of both tests and intervention. An interview session was conducted upon the completion of both tests, in which it involved the secondary ESL students who have undergone the intervention. The purpose of the interview session was to obtain their perceptions of using visual aids in the teaching and learning of English vocabulary, in which these questions were explored and asked from four different aspects. Another interview session was also conducted but with the focus on the ESL teachers as it aimed to obtain the perception of using visual aids in the classroom. Similarly, the questions asked were drawn upon the same four aspects asked on the secondary ESL students. Ultimately, by drawing the results obtained from the tests and the interview session, the effectiveness of using visual aids in the teaching and learning of vocabulary were determined.

1.4 Statement of Problem

In studies conducted by Chapman (as cited in Kaur, 2013), Mokhtar et al. (2010), and Yamat, Fisher, and Rich (2014), their findings found that many secondary ESL students are weak in using English vocabulary. They further added that if these ESL students continue to score poorly in using English vocabulary, they might face greater problems when they pursue their education in the tertiary level as most universities and colleges use English as the medium of instruction. This is certainly true as it is found that many tertiary students indeed perform poorly when using English vocabulary in findings presented by Ashrafzadeh and Nimehchisalem (2015), David, Thang, and Azman (2015), Harji, Balakrishnan, Bhar, and Letchumanan (2015), and Md Yasim, Lubis, Mohd Noor, and Kamarudin (2016). However, problem arises when they did not state at which level of the secondary ESL students, from Form 1 (age 13) to Form 5 (age 17) actually show poor command on using English vocabulary.

To add on, the researcher had the intention and was intrigued to know and determine if such phenomenon is still occurring among the secondary ESL students in Malaysia.

Next, based on the research findings, it can be seen that ESL teachers generally agree that the use of visual aids aid in the teaching processes in a language classroom (Dolati & Richards, 2012; Jamian & Baharom, 2012; Moeller, Ketsman, & Masmaliyeva, 2009; Shabiralyani, Hasan, Hamad, & Iqbal, 2015). But these are solely the perceptions made by the teachers, what about the students' perceptions in using visual aids in learning vocabulary? Do they prefer the traditional or modern visual aids? And do they agree that these help in the language learning process as mentioned by the teachers? Without the perceptions from the students' side, one can certainly argue that biasness exists since previous research made only focused on the teachers' perceptions. Thus in the present study, these questions as mentioned stimulated the researcher's interest and needed to be investigated and are narrowed down to the aspect of the teaching of vocabulary by asking their perceptions and preference.

Finally, despite the fact that ESL teachers generally showed agreement that visual aids benefitted an English language classroom as shown in the findings stated above, the researcher believed that there is still a need to examine the perceptions of the ESL teachers on the use of visual aids in the English language classroom. This was to strike a balance between both ESL teachers and ESL students and minimize the probability for biasness to occur in the study.

1.5 Research Objectives

In relation to the problems as identified and mentioned in section *1.4 Statement of problem*, four research objectives were formed for the purpose of this study:

1. To identify if the Form 1 ESL students are really weak in using English vocabulary during the pre-test.

2. To determine the effectiveness of using visual aids to help the Form 1 ESL students in the learning of English vocabulary.
3. To examine the preference and perceptions of Form 1 ESL students on the use of visual aids during the learning of English vocabulary.
4. To determine the perceptions of using visual aids among ESL teachers in the teaching and learning of English vocabulary.

This study also employed an experimental approach where the experiment was on using visual aids to teach English vocabulary among Form 1 ESL students. In relation to this, statistical tests were conducted through ANOVA and appropriate t-tests in **Chapter 4 Findings and Analysis**. As such, the hypotheses that were used to guide the study were as shown below:

H_0: The means across all groups were equal.

H_1: At least one of the means among the groups were different.

Where, null hypothesis was H_0 and all the groups studied shared the same mean; H_1 on the other hand was the alternative hypothesis, in which the means across the groups were different. Throughout **Chapter 4 Findings and Analysis**, multiple but similar hypothesis were made due to the context which were further clarified.

1.6 Research Questions

In regards to the research objectives as stated in section *1.5 Research objectives*, four research questions were formed for the purpose of this study:

1. Are the Form 1 ESL students show weak command on the use of English vocabulary during the pre-test?
2. Does the use of visual aids help the Form 1 ESL students in the learning of English vocabulary?

3. What are the preference and perceptions of the Form 1 ESL students on the use of visual aids in the learning of English vocabulary?
4. What are the perceptions from the ESL teachers on the use of visual aids in the teaching and learning of English vocabulary?

1.7 Significance of the Study

At the end of this study, it is hoped that there will be at least six significance that will benefit to the people in the field of education.

First, with due emphasis is given to the learning of the English language, the study itself has aimed to increase the students' proficiency and command on the use of English language at least in the context of vocabulary. This matched with the shifts and aspirations as listed in the Malaysia Education Blueprint 2013 – 2025 where students are to achieve a satisfactory level of proficiency in the command of the English language by the end of the secondary level in education (Malaysia Ministry of Education, 2013). To further elaborate, since vocabulary plays a crucial role in ensuring one's competency in using the English language, it is logical to draw connections how this is linked to the shifts and aspirations as stated in the Malaysia Education Blueprint. Thus, it also creates an awareness where vocabulary should not be neglected and it played an important role as a part of English lessons.

Next, as stated in section *1.4 Statement of Problem* where students were found to be weak in using English vocabulary, this study aimed to identify if such situation applies to and is still occurring among the current secondary ESL students in the school where the research was conducted. If such problem was found to be and still existing, it can be a source to alert the authorities involved to put more emphasis on the teaching and learning of the English vocabulary in the classroom. Additionally, based on the significant stated, since the English language is viewed as an important language in Malaysia (Darmi, 2013; Ganapathi, 2012), as

vocabulary plays an important role in performing language tasks, the learning of English vocabulary, if it is taught well, will simultaneously boosts the students' competency in using the English language (Alqahtani, 2015; Viera, 2017).

Also, it is believed that the students will learn more new words through a more meaningful way of learning vocabulary. The use of visual aids in the teaching of vocabulary allows the ESL students to retain the meaning of the words easier, make learning more memorable, able to pronounce the word accurately and most importantly, fulfil the wordlist that is stated in the KSSM as set by the Malaysian Ministry of Education.

Additionally, since it was stated in the Malaysia Education Blueprint 2013 – 2025 where ICT-based facilities were invested and implemented to ensure the quality of education is maintained in the ever-evolving society (Malaysia Ministry of Education, 2013), as visual aids are a part of the ICT-based facilities, by using it in the English language classroom, it showed that the researcher was contributing to the ministry's educational aspirations in ensuring the quality of education is achieved, even if it was only a minor contribution.

Furthermore, the use of the visual aids in the 21st century learning is expected to be equally compatible and competent with the traditional visual aids. That is, the learning of English vocabulary can be taught by both complex technological visual aids and traditional visual aids. As long as the usage and meaning are successfully conveyed to the students, the ultimate goal of teaching vocabulary is achieved. Through this phenomena, it is hoped that current teachers will change their perceptions that the end goal of learning is where students receive the intended knowledge, and not through the perceived high-tech medium of instructions.

Lastly, this study is also in hopes that upon its completion, a deeper understanding towards students' perception can be achieved. That is, with all the advance technology

available and as prepared by the Malaysia Ministry of Education in conjunction to the 21st century education, it is important to check if the students actually prefer the use of advance technology to learn vocabulary or traditional approach to the learning of vocabulary.

1.8 Operational Definitions

In this section, the terms that were employed throughout the study were defined, and their relevance to the study were also explained and elaborated.

1.8.1 English as Second Language (ESL)

English as Second Language (ESL) is known as people who possess other language as the first language than the English language, and it is commonly used in the aspect of education in today's society (Bardack, 2010). In the Malaysia context, the country falls under the English as Second Language category because of her history being a former colonized country by the British Empire (Darmi & Albion, 2013; Thirusanku & Md Yunus, 2014). The society since the colonization spoke English regardless of the mother tongue they have such as the Malay, Chinese, or Tamil language. Many years since her independence, the society in Malaysia still falls under the category of ESL. By relating this to the present study, the research participants involved were a result of the British colonization and thus, automatically fell under the same category.

1.8.2 Vocabulary

Vocabulary consists of a collection of English words in general that are arranged in an alphabetical order and has explanations and definitions for each entry ("Merriam-Webster," 2018). As vocabulary plays a vital role in using the English language proficiently, it is important for students to have an adequate amount of vocabulary knowledge in order to perform language tasks. Vocabulary then, must be taught to the students during English

lessons. Furthermore, in the current Malaysia education system, under the Standard-Based English Language Curriculum for Secondary Schools (SBELC) or also commonly known as the Kurikulum Standard Sekolah Menengah (KSSM) Bahasa Inggeris, there is a set of vocabulary students are required to master at the end of the instructional period. Thus, while the study aimed at exploring the use of different visual aids as a form of intervention to teach English vocabulary, it also simultaneously fulfilled the KSSM's aim to teach the students the vocabulary that they should master by the end of the instructional period.

1.8.3 Visual Aids

Visual aids are a type of pedagogical aids such as pictures, real objects, flashcards, and slides that help in the students' learning process in a classroom setting (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). In this study, as the researcher aimed to compare the use of modern and traditional visual aids in the teaching and learning of English vocabulary, the term visual aids was a must to be discussed. For the modern type of visual aids, the interactive white board were used while the flashcards served as the traditional type of visual aids.

1.8.4 Interactive White Board

The interactive white board is a form of ICT-based facility and an educational technology introduced to facilitate learning processes. It performs functions similarly to that of computer while maintaining its characteristics of the traditional black board (Hj Sidek & Ariffin, 2007). In this study, the interactive white board fell under the modern visual aids. This was because the interactive white board had modern technological functions that matched with the current technological trends incorporated in it. The researcher had selected the interactive white board as a form of representation for the modern visual aids and for research intervention so as to generate a comparison of data with the traditional visual aids which were discussed in the subsequent chapters.

1.8.5 Flashcards

Flashcards is a form of teaching material that is made up of cards that can be used to facilitate classroom learning. The flashcards may include pictures and words related to the subject matter (Astuti, 2015). In this study, the use of flashcards fell under the traditional visual aids in the teaching and learning of vocabulary. The researcher also selected flashcards as a form of representation for the traditional visual aids in order to make comparisons in terms of perceptions and preferences among ESL teachers and ESL students.

1.9 Scope and Limitations of the Study

The study was conducted for 10 weeks within the researcher's teaching practice (internship) which fell between June and October. The research participants involved were all the Form 1 ESL students from SMK Sentosa, Kampar, Perak, in which the researcher had went for his teaching practicum (internship) during that period.

However, during the stipulated period there were too many holidays that disrupted the research and lessons. For example, the Hari Raya holidays, Malaysia Independence Day, and mid-semester break in September. To add on, school events that occurred as stated in the school's annual plan also resulted in the cancelation of classes, which might have influenced the intervention and results during the research.

Next, this study might not be applicable to some of the research participants who were proficient in the English language. As this study involved complete participation from all the Form 1 classes, the researcher had encountered some research participants (ESL students) who were proficient in the English language and they were able to perform the usage of English vocabulary efficiently and proficiently without the need for visual aids, thus the effectiveness and usefulness of the visual aids might not be significant for these research participants.

Additionally, even though the research was successfully conducted to all the Form 1 ESL students, a part of the data collected was marked as invalid or not available as some of the research participants were absent, either during the pre-test or post-test. The absentees were beyond the researcher's control as a student's absence to the school might be a result of different external and internal factors such as falling sick, representing the school for competition and many more, and that no redemptions were made to fulfil the missing data as the researcher himself lacked the time to conduct these.

Finally, as this study only involved all the Form 1 classes in the school, the results and findings might not be able to generalize to the entire Form 1 population in Kampar, Perak, even if it was generalizable within the school itself.

1.10 Conclusion

To conclude, this chapter has first briefed on the history of English language and its importance in today's society in Malaysia by drawing the context of English language learning as stated in the Malaysia Education Blueprint 2013 – 2025. Based on the existing gap identified from the previous studies, it became an interest and utmost important for the researcher to determine if the ESL students were really weak in English vocabulary as acclaimed by the researchers in their studies, and if the use of visual aids helped in the teaching and learning of English vocabulary. Furthermore, this chapter also highlighted the researcher's intention to identify the ESL teachers and ESL students' perceptions on the use of visual aids in the field of vocabulary learning, with the latter asked with their preferences along as well, to provide a detailed insight and in hopes to contribute to the contemporary educational field in Malaysia. With that being said, a review of literature on visual aids and its relevance to the teaching and learning of vocabulary were first further discussed in **Chapter 2 Literature Review**.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

It is undeniable that vocabulary plays an important role in mastering the English language, and many researchers have conducted relevant studies on this subject matter. Although there are many research have shown close connections between vocabulary and visual aids, there remains uncertainty when it comes to the perceptions and preferences of types of visual aids, and actual proficiency among secondary ESL students in Malaysia. This chapter then, served to provide a review of literature on the following aspects, namely and particularly the field of vocabulary, visual aids and the contemporary theories that were related to visual aids. These aspects were further explored in different subsections to provide a deeper understanding and its relevance to the present study. Other relevant aspects were further explored as well.

2.1 Teaching and Learning of Vocabulary

When it comes to the learning of vocabulary, it is found that speakers of a language, especially second language users need to be familiar, know, and understand at least 2000 to 3000 high frequency words in order to understand a text (Mokhtar, 2009; Nation as cited in Moghadam, Zainal, & Ghaderpour, 2012; Nation & Waring as cited in Moghadam, Zainal, & Ghaderpour, 2012). Many experts, such as Md Yasim, Lubis, Mohd Noor, and Kamarudin (2016) and Mokhtar et al., (2010); Mustafa, Sain, and Abdul Razak (2012) stressed the importance of learning vocabulary in a language classroom. The reasons provided by these experts in regards to such claims are that vocabulary is the key in the learning of a second language, and an inadequate vocabulary knowledge will ultimately result failure for a second language user to listen, speak, read and write.

Many past studies also showed that there is an increased attention in the learning of vocabulary in both English as Second Language (ESL) and English as Foreign Language (EFL) context (Moghadam, Zainal, & Ghaderpour, 2012). According to Astika (as cited in Moghadam, Zainal, & Ghaderpour, 2012), Nation (as cited in Moghadam, Zainal, & Ghaderpour, 2012), Torres and Ramos (as cited in Kaur, Othman, & Abdullah, 2017), the increased attention is due to the fact that vocabulary acts as a pre-requisite for a language learner to be competent when using the target language. As stated above, vocabulary enables a learner to perform language tasks such as reading, writing, listening and speaking.

However, in the Malaysian context, Kaur (as cited in Kaur, 2013), Kaur, Othman, and Abdullah (2017), and Norzanita Othman (as cited in Kaur, 2013) stated that despite the increased attention on the importance of vocabulary learning, many students failed to show their proficiency of vocabulary in the English language. To add on, even if the teaching of vocabulary occurred in the class, the translation method is often employed out of the sake of convenience (Cunningham, 2000; Harmer as cited in Md Yasim, Lubis, Mohd Noor, & Kamarudin, 2016; Lu, 2017). Implying its negativity in the teaching and learning of vocabulary with the above statement, a brief introduction of the translation method and its negative consequences is a must to be discussed.

2.2 The Translation Method

Commonly known and popularly used by many language educators, the translation method is a type of method that can be simply understood as where the learners of language translate words into the first language (Asl, 2015; Khan, Mansoor, & Manzoor, 2015; Liu & Shi, 2007). This method requires as well as stresses language learners to memorize a large chunk of words in vocabulary lists, grammatical and structural rules of the target language and thus the learning process is often considered tiresome and dull to many (Asl, 2015; Khan,

Mansoor, & Manzoor, 2015; Liu & Shi, 2007). To add on, this method although provides an easier route for language learners to understand words of a language quickly, it does not take into account the contexts that are present in the language and fails to acknowledge that the rules of using words vary across languages as language users only translate words by words (Abdullah, 2013; Harmer as cited in Mediha & Enisa, 2014; Khan, Mansoor, & Manzoor, 2015; Vermes, 2010). The use of translation method then, although seems to be convenient for the ESL teachers as words can be easily translated to the language that students can understand, it is problematic as the nature of this method negatively affects the students to transfer these translated words to real life situations effectively as well as discourages students into engaging meaningful interaction with the words learned (Lubis as cited in Md Yasim, Lubis, Mohd Noor, & Kamarudin, 2016).

2.3 Nouns

Vocabulary, in a general sense can be simply understood as a language item that consists of all words in the particular language (Barcroft, Sunderman, & Schmitt as cited in Deylamsalehi, Barjasteh, & Vaseghi, 2015; Vocabulary and its importance, n.d.). As the typical saying by Wilkins (as cited in Deylamsalehi, Barjasteh, & Vaseghi, 2015, p. 6; as cited in Rasouli & Jafari, 2016, para. 1) goes, "…while without grammar very little can be conveyed, without vocabulary nothing can be conveyed." In a narrower sense, vocabulary looks at three different aspects which are form, meaning, and use (Nation & Meara as cited in Deylamsalehi, Barjasteh, & Vaseghi, 2015; Rasouli & Jafari, 2016). For the purpose of this study, the grammatical aspect of the vocabulary is to be explored, particularly the parts of speech.

Particularly, the words that were taught were categorized under the word class noun, which any words referring to objects, names and events were classified as nouns. In a narrowed sense, this study looked at teaching concrete nouns to the Form 1 ESL students. Concrete

nouns, can simply be understood as words referring to physical entities and tangible items in the world (Shoup & Loberger as cited in Amuzie & Spinner, 2013). For example, chairs, tables, and white board are concrete nouns. By referring to the KSSM English Wordlist, the words selected for the study were all concrete nouns.

2.4 Teaching and Learning of Vocabulary in the Malaysian Context

By relating the teaching and learning of English vocabulary to the current education system in Malaysia, since English vocabulary is a part of the English language learning, this without doubt draws back a connection to the Malaysia Education Blueprint 2013 – 2025. To further explain such connection, in the Malaysia Education Blueprint 2013 – 2025, amongst all shifts as stated in the blueprint itself, the Shift 2 of the Malaysia Education Blueprint states that all children should be proficient in commanding the Malay and English language (Malaysia Ministry of Education, 2013). As such, a student must have sufficient English vocabulary in mind to handle language tasks and skills such as reading, writing, listening, and speaking as discussed earlier and to also show that he or she is proficient in using the English language so as to fulfil the stated shift.

Returning to the teaching and learning of vocabulary, the learning of vocabulary becomes critical and urgent especially after Chapman (as cited in Kaur, 2013), Mokhtar et al., (2010), and Yamat, Fisher, and Rich's (2014) studies found that many secondary students are weak in English vocabulary and tend to carry this level of proficiency to tertiary level in local universities. Without sufficient amount of vocabulary, these students will ultimately have a poor command in English that not only it will affect their academic achievements in tertiary level after completing their studies in secondary schools, but also might suffer from seeking job employment when they are to enter into the workforce upon graduating from universities (David, Thang, & Azman, 2015; Md Yasim, Lubis, Mohd Noor, & Kamarudin, 2016; Yamat,

Fisher, and Rich, 2014). With regards to these problems, it is important for the researcher to seek ways or means to help the current students in learning English vocabulary while having the opportunity to teach English language throughout his teaching practice.

2.5 Visual aids

With reference to the ways or means as stated in the review of literature for the learning of English vocabulary above, one such way to teach vocabulary is through the use of visual aids with the following review of literature other than the translation method aforementioned. Visual aids, as defined in section ***1.8 Operational Definitions***, can be understood as aids that are often used for pedagogical purposes to facilitate learning process in a class, and these aids are such as real objects, flashcards, slides, film strips, and pictures (Dolati, 2010; María; 2013; Shabiralyani, Hasan, Hamad, & Iqbal, 2015). Since its emergence in the 1920s, visual aids are now widely acknowledged as a common but generally useful instructional aids that are used by many language educators in the classroom (Dolati, 2010; María, 2013).

2.5.1 Traditional and Modern Visual Aids

Visual aids today are often used simultaneously with Media and media in the language learning classroom context (María, 2013). To provide a clearer view, María (2013) and Sultana (2016) state that Media refers to any types of visual aids that are technologically advanced whilst media is simple aids that do not consist of complex technologies integrated in it. In reference to their claim, Media might consist of digital videos, web-based learning applications, and hardware and software, while media can be blackboard, picture, and photos. For the purpose of this study, it will use traditional visual aids (media) and modern visual aids (Media) to avoid unwanted confusion and it is easier to identify the terms.

2.5.2 Benefits of Employing Visual Aids

In contrast to the translation method, the use of visual aids in the aspect of learning vocabulary certainly contains many educational benefits. An interesting finding from Cuban's (as cited in Shabiralyani, Hasan, Hamad, & Iqbal, 2015) study reveals that the use of visual aids stimulates different senses that also aid in the learning process: 1% of taste, 1.5% of touch, 3.5% of smell, 11% of hearing, and 83% of sight. With the integration of all these human senses mentioned, it is understandable and logical why visual aids can be served as an effective pedagogical material in a classroom. This is also supported by Alduais (2012), Dolati (2010), James (as cited in Shabiralyani, Hasan, Hamad, & Iqbal, 2015), and Levie and Latz (as cited in Dolati & Richards, 2012), the use of visual aids create a more authentic, real and meaningful classroom learning by which it boosts the students' motivation and attention during the learning process, which in turn it can be interpreted as another contributing benefit in the use of visual aids.

2.5.3 Interactive White Board

As technology continues to advance, in order to ensure the ends are meet in the educational context, educational technology has first emerged in the late 1990s (Firmin & Genesi, 2013). One such introduction of technology in the education context is the interactive white board, where many schools believed that it is one of the most suitable medium to deliver lessons which emphasizes 21st century learning in today's society (Firmin & Genesi, 2013; Pardanjac, Karuović, & Eleven, 2018).

Since the invention and introduction of interactive white board, the Malaysia Ministry of Education has introduced its usage as a form of educational technology infrastructure in many schools today (Hj Sidek & Ariffin, 2007). To further elaborate, the introduction of interactive white board was to replace the traditional blackboard as it often requires the use of

chalks where this chalks might risk teachers in health risks due to dusts (Yas, Khalaf, Mohammed, & Abdelouahab, 2010). Other than health concerns, since the interactive white board is a form of ICT-based facility, such implementation is also in concordance to the Malaysia Education Blueprint 2013 – 2025 where contemporary teaching facilities are to be equipped so as to ensure that learning contents are maximized and effective in the classroom (Malaysia Ministry of Education, 2013).

The implementation of using interactive white board by the MOE then, was found to have many advantages over the traditional blackboard and even the current whiteboard. While this two play an essential role of presenting lessons to the students, the interactive white board however, consists many advance features other than merely presenting lessons to the students. In studies conducted by Hj Sidek and Ariffin (2007) and Yas, Khalaf, Mohammed, and Abdelouahab (2010) in terms of the Malaysian context, they found that the interactive white board not only incorporates roles similar to the computer, but also enables the presentation of lesson through a range of materials into the lesson such as Internet access, and graphs and worksheet documents from Microsoft office. Both of their studies also found that the use of interactive white board also stimulates critical thinking, collaborative learning, creative learning, active learning, and problem solving skills if the lesson is done appropriately. All of these then, can be seen as a huge benefit that came from the implementation of the interactive white board in the classroom. Towards the end of their studies, both sides generally agree that interactive white board has allowed classroom learning more interesting and engaging with simply a touch of a finger on the screen.

Other than the local context, the use of the interactive white board also made a great, positive impact on classroom learning in the foreign context. In studies conducted by Higgins (2010) and Pardanjac, Karuović, and Eleven (2018), they found that the use of interactive white board has resulted a high interaction between teacher and students during the classroom

learning, in both language and numeracy-based classrooms. For Higgins' (2010) study, he found that students were highly interactive in a way that they tend to ask many open ended questions, longer attention span, and provide longer answers during tasks; while Pardanjac, Karuović, and Eleven's (2018) study found that students tend to find contents delivered through interactive white board more comprehensible and accessible. Similar to Higgins' (2010) study, they also found that students were able to give better answers when they were given tasks to do. Thus it can be seen that, interactive white board has proven to be useful and beneficial in both local and foreign contexts.

2.5.4 Flashcards

As its name suggest, flashcards is a form of teaching material which involves cards that have words or pictures or both on it (Astuti, 2015; Habibi, 2017; Tamayo, 2016; Wahyuni & Yulaida, 2014). The use of flashcards is often suitable in any subject learning as it is often easy to be prepared (Admit as cited in Tamayo, 2016). Additionally, during the designing of flashcards, its flexible nature often allows teacher to design the cards in different sizes depending on the size of the classroom (Wahyuni & Yulaida, 2014). In the teaching and learning of the English language, the use of flashcards is proven to be beneficial to the learners in both English as second language learning and English as foreign language learning.

As a form of a language learning aid, flashcards are proven to stimulate the students' interest and motivation in the class (Astuti, 2015; Habibi, 2017; Tamayo, 2016; Wahyuni & Yulaida, 2014). In studies conducted by Yogyakarta (as cited in Tamayo, 2016) and Wahyuni and Yulaida (2014), they found that the use of flashcards also affects the students psychologically in which they tend to be more happy and less bored during the classroom learning. Interestingly, flashcards are also suitable for students who have learning disabilities. In a study conducted by Habibi (2017), he found that the integration of the flashcards during

classroom learning enables the students to perform better in a test administered, and they are even able to answer the questions bravely. When he asked the students, he also found that the students are highly motivated and enjoyed whenever the teacher uses flashcards in the class. Hence it can be seen that, the use of flashcards are found to be impactful on both English language learning contexts, and also on different kinds of students.

By referring to the claims given as stated by María (2013) and Sultana (2016) in section ***2.5.1 Traditional and modern visual aids*** and also the benefits discussed in terms of both Malaysia and foreign contexts, the use of interactive white board certainly falls under the category of Media since it has technologically advanced features compared to the traditional black and white board; while the flashcards fall under the category of media. For the purpose of this study, the traditional visual aids employed were flashcards while the modern visual aids was the interactive white board that was available in the school. Having the visual aids explained, the following section looked at the theories that were related to the use of visual aids.

2.6 Theoretical Background

Prior, or even during the implementation of visual aids, there are many preceding theories and approaches in the field of language that show strong support to the use of visual aids in a language classroom. In this section, few popular theories in the language field that support the use of visual aids are discussed. But in particularly, this study discusses more on the cognitivist theory and the dual-coding theory that serve as the theoretical background and how it lead to the design of the research.

2.6.1 The Direct Approach

The emergence of visual aids was strongly supported by the Direct Approach as the main approach to enhance the learning process (María, 2013). In the language learning context, the Direct Approach strongly discourages the use of the learner's mother tongue or L1 in the classroom, and every activity conducted in the class emphasises the use of the target language to communicate (María, 2013; Mart, 2013; Stoter, 2009). This approach, as Mart (2013) adds that with the emphasis of using only the target language and real communicative contexts in the classroom, it allows more language practice especially in terms of speaking. Thus, the Direct Approach itself not only aims to enhance the communicative skills of language users (Mart, 2013), its underlying principle firmly states that how a person learns a second language should be the same as how he or she learns the first language (Stoter, 2009). In relevance of this approach in the learning of vocabulary, María (2013) explains that language teachers use objects or concepts that serve as a direct reference to the vocabulary being taught rather than using the mother tongue or L1 to explain it.

2.6.2 The Audio-Lingual Method

Also known as the Army method, the audio-lingual method was widely used as a form of language teaching and an interest in the field of Skinner's behavioural psychology in the 1950s (Alemi, & Tavakoli, 2016; Kamhuber, 2010; María, 2013; Mart, 2013). From the perspective of behavioural psychologists and linguists, the audio-lingual method is a form of teaching in which learners are drilled with patterns and produce them orally through imitation on the models provided by the teacher (Alemi & Tavakoli, 2016; Kamhuber, 2010; Mart, 2013). In reference to the audio-lingual method, modern ESL classroom employs tape recordings and picture slides as a form of model and students are required to produce accurate

grammar and pronunciation English sentences, the similar form of instruction can also be found in the teaching and learning of vocabulary (Kamhuber, 2010; María, 2013).

2.6.3 The Cognitivist Theory

Recent research in the English language teaching and learning context heavily draws on the cognitivist theory (Golfam, Dehghan, Aghagolzade, & Kambuziya, 2014; Tsvetkova, 2016). Simply put, the cognitivist theory does not see language as a form of behavioural learning nor discouragement of L1 but rather, it emphasizes language learners to draw upon prior knowledge and experiences to understand and produce language (Chen, 2009; Golfam, Dehghan, Aghagolzade, & Kambuziya, 2014; María, 2013; Tsvetkova, 2016). In reference to the statement, Chen (2009) further elaborates that using experiences and prior knowledge to learn a language also involve different mental activities such as motivation and emotion, language formation and meaning understanding, and finally having the ability to organize, process and convey information accurately. In the field of vocabulary then, it is thought that the learning of vocabulary should provide learners with experiences that make learning more motivated, memorable and meaningful, that is, the learners are able to draw previous knowledge and context into the vocabulary learning, thus the employment of visual aids is often encouraged (Chen, 2009; María, 2013, Tsvetkova, 2016).

2.6.4 The Dual-Coding Theory

The dual-coding theory was first proposed by Allan Urho Paivio by drawing the roots on the history of learning through imagery from 2500 years ago (Paivio, 2006; Yanasugondha, 2016). In today's language learning context, Paivio's dual-coding theory can be simply understood as learning a language through the use of verbal and non-verbal contexts, in which it employs audio and visual aids in the classroom (Paivio, 2006; Soh, 2010; Soylu & Yelken, 2014; Yanasugondha, 2016). Similar to the cognitivist theory as discussed in subsection ***2.6.3***

The Cognitivist Theory, the dual-coding theory emphasizes language learners to have the ability to process incoming information, whether verbal or non-verbal in order to produce accurate and meaningful language (Dolati & Richards, 2010; Yanasugondha, 2016). Looking at the English language learning in general, dual-coding theory encourages educators to use multimedia, or any other form of related aids which are inclusive of verbal and non-verbal elements to conduct English language lessons (Dolati & Richards, 2010; Paivio, 2006; Soh, 2010; Soylu & Yelken, 2014).

2.6.5 Relevance of Theories to the Present Study

In reference to the theories as discussed, it can be concluded that these theories drew upon the use of traditional visual aids such as pictures and realia, and modern, technological visual aids such as multimedia and ICT that included both verbal and non-verbal elements. Thus, as all the theories discussed in the previous section were related to the employment of visual aids, by drawing the elements from the different theories as discussed, section ***3.1 Research Design and 3.2 Conceptual Framework*** looked at how the research was mapped and conducted.

2.7 Conclusion

This chapter has discussed the various background and explored the knowledge of visual aids, in terms of modern and traditional visual aids and the corresponding differences, as well as the four prominent theories related to the use of visual aids. The importance of vocabulary was also discussed in such a manner that how it affects a language user's proficiency and competency in using the English language. To further explore, this chapter also discussed the introduction of interactive white board as a form of educational technology in the classroom setting, and its corresponding benefits were discussed in both local and foreign contexts.

In this study then, the visual aids that were used were specified which were picture flashcards and interactive white board. While determining if the Form 1 ESL students suffered from poor command of English vocabulary, it also looked at the effectiveness and usefulness of these visual aids in teaching English vocabulary taken from the KSSM wordlist to the students, and ultimately tapped into the perceptions and preferences on the use of visual aids in teaching and learning of English vocabulary. A clearer view of the methodology for the study was further discussed in **Chapter 3 Methodology**.

CHAPTER 3: METHODOLOGY

3.0 Introduction

In this study, it employed a more descriptive approach to understand the use of visual aids in the teaching and learning of vocabulary, obtained the perceptions and preferences of ESL students on the use of visual aids, and perceptions of ESL teachers on using visual aids in the classroom. Accompanied along with this study was an experimental approach where the visual aids served as the experimental intervention on the research participants as aforementioned. First and foremost, it should be understood that the nature of the descriptive approach in the field of research involves gathering data and information from current and popular trends through research attempts with the ultimate goal of providing impact, knowledge, and picture to the society (An, 2009; Salaria, 2012). Since the study aimed at understanding the trends of using visual aids in an English language classroom, it described the phenomenon of its implementation, perceptions, and preferences among ESL teachers and ESL students.

Thus, to restate the general view of this study was that it involved determining if the ESL students are weak in using English vocabulary, effectiveness of using visual aids, preferences and perceptions of using visual aids among the ESL students, and perceptions of the ESL teachers in using visual aids. This chapter then, served to provide the framework of the study and relevant theories that guided the research. Ethical issues were also included to ensure no violation of legal issues occurred.

3.1 Research Design

The study adapted the methodologies employed from the previous studies, these studies were namely Dolati and Richard's (2012) methodology, Kaur, Othman, and Abdullah's (2017)

methodology, Mustafa, Sain, and Abdul Razak's (2012) methodology, and Shabiralyani, Hasan, Hamad and Iqbal's (2015) methodology. The adaptation of these methodologies were combined to form a methodology and framework that tailored for the purpose of this study.

In Dolati and Richard's (2012) study, the methodology involved interview questionnaires through a demonstration of using visual aids in the ESL classroom. The interview started off by asking the ESL and EFL teachers' knowledge on the use of visual aids, demonstrating an English class through visual aids, followed by asking the teachers' perception in using visual aids as a pedagogical material for language learning.

Next, Kaur, Othman, and Abdullah's (2017) methodology started off by having the research participants to sit for an English vocabulary online test, followed by the intervention which is the lexical method of teaching and lastly, an interview session was conducted to reflect if the intervention helped the participants; Shabiralyani and his colleagues' (2015) methodology had the students to sit for a English language class where it used visual aids to enhance the language learning process. The differences between these two studies were that there were different forms of interventions employed, and there was no interview session conducted in Shabiralyani's study. Similar to the other studies discussed above, Mustafa, Sain, and Abdul Razak's (2012) study had the ESL students to sit for a pre-test first, then they were required to learn the English vocabulary through the Internet as a form of treatment and finally sat for the post-test.

Included in this study was also the use of statistical tests, which were ANOVA and *t*-test. As mentioned in earlier chapters, this study while mainly focused on the descriptive approach, the sub-approach that was employed was an experimental approach, where the visual aids employed served as an intervention and experimented in the teaching and learning of vocabulary. The statistical test, ANOVA, can be understood as comparing means obtained from

two or more groups in a statistical manner (Armstrong, Eperjesi, & Gilmartin, 2002; Ostertagová & Ostertag, 2013; Sawyer, 2009; Sow, 2014); and that *t*-test also compares the means but only limited to two groups (Pallant as cited in Gerald, 2018; Kim, 2015; Sawyer, 2009). To use the *t*-test then, appropriate hypotheses were formed prior to the calculations. Further explanations on both tests were made in **Chapter 4 Findings and Analysis**.

As such, by adapting the four studies made by the researchers as discussed above, along with the appropriate statistical tests, this study was based on these methodologies as proposed. In this study, a detail description of the study was conducted in the form of stages as shown in in Table 1 below:

Stage 1:	A pilot test was first conducted to determine if the questions that were to be tested were valid. The leading reasons of conducting a pilot test was to explore *if the students were able to comprehend the instructions and questions in the vocabulary test administered*; *if the format displayed was appropriate in terms of font and lay out*, and *if the length to complete the vocabulary test was appropriate*. A group of twenty-four students were selected to sit for the pilot test where the test comprised of fill-in-the-blanks format in the Media Room pre-booked in advance.
Stage 2:	The researcher then conducted a pre-test (see Appendix A) after the validity of the pilot test was acceptable. The pre-test aimed to obtain the initial English vocabulary level of the students. 32 fill-in-the-blanks questions were given to all 105 Form 1 ESL students (research participants). The answers were vocabulary directly taken from the KSSM English for Form 1 students and questions were adapted from a local English workbook, and that the words selected fell under

	the category of concrete nouns. Once the pre-test was conducted, the calculation of marks were made and recorded.
Stage 3:	After the pre-test, the researcher employed the intervention (interactive white board) to the teaching and learning of English vocabulary to the research participants. The intervention lasted for eight weeks and appropriate lesson plans were tailored to incorporate interactive white board and English vocabulary to all groups of students.
Stage 4:	The post-test (see Appendix A) was conducted after the intervention. The exact same test conducted during the pre-test was re-administered to the research participants. The post-test aimed to determine if the research participants showed any improvements after going through the intervention. Upon the completion of the post-test, the marks were calculated and tabulated, as well as the effectiveness of using visual aids were determined.
Stage 5:	An interview session was conducted to the research participants. Only five research participants from each group were randomly selected to participate in the interview session. This interview session was conducted using a focus group approach, and that the interview session was based on the interview schedule as designed by the researcher. This interview session then, aimed to obtain the perceptions and preferences on the use of visual aids in the teaching and learning of vocabulary, as well as determining if the visual aids benefitted them.
Stage 6:	An interview session was conducted on the ESL teachers. The interview session was conducted based on the availability of ESL teachers within the researcher's circle of acquaintance, who had went for teaching practice. The interview session

	aimed at exploring the perceptions of using visual aids in the language classroom and all responses were recorded, further analysed and discussed.
Stage 7:	Once all the stages were completed, data analysis were conducted through the use of Microsoft Excel 2010 (see **Chapter 4 Findings and Discussion**). The data analysis was also inclusive of ANOVA and appropriate *t*-test analysis through Microsoft Excel 2010, through the enabling of plug-in software Analysis ToolPak.

Table 1: Stages in conducting the study.

3.2 Conceptual Framework

Based on the theories and stages of conducting the study discussed in sections ***2.5 Theoretical Background*** and ***3.1 Research Design***, the conceptual framework was formed for the purpose of this study.

The inclusion of a conceptual framework in this study was to display how ideas were interconnected and further explored to answer the research questions as posed in **Chapter 1 Introduction.** A conceptual framework then, in its simplest form can be understood as a set of ideas, concepts, theories, and aspects that are interconnected displayed visually based on how a researcher's intention to explore a particular phenomenon (Adom, Hussein, & Agyem, 2018; Childs, 2010; Svnicki, 2010).

In this section then, all four theories as discussed earlier, namely the Direct Approach, Audio-lingual Method, Cognitivist Theory, and Dual-coding Theory, were combined with all six stages discussed to form the conceptual framework that was tailored to the study. As such, the conceptual framework for the study was as shown in *Figure 1*.

The central focus of the conceptual framework drew its connection of theories discussed to the teaching and learning of English vocabulary. This was then followed by the stages as discussed earlier, with both tests came with their respective objectives. Lastly, two interview session were specified in terms of the targeted participants and the aspects that it looked at. With the conceptual framework organized, the next section ***3.4 Sampling Method*** explored at how the research participants were selected.

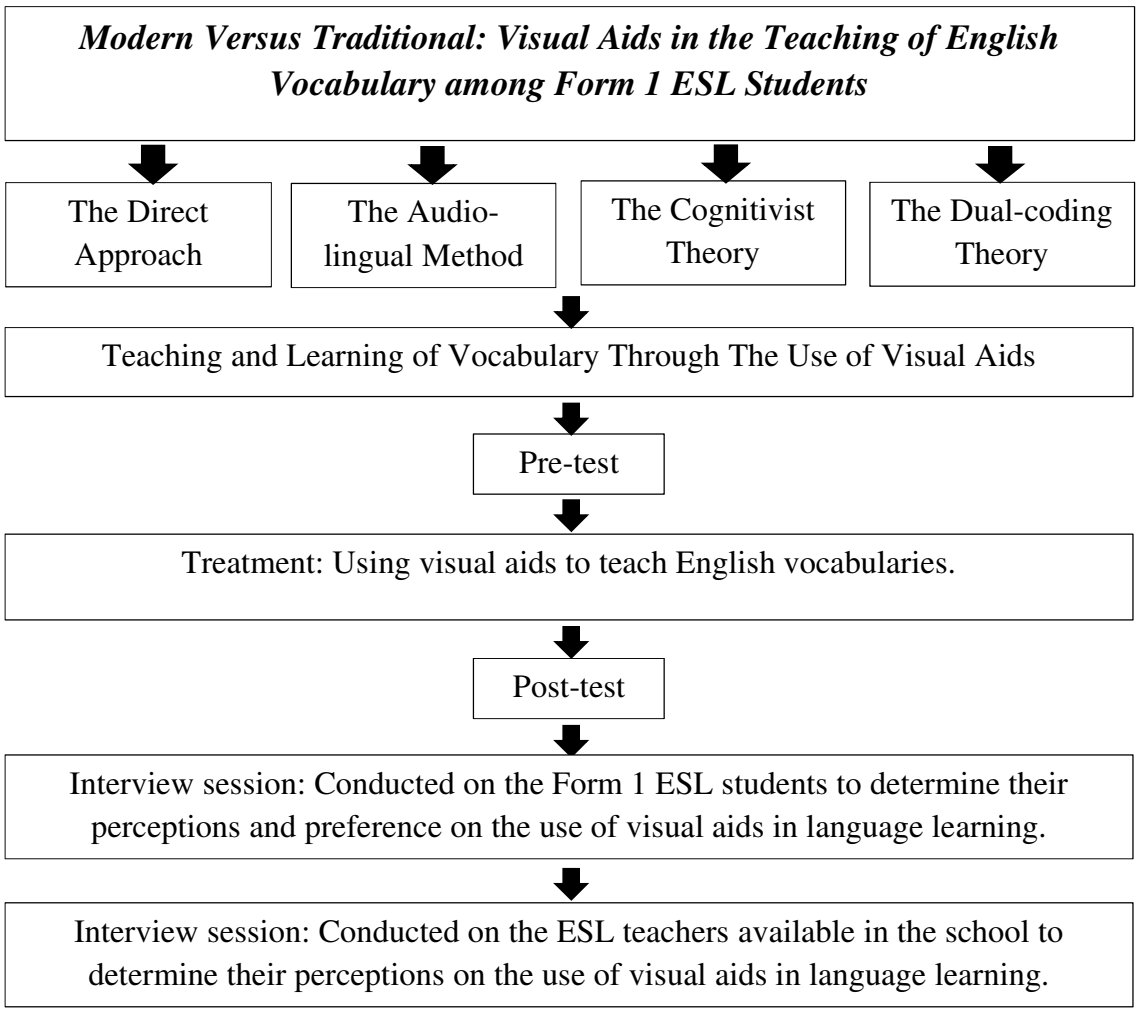

Figure 1: Conceptual framework of Modern Versus Traditional: Visual Aids in the Teaching of English Vocabulary among Form 1 ESL Students.

3.3 Sampling Method

In this study, two sampling methods were conducted. The sampling methods employed were purposive sampling method and convenience sampling method. The methods were discussed accordingly in the subsequent sections.

3.3.1 Purposive Sampling Method

The purposive sampling method was employed for the purpose of this research. This form of sampling method is also known as purposeful or judgemental sampling. It can be understood as a type of non-probability sampling method where the research participants are identified and selected in which they meet the research criteria and domains to be investigated (Etikan, Musa, & Alkassim, 2016; Gentles, Charles, Ploeg, & McKibbon, 2015). In this study, there were a total of 105 students from Form 1 selected for the purpose of the research. Based on the amount of research participants involved, there were two justifications why the purposive sampling method was employed. First, as the researcher was placed in that particular school for his teaching practice (internship), the research participants were directly taken from the school itself. Next, as there were an available set of wordlists only for Form 1 students in the current curriculum, all Form 1 ESL students who enrolled in English language lessons were selected. To restate, there were a total of 105 students from all four classes in SMK Sentosa with no differences in age and form were selected. The classes were named as Group A, Group B, Group C, and Group D respectively.

3.3.2 Convenience Sampling Method

Another sampling method employed in this study was the convenience sampling method. It is a form of non-random probability sampling method where it is also commonly known as haphazard sampling, accidental sampling, or opportunity sampling by other

researchers (Alvi, 2016; Etikan, Musa, & Alkassim, 2016). This sampling method selects or approaches research participants out of convenience and availability on the particular geographical location (Alvi, 2016; Etikan, Musa, & Alkassim, 2016; Sedgwick, 2013). In this study then, five teachers who were the researcher's circle of acquaintances were selected as their interviewees, with all of them attended teaching practice and majored in English Education in UTAR.

3.4 Validity and Reliability

For every research conducted, assessing the validity and reliability is always a compulsory for all researchers regardless of field of interest. The general idea of assessing validity and reliability in research is to ensure the accuracy of data and reduce the probability of errors in all measurements conducted in a study (Mohajan, 2017). By assessing validity and reliability in instruments that are to be employed, the efficiency of the instrument is guaranteed and simultaneously boosts the quality of a research paper (Heale & Twycross, 2015; Mohajan, 2017). This section then, explored the validity and reliability of the research instruments employed in the study.

3.4.1 Validity of the Research

To determine the extent of validity of the research instruments employed, face validity was explored. It is crucial to determine if the research instruments seem to measure what these intend to measure on the surface, and that these subjective judgements are often based on clarity, reasonability, and ambiguity (Drost, 2011; Masuwai, Mohd Tajudin, & Saad, 2016; Taherdoost, 2016). In this study then, three facets of face validity were explored, which these aspects were '*if the students were able to comprehend the instructions and questions in the vocabulary test administered*,' '*if the format displayed was appropriate in terms of font and lay out*,' and '*if the length to complete the vocabulary test was appropriate*.'

The face validity of the instruments was explored by administering the pilot test to a group of selected students, and questions in the pilot test were also previewed by qualified English teachers. Once the face validity was confirmed to be present, content validity was the next validity that was explored.

In content validity, it explored if the fact that the contents of a research instrument actually reflected the actual intention of an instrument intended to measure on (Heale & Twycross, 2015; Taherdoost, 2016). As stated on the face validity earlier, qualified English teachers were involved to determine if the surface of the research instruments seemed to measure what these intended to measure, in content validity then, these qualified English teachers were asked to carefully make judgements if the questions and answers available actually reflected the aspect of teaching English vocabulary. Particularly, the English teachers were asked to determine if all the words available in the instrument were all classified as nouns, and were taken directly from the curriculum itself.

Upon the confirmation of presence of both validities in the research instruments, the reliability of the research instruments were also explored.

3.4.2 Reliability of the Research

Reliability in research refers to the degree of consistency a measurement is in a research instrument, which same responses and time are recorded to ensure that an approximate similarity in attempting an instrument is achieved (Heale & Twycross, 2015; Test reliability, n.d.). In this research, only test-retest reliability was explored.

As the name itself suggested, test-retest reliability looked at administering the same instrument to the same group of participants on two different occasions (Heale & Twycross, 2015; Gabrenya Jr., 2003; Test reliability, n.d.). In this context, however, the pilot test and the

pre-test served as instruments undergoing test and retest for reliability. As the scores in both tests conducted were similar to that of each other, the tests administered were proven to be reliable.

3.5 Data Collection and Analysis

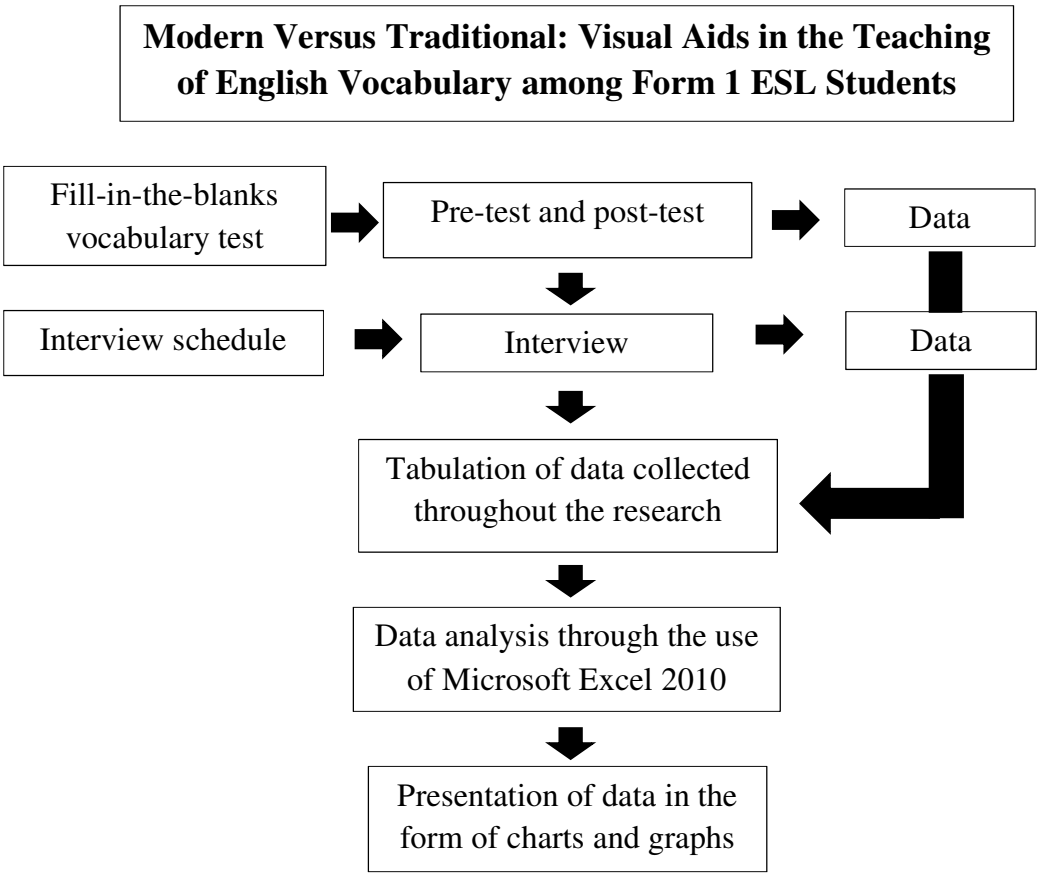

Figure 2: Data Collection and Analysis.

Based on *Figure 2*, this section discussed on the procedures to collect and analyse the data. During the study, the researcher calculated the total scores obtained by each research participants and converted the scores into its corresponding percentage and grade once the pre-test was administered. The similar process was repeated after the administration of the post-test. To restate, both tests employed the fill-in-the-blanks test which comprised of thirty two questions. In order to determine the grade, as the research participants involved were lower secondary and will be sitting for the Form 3 Assessment or also more commonly known as

Pentaksiran Tingkatan 3 (PT3), a grading system based on the PT3 format for the purpose of this study was used as shown in *Table 2*.

Grade	Mark Range
A	85-100
B	70-84
C	60-69
D	50-59
E	40-49
F	01-39

Table 2: Grading system based on Pentaksiran Tingkatan 3 (PT3).

Next, the data obtained through the interview session was categorized based on the similarities. In order to conduct the interview, an interview schedule is designed by the researcher is as shown below:

Interview Schedule			
Title of study:			*Category:
*No. & Name:	*Start Time:	*End Time:	*Location:

Table 3: Interview schedule.

The interview schedule was filled in by the researcher, which included both from the Form 1 ESL students (see Appendix B).

Once all the data were tabulated and categorized, analysis of the data was conducted via Microsoft Excel 2010. In this stage, the means, standard deviations and the necessary table were displayed (see **Chapter 4 Findings and Discussion**).

First, a comparison was made based on the results obtained from the pre-test and post-test. This was made to check if the Form 1 ESL students (research participants) showed any improvement after receiving the intervention from the researcher. Next, correlation test was conducted in which the researcher checked if there was a strong relationship between the use of visual aids in the teaching and learning of vocabulary and the research participants' improvement from both tests.

Similarly, the researcher also looked at the results obtained from the pre-test to determine if the research participants were able to perform well prior to the intervention. A table was formed to show the research participants who managed to perform well before undergoing the intervention. Accompanied along with the display of the results was through ANOVA and *t*-tests conducted, where ANOVA explored how effective the intervention had worked on the research participants by comparing the means of different groups, and *t*-tests were conducted to determine the degree of effectiveness of the intervention employed within a single group itself, which was through the comparison of means between pre-test and post-test.

Finally, the responses obtained from both ESL teachers and Form 1 ESL students during the interview session were categorized and analysed. The responses obtained were recorded and transcribed in a verbatim manner, which if the interviewees responded in a different language, the actual transcription were shown in the exact language, then translated and explained by the researcher. Interpretations on the responses were made by drawing

statements and theories from relevant experts, which were inclusive of the theories as discussed in **Chapter 2 Literature Review**.

3.6 Ethical Issues

As the study conducted involved the school, teachers, and students, the researcher must address the ethical issues to ensure the rights of the people involved were protected. Generally, each consent form was accompanied by a Malay version of the form as the official language in doing official documents and paper works required the Malay language. Also, the different versions of consent form were attached under the same appendices.

First, as this study was conducted in a government secondary school, a request was made to the Malaysia Ministry of Education under the Educational Planning and Research Division to seek for approval. The registration was made through the Educational Research Application System Ver. 2.0 online and the necessary documents related to the study were submitted. The study was conducted once the researcher received the approval letter (see Appendix C).

Next, a consent form was handed to the school's management (see Appendix D). Prior to the submission of the consent form, the researcher had informed the school's principal about the study and sought for his permission as the researcher acknowledged that the results at the end of the study might affect the school's reputation. In the consent form then, the school's principal had permitted the researcher to publish the school's name and results of the study, and a copy of the consent form was made and filed.

Two different consent forms were handed to the Form 1 ESL students as well. As the study itself focused on the entire Form 1 students, they were to go through the tests and receive the interventions from the researcher, so a consent form in terms of sitting for the test and

receiving the intervention was given to them (see Appendix E). Also, in the researcher's point of view, it would be more appropriate to have all the Form 1 ESL students to be involved so as to avoid discrimination, as Hammersley and Traianou (2012) stressed, a research must treat the research participants equally. Once the tests and interventions were completed, there were five students from each class selected for the interview session. The interview consent form was handed to them as well, where the permission to record and quote their responses were sought (see Appendix F).

Lastly, as the ESL teachers in the school participated in the interview session, a similar consent form based on the one for Form 1 ESL students were given to the ESL teachers (see Appendix G). The researcher had received the permission to participate and quote their perceptions where necessary in the discussion.

3.7 Conclusion

This chapter had discussed how the study was conducted through a descriptive approach. The prevalent theories and stages of conducting the study were also discussed through the conceptual framework provided. In this study, the theories employed were the Direct Method, Audio-lingual Method, Cognitivist Theory, and Dual-coding Theory. The procedures involved in the study were discussed as well, followed by the methodology to analyse the data and information obtained through tests and interviews. Lastly, ethical issues involving all parties were discussed and the subsequent documents can be referred to the Appendix section. With all the aspects discussed, **Chapter 4 Findings and Analysis** looked into the findings of the study and discussions that were made on it.

CHAPTER 4: FINDINGS AND ANALYSIS

4.0 Introduction

There are many facets this research has looked into, where it tapped into identifying if ESL students were weak in using English vocabulary, determining the effectiveness of using visual aids in the teaching and learning of English vocabulary, and obtaining the perceptions and preferences of using visual aids in the teaching and learning of English vocabulary. To restate, the four research questions that guided the researcher in his study were as followed:

1. Are the Form 1 ESL students show weak command on the use of English vocabulary during the pre-test?
2. Does the use of visual aids help the Form 1 ESL students in the learning of English vocabulary?
3. What are the preference and perceptions of Form 1 ESL students on the use of visual aids in the learning of English vocabulary?
4. What are the perceptions from the ESL teachers on the use of visual aids in the teaching and learning of English vocabulary?

Followed along the research questions that guided the study were the hypotheses as shown below which will be used throughout the entire chapter:

H_0: The means across all groups were equal.

H_1: At least one of the means among the groups were different.

Where the H0 denoted the null hypothesis, in which all the groups in the study conducted shared the same mean; H1 denoted the alternate hypothesis, whereby at least one of the means across all groups studied had a different mean. It should also be noted that, similar hypothesis will be made depending on the context of statistical calculations that were made.

In this chapter then, three sections were divided where the first section looked into the participants' demographic background; the second section looked into the pilot test conducted, and the third section showed the test results obtained from the research participants. Statistical tests one-way analysis of variance (ANOVA) and *t*-test were conducted through Microsoft Excel 2013 and the data were presented in the subsequent sections.

4.1 Demographic Background of the Participants

As stated in **Chapter 3: Methodology**, the research participants involved for the study comprised of 105 Form 1 ESL students from SMK Sentosa, Kampar. These research participants were further grouped and named as Group A, Group B, Group C, and Group D respectively. The subsequent tables below in this section showed the background of the research participants in terms of gender and race.

	GENDER			
CLASS	MALE		FEMALE	
GROUP A	8	38%	13	62%
GROUP B	17	59%	12	41%
GROUP C	17	61%	11	39%
GROUP D	20	70%	7	30%
TOTAL	**62**	**59%**	**43**	**41%**

Table 4: Gender distribution among research participants based on groups.

Based on Table 4, Group D had a great difference in gender distribution, with male students (70%) more than the female students (30%), which made a difference of 40%. While

Group D had the greatest difference, Group B had the least difference, where there were more male students (59%) than female students (41%), which made up a total difference of 18%. The remaining groups, Group A and Group C shared an almost similar number in terms of their differences in gender distribution, with 24% and 22% respectively. Generally, there were more male students (59%) than female students (41%) among the Form 1 ESL students in the school.

	RACE					
CLASS	**MALAY**		**CHINESE**		**INDIAN**	
GROUP A	8	38%	7	33%	6	29%
GROUP B	21	73%	3	10%	5	17%
GROUP C	17	61%	5	18%	6	21%
GROUP D	17	63%	3	11%	7	26%
TOTAL	**63**	**60%**	**18**	**17%**	**24**	**23%**

Table 5: Race distribution among research participants based on groups.

Based on Table 5, it can be seen that out of the three races available among the Form 1 ESL students, the Malay students had the highest number with a total of 60%, while the Indian students came with the second highest with a total of 23% and the Chinese students were the least with a total of 17%. Out of the four groups, Group A had a more balanced race distribution, where 38% were Malay students, 33% of Chinese students, and 29% of them were Indian students. Additionally, due to the total number of the students in Group A, the difference between each race was only at its most 2.

In contrast to Group A, groups B, C, and D showed a huge difference in terms of race distribution. For Group B, 73% of them were Malay students while the remaining 27% were

Chinese and Indian students. As for Group C, 63% of them were Malay students while the remaining 39% were Chinese and Indian students. Lastly, there were 63% of Malay students in Group D while 37% were Chinese and Indian students.

With reference to Table 5, it can be inferred that due to geographical factors, the Malay students had a larger number within the Form 1 ESL students' population. Contrary to the Malay students, the Chinese students had the least number. However, as gender and race were facets that were not explored how these were related to the study, they were only highlighted as the school's population was significantly observable due to the less number of students.

4.2 Pilot Test Conducted

In order to ensure that the study is valid and reliable, a pilot test was first conducted on a small group of participants. As discussed in **Chapter 3 Methodology**, with reference to Hassan, Schattner, and Mazza's (2006) study the following aspects were explored in the pilot test conducted which were '*if the students were able to comprehend the instructions and questions in the vocabulary test administered*,' '*if the format displayed was appropriate in terms of font and lay out*,' and '*if the length to complete the vocabulary test was appropriate*.'

A group of twenty-four students were selected and asked to attempt the vocabulary test in the Media Room of the school which was booked in advance by the researcher. The students were informed that they were to attempt the vocabulary test with a total of sixteen questions through the fill-in-the-blanks format.

It was observed that, the students took around seventeen to twenty minutes to complete the vocabulary test administered. When they were asked on '*if they were able to understand the instructions and questions*,' the reply received was that they were able to understand the instructions clearly as it was in a direct and straightforward manner. Also, they have no

comments on the format of the vocabulary test administered, with only an "*okay*" from the students.

Once the vocabulary tests were collected, the scores were calculated and a table was generated. However, as this was only a pilot test, the overall grades were only stated in the table. The grades were based on the Form 3 Assessment (PT3) as shown in **Chapter 3 Methodology**. Table 6 below showed the grades of the twenty-four students who had sat for the vocabulary test.

Grades	**Frequency**
A (85-100)	8%
B (70-84)	13%
C (60-69)	8%
D (50-59)	54%
E (40-49)	4%
F (01-39)	13%

Table 6: Grades obtained based on the pilot test conducted.

Based on Table 6, it can be seen that 54%, which was the highest percentage of all the grades, were the students who had sat for the pilot test scored at the range of grade D, which was between 50 to 59%. While the least percentage was 4% for grade E, which was almost close to scoring a grade F. Grades B and F had the same frequency where each had a frequency of 13%. Thus, it can be seen that even though the vocabulary test was comprehensible and clear in both instructions and format for the students, their actual proficiency on English vocabulary varied from one another as shown in the table above.

4.3 Participants' Vocabulary Test Results

The study was conducted in the form of employing pre-test, followed by intervention and post-test at the end of the intervention. Both tests employed a fill-in-the-blanks approach where it comprised of thirty four questions with list of answers provided.

Due to ethical issues, the names of the research participants were not mentioned but rather, they were labelled with the format of Letter-Number, e.g. A26, which indicated the 26th student from Group A. It should be noted that, although every student from Form 1 participated, some were not present for certain tests, which resulted the data to be invalid. These may be a result of different, unforeseen factors such as sick, representing the school for competition or any other possible reasons and they were invalid were given a * symbol beside the labels.

Additionally, for the purpose of this study, those who had a difference of more than 10% will be labelled as showing significant improvement. Those who fell under the category had their differences highlighted in yellow. For those who did not show improvement but failed to perform better than their pre-test, their differences were highlighted in blue.

The following tables then, showed the results obtained from all four groups, which included pre and post-test, and the difference between the tests in terms of percentage.

GROUP A	**PRE-TEST**		**POST-TEST**		**DIFFERENCE**
A1	31/32	97%	32/32	100%	3%
A2	32/32	100%	32/32	100%	0%
A3	30/32	94%	32/32	100%	6%
A4	28/32	88%	32/32	100%	12%

A5	30/32	94%	32/32	100%	6%
A6	18/32	56%	26/32	81%	25%
A7	32/32	100%	32/32	100%	0%
A8	30/32	94%	32/32	100%	6%
A9	24/32	75%	32/32	100%	25%
A10*	0/32	0%	32/32	100%	-
A11*	0/32	0%	30/32	94%	-
A12	32/32	100%	32/32	100%	0%
A13	32/32	100%	32/32	100%	0%
A14	32/32	100%	32/32	100%	0%
A15*	0/32	0%	32/32	100%	-
A16	27/32	84%	32/32	100%	16%
A17	32/32	100%	32/32	100%	0%
A18	32/32	100%	32/32	100%	0%
A19	32/32	100%	32/32	100%	0%
A20	24/32	75%	28/32	88%	13%
A21	28/32	88%	32/32	100%	12%

Table 7: Pre and post-test results from Group A.

** Invalid data.*

Based on Table 7, research participants A10, A11, and A15 were marked as invalid as they were not present for the pre-test, which resulted comparisons between tests impossible. As such, only 18 research participants from Group A produced valid results.

With reference to Table 7, a total of six research participants showed significant improvement where A6 and A9 had significantly improved by 25% which was the largest score among the six research participants after receiving the intervention from the researcher. Ranking in second was A16 which significantly improved by 16%. Research participant A20 significantly improved by 13% and the smallest score was 12% of improvement showed by research participants A4 and A21.

It was also interesting to note that, research participant A6 initially had a score of only 56% during the pre-test, which made him having the lowest score for pre-test in Group A. He had showed dramatic improvement after he sat through the intervention administered by the researcher, which he had a final score of 81%.

Generally, it can be seen that majority of the research participants in Group A scored a full 100% for post-test after receiving the intervention, with a total of sixteen research participants. The remaining two had a slightly lower score for the post-test which were 81% (A6) and 88% (A20) respectively.

GROUP B	**PRE-TEST**		**POST-TEST**		**DIFFERENCE**
B1	32/32	100%	32/32	100%	0%
B2	30/32	94%	32/32	100%	6%
B3	29/32	91%	32/32	100%	9%

B4	30/32	94%	31/32	97%	3%
B5	5/32	16%	30/32	94%	78%
B6	13/32	41%	32/32	100%	59%
B7	6/32	19%	30/32	94%	75%
B8*	0/32	0%	32/32	100%	-
B9	32/32	100%	32/32	100%	0%
B10	29/32	91%	28/32	88%	-3%
B11	32/32	100%	32/32	100%	0%
B12	18/32	56%	31/32	97%	41%
B13	32/32	100%	32/32	100%	0%
B14	30/32	94%	31/32	97%	3%
B15*	0/32	0%	29/32	91%	-
B16	31/32	97%	32/32	100%	3%
B17	32/32	100%	32/32	100%	0%
B18	31/32	97%	32/32	100%	3%
B19*	0/32	0%	31/32	97%	-
B20	31/32	97%	32/32	100%	3%
B21*	0/32	0%	30/32	94%	-

B22	31/32	97%	32/32	100%	3%
B23	31/32	97%	29/32	91%	-6%
B24	32/32	100%	32/32	100%	0%
B25	26/32	81%	30/32	94%	13%
B26	29/32	91%	32/32	100%	9%
B27	25/32	78%	32/32	100%	22%
B28	32/32	100%	32/32	100%	0%
B29	29/32	91%	32/32	100%	9%

Table 8: Pre and post-test results from Group B.

** Invalid data*

Based on Table 8, research participants B8, B15, B19, and B21 were marked as invalid because they were not present during the administration of the pre-test. As such, the total number of participants from group B was 25 people.

Next, while there were a total of sixteen research participants showed improvement in the post-test, there were six research participants showed significant improvement. These six research participants were B5, B6, B7, B12, B25, and B27. Among the six of them, B5 had the most and dramatic improvement where he improved by 78%; coming in second was B7 with an improvement of 75%, which was only a 3% away from B5; B6 came as the third where he improved by 59%; B12 improved by 41% while B27 improved by 22%; with the last among them was B25 with a total improvement of 13%. It was interesting to note that, B5, B6, and B7 had an improvement of more than 50%, which was the most significant scores obtained during the tabulation of data.

However, there were two students did not show any improvement and instead, their results show a decrease compared to their pre-test. These two research participants were B10 and B23. In the case of B10, her percentage decreased by 3%, which was from 91% to 88%; while B23 decreased by 6%, which was from 97% to 91%. Tt can be seen that for this group there were research participants who showed improvements and some who did not.

Compared to Group A, Group B had more people scoring 90% and above, with only a research participant scoring less than 90% (B10). But, it should be noted that the number of research participants who scored a full 100% were lesser than that of Group A.

GROUP C	**PRE-TEST**		**POST-TEST**		**DIFFERENCE**
C1	4/32	13%	29/32	91%	78%
C2	3/32	9%	31/32	97%	88%
C3*	0/32	0%	30/32	94%	-
C4	0/32	0%	21/32	66%	66%
C5*	0/32	0%	30/32	94%	-
C6	12/32	38%	29/32	91%	53%
C7	14/32	44%	29/32	91%	47%
C8	12/32	38%	19/32	59%	21%
C9	7/32	22%	28/32	88%	66%
C10	3/32	9%	31/32	97%	88%

C11	17/32	53%	30/32	94%	41%
C12	10/32	31%	31/32	97%	66%
C13	10/32	31%	25/32	78%	47%
C14	19/32	59%	30/32	94%	35%
C15	12/32	38%	32/32	100%	62%
C16	12/32	38%	30/32	94%	56%
C17	20/32	63%	32/32	100%	37%
C18	27/32	84%	32/32	100%	16%
C19	21/32	66%	32/32	100%	34%
C20	18/32	56%	32/32	100%	44%
C21	24/32	75%	32/32	100%	25%
C22	17/32	53%	30/32	94%	41%
C23*	20/32	63%	0/32	0%	-
C24*	8/32	25%	0/32	0%	-
C25*	16/32	50%	0/32	0%	-
C26*	28/32	88%	0/32	0%	-
C27	8/32	25%	30/32	94%	69%
C28*	0/32	0%	0/32	0%	-

Table 9: Pre and post-test results from Group C.

** Invalid data*

Referring to Table 9, research participants C3, C5, C23, C24, C25, C26 and C28 had either did not participate in the pre-test or post-test. The main reason for their absence was that these research participants had to attend an event organized by the school and hence, the data collected from these research participants were marked as invalid, which made the total number of valid data for Group C was 21 research participants only.

Generally, it can be seen that every research participant involved showed significant improvement after they had received the intervention from the researcher, with almost half of the population significantly improved more than 50% compared to their pre-test. The highest improvement went as far as 88% whilst the least was at least 16%.

On a side note, it should be noted that there were five research participants, notably C1, C2, C4, C9, and C10 scored less than ten questions out of the thirty two questions given in the pre-test, with research participant C4 could not get even one question correctly in the test. However, after they have undergone the intervention given by the researcher, their results significantly improved more than 50% during the post-test, with 78%, 88%, 66%, 66%, and 88% respectively.

In the post-test, amongst the data collected it was found that research participant C8 showed to have the lowest score, which was 59% out of the twenty one valid data obtained from the post-test. Still, it was notable that many of them were able to obtain a solid 100% in the post-test administered despite poor performance shown during the pre-test.

GROUP D	PRE-TEST		POST-TEST		DIFFERENCE
D1	17/32	53%	32/32	100%	47%
D2*	0/32	0%	0/32	0%	-
D3*	0/32	0%	0/32	0%	-
D4	0/32	0%	31/32	97%	97%
D5	1/32	3%	28/32	88%	85%
D6	4/32	13%	28/32	88%	75%
D7	0/32	0%	30/32	94%	94%
D8	0/32	0%	14/32	44%	44%
D9*	0/32	0%	0/32	0%	-
D10*	0/32	0%	5/32	16%	-
D11	2/32	6%	32/32	100%	94%
D12*	1/32	3%	0/32	0%	-
D13	13/32	41%	32/32	100%	59%
D14	5/32	16%	32/32	100%	84%
D15	0/32	0%	32/32	100%	100%
D16	0/32	0%	30/32	94%	94%
D17	0/32	0%	18/32	56%	56%

D18	0/32	0%	28/32	88%	88%
D19	0/32	0%	31/32	97%	97%
D20	2/32	6%	31/32	97%	91%
D21*	0/32	0%	0/32	0%	-
D22	5/32	16%	32/32	100%	84%
D23*	0/32	0%	10/32	31%	-
D24*	0/32	0%	0/32	0%	-
D25	0/32	0%	32/32	100%	100%
D26	4/32	13%	31/32	97%	84%
D27	0/32	0%	30/32	94%	94%

Table 10: Pre and post-test results from Group D.

** Invalid data*

With reference to Table 10 above, research participants D2, D3, D9, D10, D12, D21, D23 and D24 were either not present during the administration of pre-test or post-test, which resulted the data collected to be invalid. Therefore, the total number of valid research participants collected for Group D was only 19 people.

Similar to that of Group C, it can be seen that all research participants showed significant improvement during the post-test, with 89% of the research participants improved more than 50%. It should be noted that, almost all of the research participants involved obtained less than five questions correctly with two research participants, D1 and D13 obtained more than ten questions correctly.

Additionally, like every other groups available Group D also had research participants who scored a solid 100% during the post-test. While almost 99% of the research participants improved more than 50% in the post-test, D8 did not cross the 50% threshold and manage to have a final score of 44% in the post-test.

To conclude, all four groups involved showed improvement in the post-test after they had sat through the intervention as administered by the researcher. While Group A and Group B did not show obvious improvement as many of them had high scores in the pre-test, the results obtained from Group C and Group D were obvious where many research participants initially started with poor results but improved dramatically in the post-test. These then, were sufficient enough to prove that the intervention as given by the researcher was effective on the research participants.

4.3.1 ANOVA and t-Test Analysis on Post-test of each Group

As the study was conducted in both descriptive and experimental manner, statistical analysis was needed to ensure the results were reliable and to minimize possible errors that might occur in it. In this section, Microsoft Excel 2013 was used by incorporating one-way analysis of variance (ANOVA) and t-test on the post-test conducted by the researcher. Such statistical tests were made possible for Microsoft Excel 2013 by installing the Analysis ToolPak as Add-Ins. The results of the post-test obtained from each group that were conducted through both statistical tests were further discussed in the subsequent sections.

Before proceeding to the results of ANOVA and *t*-tests, first, the mean, median, mode, and standard deviation of the post-test conducted were as shown in Table 11.

	GROUP A	GROUP B	GROUP C	GROUP D
Mean	31.444	31.360	29.286	29.158
Median	32	32	32	31
Mode	32	32	32	32
Standard Deviation	1.653	1.114	3.538	4.891

Table 11: Mean, median, mode, and standard deviation of post-tests obtained.

4.3.1.1 ANOVA on Post-test of each Group

Analysis of variance, or also known as the abbreviation ANOVA was first used to conduct a statistical test on the results of post-test conducted and obtained from each group. The use of ANOVA can be simply understood as statistically comparing the means when there were more than two groups in an experimental study (Armstrong, Eperjesi, & Gilmartin, 2002; Ostertagová & Ostertag, 2013; Sawyer, 2009; Sow, 2014). Specifically, it looks at the sum of squares for groups (SSC) and sum of squares for error (SSE) by comparing and analysing the variations of each sum with two assumptions: (i) observations conducted in the study, in this case the groups allocated for the study, were independent of that from another. (ii) observations for all four groups were in the form of normal distribution (Ostertagová & Ostertag, 2013; Sawyer, 2009).

In order to conduct ANOVA on the post-test results obtained from each group, a hypothesis was needed prior to the statistical analysis. The hypothesis for the purpose of ANOVA statistical analysis were as shown below:

$$H_0 : \mu_1 = \mu_2 = \mu_3$$

$$H_1 : \text{at least one of the means is different}$$

Where H_0 is the null hypothesis, which is the means for each sample population are equal of that with each other; H_1 is the alternative hypothesis, where there is at least one out of all the means obtained from each sample population is different from one another. In this case, the sample population here refers to Group A, Group B, Group C, and Group D respectively.

As this study was conducted only through one single factor, which was the use of visual aids in the teaching of English vocabulary, one-way ANOVA was used to provide statistical results for post-test results from each group. The summary of the one-way ANOVA was as shown in the table below:

SUMMARY				
Groups	**Count**	**Sum**	**Average**	**Variance**
Group A	18	566	31.44444	2.732026
Group B	25	784	31.36	1.24
Group C	21	615	29.28571	12.51429
Group D	19	554	29.15789	23.91813

Table 12: Summary of one-way ANOVA of the post-test results obtained.

Once the summary was generated, the full statistical report of one-way ANOVA on the post-test results was shown as seen in the table below:

ANOVA						
Source of variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***
Between groups	97.581	3	32.617	3.403813	0.021657	2.720265

Within groups	757.0165	79	9.582487			
Total	854.8675	82				

Table 13: One-way ANOVA statistical report for post-test results obtained.

In a one-way ANOVA analysis, within the F-test conducted, if the F value is greater than that of the F critical value, the null hypothesis is to be rejected, which means there is a mean obtained from one group is different than that from others (Ostertagová & Ostertag, 2013). With reference to Table 13 above, since the F value in the F-test conducted was 3.403813, which was significantly higher than F critical value at 2.720265, where 3.403813 > 2.720265, the null hypothesis was rejected. Which meant that the alternative hypothesis, H_1: at least one of the means is different, is accepted.

However, as the one-way ANOVA did not specify clearly which group had a different mean compared to the other groups, a post-hoc t-test was needed to identify which group had a different mean.

4.3.1.2 t-Test on Post-test of each Group

Post-hoc, post hoc, post hoc comparisons or post hoc tests were synonymously used in research and conducted when an ANOVA showed a difference of results (Ostertagová & Ostertag, 2013). For the purpose of this section, the phrase post-hoc will be used as a general term instead. As shown in the ANOVA results above, since the F value was greater than F critical value, the null hypothesis was rejected and the alternative hypothesis, H_1: at least one of the means is different, was accepted. In order to identify the group that had a different mean, a *t*-test as a form of post-hoc test was conducted using Microsoft Excel 2013.

In statistical tests, *t*-test can be simply understood as making comparison of means within two groups in an experimental study (Pallant as cited in Gerald, 2018; Kim, 2015; Sawyer, 2009). Similar to that of ANOVA, a t-test has an assumption that the sample population is normally distributed, and that it can be applied only when the sample size is small, which is $n \leq 30$ (Gerald, 2018; Kim, 2015). Additionally, a hypothesis must be formed in order to identify which sample population, in this case groups, has a mean different from the others.

$$H_0 : \mu_1 = \mu_2$$

H_1 : at least one of the means is different

The only difference between the null hypothesis in ANOVA and t-test is that the null hypothesis in a *t*-test only looks into two groups, and ANOVA can be more than two groups. To identify if the null hypothesis is to be rejected or accepted, a two-tail t-test must be conducted to check its inequality, if

$$t\ Stat < -\ t\ Critical\ two\text{-}tail \text{ or } t\ Stat > t\ Critical\ two\text{-}tail$$

The null hypothesis is to be rejected. If

$$-\ t\ Critical\ two\text{-}tail < t\ Stat < t\ Critical\ two\text{-}tail$$

The null hypothesis is to be accepted. Which meant that the scores obtained do not differ from each other significantly based on the means calculated. As such, with reference to the statements provided above, a comparison was made for all four groups, Group A, Group B, Group C, and Group D respectively. The comparison for each group was as shown in the following tables below.

	Group A	***Group B***
Mean	31.44444	31.36
Variance	2.732026	1.24
Observation	18	25
Hypothesized mean difference	0	
df	28	
t Stat	0.188176	
P(T<=t) one-tail	0.426048	
t Critical one-tail	1.701131	
P(T<=t) two-tail	0.852096	
t Critical two-tail	2.048407	

Table 14: t-test on Group A versus Group B.

With reference to Table 14, since the t Stat was shown to be -2.048407 < 0.188176 < 2.048407, the null hypothesis was accepted, where the mean for both groups were equal.

	Group A	***Group C***
Mean	31.44444	29.28571
Variance	2.732026	12.51429
Observation	18	21

Hypothesized mean difference	0	
df	29	
t Stat	2.496522	
P(T<=t) one-tail	0.009237	
t Critical one-tail	1.699127	
P(T<=t) two-tail	0.018473	
t Critical two-tail	2.04523	

Table 15: t-test on Group A versus Group C.

In Table 15 as shown above, since the t Stat, 2.496522 was greater than the value for t Critical two-tail value, which was 2.496522 > 2.04523, and lesser which was -2.496522 < -2.04523, the null hypothesis was rejected. Which meant that one of the mean between these two groups were different.

	Group A	***Group D***
Mean	31.44444	29.15789
Variance	2.732026	23.91813
Observation	18	19
Hypothesized mean difference	0	
df	22	
t Stat	1.925193	

P(T<=t) one-tail	0.033615	
t Critical one-tail	1.717144	
P(T<=t) two-tail	0.06723	
t Critical two-tail	2.073873	

Table 16: t-test on Group A versus Group D.

With reference to Table 16, as the t Stat value was shown to be in between the t Critical two-tail value, which was -2.073873 < 1.925193 < 2.073873, the null hypothesis was accepted. Which meant the mean for both groups were equal.

	Group B	***Group C***
Mean	31.36	29.28571
Variance	1.24	12.51429
Observation	25	21
Hypothesized mean difference	0	
df	23	
t Stat	2.581751	
P(T<=t) one-tail	0.008338	
t Critical one-tail	1.713872	
P(T<=t) two-tail	0.016677	

t Critical two-tail	2.068658	

Table 17: t-test on Group B versus Group C.

Table 17 above showed the t-test results obtained for Group B and Group C. As shown in the table, since the t Stat value was 2.581751, which in the t Critical two-tail value showed to be -2.581751 < -2.068658, and 2.581751 > 2.068658, the null hypothesis was rejected. Which meant that there was a group that had a different mean from the other groups.

	Group B	***Group D***
Mean	31.36	29.15789
Variance	1.24	23.91813
Observation	25	19
Hypothesized mean difference	0	
df	19	
t Stat	1.925128	
P(T<=t) one-tail	0.034658	
t Critical one-tail	1.729133	
P(T<=t) two-tail	0.069316	
t Critical two-tail	2.093024	

Table 18: t-test on Group B versus Group D.

With reference to Table 18 above, it can be seen that the t Stat value, 1.925128 was in between the t Critical two-tail value, which was -2.093024 < 1.925128 < 2.093024. This meant that the null hypothesis was accepted and that the mean for both groups were equal.

	Group C	***Group D***
Mean	29.28571	29.15789
Variance	12.51429	23.91813
Observation	21	19
Hypothesized mean difference	0	
df	33	
t Stat	0.093854	
P(T<=t) one-tail	0.462896	
t Critical one-tail	1.69236	
P(T<=t) two-tail	0.925793	
t Critical two-tail	2.03415	

Table 19: t-test on Group C versus Group D.

With reference to Table 19 above, since the t Stat value, 0.093854 was in between the t Critical two-tail value 2.03415, which was -2.03415 < 0.093854 < 2.03415, the null hypothesis was accepted. This meant that the mean for both groups were equal.

With all groups were compared through *t*-test, it can be seen that Table 14 and Table 16 showed that the null hypothesis was rejected, which meant that the mean for Group C was

different than that to other three groups. Thus, it can be concluded that Group C was the group that had a different mean and that the intervention provided did not really work well for the sample population studied.

4.3.2 Difference of Grades in Pre-test and Post-test

As stated in **Chapter 3 Methodology**, a grading scale was provided to determine the grades of the Form 1 ESL students when they sat for the pre and post-test. To restate, the grading scale was based on Form 3 Assessment or also known as Pentaksiran Tingkatan 3 (PT3) which was as shown below:

Grade	Mark Range
A	85-100
B	70-84
C	60-69
D	50-59
E	40-49
F	01-39

Table 20: Grading system based on Pentaksiran Tingkatan 3 (PT3).

This section aimed to show the comparison of grades obtained by the research participants from all groups, Group A, Group B, Group C, and Group D. An overall picture of grades, both pre-test and post-test obtained from all four groups were calculated and the differences between the tests were as shown in Table 19 below:

GRADES	PRE-TEST (%)	POST-TEST (%)	DIFFERENCE (%)
A	41%	95%	54%
B	7%	1%	6%
C	3%	1%	2%
D	8%	2%	6%
E	4%	1%	3%
F	37%	0%	37%
TOTAL	**100%**	**100%**	**-**

Table 21: Comparison of grades between pre-test and post-test.

Based on Table 21 above, it can be seen that there was a dramatic difference of numbers between the grades obtained in pre-test and post-test. In the pre-test category, it can be seen that 41% of the students managed to score an A for it while there was a total of 37% of students got an F for the test, which meant these group of students had failed the test initially. While the highest percentage in the pre-test category was grade A, the lowest percentage was 3% which was in grade C. 4% of the students obtained grade E which were almost closed to getting the grade F. It can also be seen that, the number of students who did not perform well in the pre-test was worrying as it could mean that these students do not have an adequate knowledge on English vocabulary.

However, the results obtained took a dramatic turn in the post-test administered by the researcher. Compared to the pre-test where there were only 41% of the students obtained an A, in the post-test there were 95% of the students scored an A, which increased and improved significantly with a total of 54%. As for grades B, C, D, E, and F in the post-test, the percentage

of students scoring these grades were lesser than that of the pre-test, with only grades B, C, and E having only 1% of students.

It was also interesting to note that, there were no students (0%) obtained a grade F in the post-test, which can be concluded, and only meant that the students showed improvement after receiving the intervention from the researcher. Although there was still a 1% of students who got an E in the post-test, it was still an improvement since the percentage was lesser than that of pre-test (4%).

4.4 t-Test Analysis on Pre and Post-test of Each Group

While the previous sections explored how efficient the intervention was by comparing t-test results conducted in different groups, this section aimed to explore the degree of effectiveness on the intervention employed from the point of view of pre-test and post-test.

In this section, the hypothesis for t-test analysis to match the context of statistical calculations for two samples was as shown below:

H_0: There is no statistical difference of means in both tests.

H_1: There is a statistical difference of means in both tests.

It should also be noted that, the letter E that was generated in the subsequent tables can be known as the exponential notion, (Cheusheva, 2018) for instances 1.27E-7 was the same as 0.000000127.

First, a paired t-test for two samples for each group's pre-test and post-test was made in the subsequent tables:

	Variable 1	**Variable 2**
Mean	29.22222	31.44444
Variance	15.00654	2.732026
Observations	18	18
Pearson Correlation	0.663497	
Hypothesized mean diff.	0	
df	17	
t Stat	-3.10131	
P(T<=t) one-tail	0.003243	
t Critical one-tail	1.739607	
P(T<=t) two-tail	0.006486	
t Critical two-tail	2.109816	

Table 22: t-test analysis on pre-test and post-test for Group A.

Based on Table 22 above, the t-Statistic value which was the absolute value at 3.10131 was larger than that of absolute t Critical two-tail value at 2.109816, and that the p-value (0.006) was smaller than alpha value at 0.05, the null hypothesis was rejected where there were no significant difference of means in the tests conducted.

	Variable 1	**Variable 2**
Mean	26.05882	31.35294
Variance	87.18382	1.242647
Observations	17	17
Pearson Correlation	0.424211	
Hypothesized mean diff.	0	
df	16	
t Stat	-2.44666	
P(T<=t) one-tail	0.013174	
t Critical one-tail	1.745884	
P(T<=t) two-tail	0.026348	
t Critical two-tail	2.119905	

Table 23: t-test analysis on pre-test and post-test for Group B.

As shown in Table 23 above, the t-Statistic absolute value was 2.44666 which was larger than that of absolute t Critical two-tail value at 2.119905, and since the p-value obtained (0.02) was smaller than that of alpha value at 0.05, the null hypothesis was rejected and that there were significant differences of means had occurred.

	Variable 1	**Variable 2**
Mean	12.85714	29.28571
Variance	52.82857	12.51429
Observations	21	21
Pearson Correlation	0.441149	
Hypothesized mean diff.	0	
df	20	
t Stat	-11.5269	
P(T<=t) one-tail	1.38E-10	
t Critical one-tail	1.724718	
P(T<=t) two-tail	2.76E-10	
t Critical two-tail	2.085963	

Table 24: t-test analysis on pre-test and post-test for Group C.

From Table 24 above, it can be observed that the absolute t Statistical value was 11.5269 which was larger than that of absolute t Critical two-tail value at 2.085963, and that since the p-value was significantly smaller than the alpha value at 0.05, the null hypothesis was rejected and that there was significant difference of means for both tests conducted.

	Variable 1	**Variable 2**
Mean	2.789474	29.15789
Variance	22.28655	23.91813
Observations	19	19
Pearson Correlation	0.299896	
Hypothesized mean diff.	0	
df	18	
t Stat	-20.2059	
P(T<=t) one-tail	4.04E-14	
t Critical one-tail	1.734064	
P(T<=t) two-tail	8.07E-14	
t Critical two-tail	2.100922	

Table 25: t-test analysis on pre-test and post-test for Group D.

In Table 25 above, the absolute t Statistical value was 20.2059 which was larger than the absolute t Critical two-tail value at 2.100922, and since the p-value was significantly smaller than the alpha value at 0.05, the null hypothesis was rejected and that there was significant difference of means in the both tests conducted.

With reference to all the tables generated, it can be seen that the intervention had worked efficiently on Group D as the p-value was dramatically smaller than that of p-values obtained in other groups. In which, the percentage of students scoring well in the post-test by

chance without any interruption from the intervention provided by the researcher was almost at a percentage of 0%.

4.5 Conclusion

This chapter had explored the results obtained from the research participants, particularly from the Form 1 ESL students. In this chapter, a pilot test was first conducted with different aspects explored; the results obtained in the pre-test and post-test were calculated and tabulated, and those tests with either one absent were marked as invalid. Statistical analysis on the post-test results were conducted through ANOVA and *t*-test using Microsoft Excel 2013, and that it was found that Group C was the group that did not perform well despite receiving the same intervention from the researcher. Despite that, there was an improvement among the students from Group C. It was also found that, the intervention had effectively worked on Group D as shown in the table generated. Generally, it can be thus concluded the intervention provided by the researcher worked and the students showed improvement in the post-test.

CHAPTER 5: DISCUSSION AND CONCLUSION

5.0 Introduction

Many theories of learning and methods have been found in a language classroom and roaming around for decades. A review of literature in **Chapter 2 Literature Review** showed that methods such as translation method, direct approach, audio-lingual method, cognitivist theory, and dual-coding theory were the common ones used in the field of language learning, particularly in the teaching and learning of vocabulary. What contributed to the formation of this research, was perhaps the sole interest of the researcher to identify the essence of teaching was not fully dependent on using self-defined 'modern' way, but it was inclusive of certain 'traditional' elements that were compatible in benefitting the students. The crucial part of this research, however, was to aid the students in acquiring more vocabulary as many as possible before they proceed to the next stage of study.

In this final chapter of the study, it opens a thorough discussion on the findings and results obtained throughout the study as shown in **Chapter 4 Findings and Analysis** and how these were related and answered to each research questions stated in **Chapter 1 Introduction**. Each research question was discussed thoroughly in the previous sections, and towards the end of the chapter, the actual limitations that had occurred throughout the study were identified, and further recommendations and suggestions were given as well.

5.1 Discussion

The following sections aimed to answer the research questions as formed in **Chapter 1 Introduction**, which were inclusive of the pilot test conducted prior to the commencement of the study.

5.1.1 Discussion on the Pilot Test Conducted

In **Chapter 4 Findings and Analysis**, a pilot test was conducted on twenty-four students which were based on the following aspects '*if the students were able to comprehend the instructions and questions in the vocabulary test administered*,' '*if the format displayed was appropriate in terms of font and lay out*,' and '*if the length to complete the vocabulary test was appropriate*.' To restate, the students were able to understand the instructions and questions clearly, and they were able to complete the test within seventeen to twenty minutes. The response received when they were asked about the appropriateness of format was only a word "*okay*" with no other suggestions or recommendations provided.

However, in Table 6 it was shown that the results, in this case the percentage for the grades obtained, varied dramatically where at a percentage of 54% many fell under the category of grade D, and that only 8% scored an A only to be 5% lower than grade F. This was mainly because the twenty-four students involved in the pilot test were of mixed abilities, with a minor in the above-intermediate category and poor category, while the others were in the intermediate category. These categories of proficiency that were assigned to the students was based upon the official mid-year examination results that was generated a month earlier prior to the researcher's study, in which these official results were available from the students themselves.

Additionally, the response "*okay*" with no other suggestions or recommendations given by the students had directly confirmed the face validity of the vocabulary test administered. In research, face validity plays an important role whereby before an instrument is checked on its validity in an in-depth manner, the surface of the test must look like it measures what it intends to measure in terms of its clarity, reasonability, and ambiguity (Drost, 2011; Masuwai, Mohd Tajudin, & Saad, 2016; Taherdoost, 2016). This statement in short, can simply be understood and meant that the test "*looks appropriate and ready to be administered*." Also, the vocabulary

test was also given to the ESL teachers and peers of the researcher available for a review before administering to the students and hence, the validity of the test at least on the surface view was highly appropriate to be used for the purpose of the study.

5.1.2 Are the Form 1 ESL Students Really Weak in Using English Vocabulary?

In **Chapter 2 Literature Review**, one of the highlights was that it was feared by many researchers that students were unable to perform language tasks well when they could not have a sufficient amount of English vocabulary in their knowledge. Recent studies conducted by Kaur (as cited in Kaur, 2013), Kaur, Othman, and Abdullah (2017), and Norzanita Othman (as cited in Kaur, 2013) found that students failed to show an adequate amount of proficiency in using English vocabulary.

Referring to the scores of the pre-test in Chapter 4 Findings and Analysis, it can be deduced that almost half of the total samples performed poorly in the test. This included grades E and F as having scores in these range were sufficient to determine that the students were weak. Thus, this is certainly true as shown in the table below.

Pre-test	**Grades (students)**						**Total**
Groups	**A**	**B**	**C**	**D**	**E**	**F**	
Group A	14	3	0	1	0	0	18
Group B	19	2	0	1	1	2	25
Group C	0	2	2	4	1	12	21
Group D	0	0	0	1	1	17	19
Total	**33**	**7**	**2**	**7**	**3**	**31**	**83**

Frequency (%)	**40%**	**8%**	**2%**	**8%**	**4%**	**38%**	**100%**

Table 26: Frequency and percentage of grades scored in pre-test.

With reference to Table 26, a total of 42% of students, which was 34 students out of 83 students who had sat for the test scored at a range of grades E and F respectively. Although the aforementioned studies did not indicate how many percentage of the students failed to show mastery of English vocabulary, through this table it can be seen that there was indeed Form 1 students who could not perform well in using English vocabulary based on the pre-test administered. Based on the scores tabulated in **Chapter 4 Findings and Analysis**, the scores of the students in the pre-test even went as low as obtaining 0, which meant they failed to answer any of the questions correctly. Which, these results were worrying as these students were at the risk of unable to communicate using English with people.

It should however, be noted that, scoring a grade D did not mean that this group of students were able to perform well in using English vocabulary, as they were at the edge of failing the pre-test. This is because a person's vocabulary knowledge continues to expand possibly at a slower rate as they grow but does not stop at the age once they begin to talk (Loraine, 2008; Pujol, 2008). Even for special cases for the case of feral child, Victor, continues to acquire vocabulary as he grows despite the experiences he go through (Pujol, 2008). These two statements simply meant that, as the students continue their studies, they were expected to acquire more vocabulary as they progress in the following years. With poor performance at the first year itself, English language learning would pose a problem for them as the amount of vocabulary needed to be learned increased significantly due to the addition from the ones that were yet to master in that particular year of instructional period.

5.1.3 Did Visual Aids actually Helped in Learning English Vocabulary?

Upon the completion of the pre-test, the participants had sat through the intervention which was through the use of visual aids (Interactive White Board) for a total of eight weeks administered by the researcher. At the end of the intervention period, the same groups of students sat for a post-test where their results were as shown in the table below:

Post-test	**Grades (students)**						**Total**
Groups	**A**	**B**	**C**	**D**	**E**	**F**	
Group A	17	1	0	0	0	0	18
Group B	25	0	0	0	0	0	25
Group C	18	1	1	1	0	0	21
Group D	17	0	0	1	1	0	19
Total	**77**	**2**	**1**	**2**	**1**	**0**	**83**
Frequency (%)	**94%**	**2%**	**1%**	**2%**	**1%**	**0%**	**100%**

Table 27: *Frequency and percentage of grades scored in post-test.*

It can be seen that, after eight weeks of intervention, the students' score in the post-test improved significantly. It was also worth noting that amongst the 94% of students who scored a grade A in the post-test, many of them scored a full 100% in it; there were no students who obtained a grade F and the number of students who scored a grade E in the pre-test was narrowed down from three to one. Hence, it can be concluded that the intervention had worked,

and that the students were benefitted and showed drastic improvements in the post-test administered.

While the use of visual aids was certainly proved to be a good attention grabber, motivator and pedagogical material as stated by Alduais (2012), Dolati (2010), Dolati and Richards (2012) and Pateşan, Balagiu, and Alibec (2018), the variety of functions available in an Interactive White Board doubled these characteristics during the intervention period, and continuous interaction with the Interactive White Board had made vocabulary learning more creative and interesting to the participants (Karsenti, 2016; Serin, 2015; Yang & Wang, 2012).

During the eight weeks of intervention through interactive whiteboard, vocabulary lessons were conducted in a manner where students could write, circle, erase, and draw on the interactive whiteboard using the smart pen provided. Students were asked or required to participate in the activities provided by the researcher, and Karsenti (2016), Serin (2015), and Yang and Wang's (2012) statement was proven to be true in the context of study when the students were very active when they had the chance to do something on the interactive whiteboard. With every word taught, the students were highly engaged to it when even though some were hesitant in producing the language. This meant that the attractive functions on the interactive whiteboard had boosted the students' motivation to interact with the lesson even while some might not confident with their language use.

As such, through the results collected from the post-test administered, and the observation conducted during the intervention, the use of interactive whiteboard, or visual aids in general had proven to be helpful and even to the extent of beneficial to the students during the teaching and learning of English vocabulary.

5.1.4 What are the Preference and Perceptions of Form 1 ESL Students on Using Visual Aids in Learning English Vocabulary?

In a thorough review of literature, biasness had proven to be existent where similar studies conducted only sought for the teachers' perceptions and preferences on the use of visual aids in the teaching and learning of English vocabulary. This was certainly to be true in the recent studies as shown in Dolati and Richards (2012), Jamian and Baharom (2012), Moeller Ketsman, and Masmaliyeva (2009) and Shabiralyani, Hasan, Hamad, and Iqbal (2015) where these researchers only tapped into the teachers' opinions on vocabulary learning, with an addition that they had conducted the study in the Malaysian context.

As mentioned in Chapter 3 Methodology, this study was based on different researches conducted in the local context, namely Dolati and Richards' (2012), Kaur, Othman, and Abdullah's (2017), Mustafa, Sain and Abdul Razak's (2012), and Shabiralyani, Hasan, Hamad and Iqbal's (2015) study. Henceforth, during the focus group interview four aspects related to the field which were based on these studies as aforementioned were asked. To restate, these four aspects were:

- Visual aids in the learning of English vocabulary
- Motivation in the learning of English vocabulary
- Preference of modern visual aids or traditional visual aids
- Perceptions on implementing visual aids in the classroom

The participants involved in the focus group interview were five students from each group. The interview process begun once the interview schedule was filled up and consent forms were collected. As all of the participants were briefed on the ethical issues on interviewing, they had agreed to use their names in the discussion of the study. It should be

noted and reminded that each group were interviewed at different occasions and time. All responses below were meant for discussion purposes and did not occur on the same occasion.

5.1.4.1 Visual Aids in the Learning of English Vocabulary

In terms of using visual aids in the learning of English vocabulary, all the participants involved generally agreed that meanings of the vocabulary taught were understood better when these are taught through visual aids (in this case, interactive whiteboard). Two students gave an additional opinion as shown.

> Zhi Yu: *(visual aids) show how a word actually looks like.*
>
> Charlotte: *when it (visual aids) is used again then it'll be more understandable.*

Based on their opinions, it can be understood that the use of visual aids created a better understanding on the word as it enabled the students to see how the object of the word looked like; with its usage more than once, a student could understand the meaning of the word better through visual aids. These opinions then had confirmed Jamian and Baharom's (2012) findings where students find vocabulary lessons more understandable with direct observation on the pictures displayed. In this case, the pictures displayed referred to the objects based on the words taught.

Additionally, Zhi Yu's opinion also confirmed that learning vocabulary made understanding possible when there is a direct reference for it, which meant that the direct approach in learning was being used. This was because the main idea of the direct approach in language learning stressed that learning must be accompanied with a direct reference, such as visible objects or concepts for understanding to occur (María, 2013).

However, one of the participants stressed that a certain condition must be fulfilled if understanding of the vocabulary were to occur.

Nur Aleeyah: *nak faham perkataan itu hanya boleh berlaku jika pelajar itu fokus dalam kelas.*

Which, her opinion can be translated as *"understanding is achievable only when a student is focused in the class."* That meant that students would not understand the words taught if they were not paying attention during the lesson. This statement also meant that attention must be sustained during the lesson, and if it failed to do so learning would not occur.

Also, the students generally agreed that having visual aids as a source of teaching material made learning vocabulary much easier. With an exception from one participant who disagreed with this question when she expressed her opinion that,

Zhi Yu: *(words) must always be remembered and recalled.*

From her point of view, it can be understood that words are best learned when these are stored in the mind and always put into practice rather than just relying on learning through visual aids. Referring to that statement, it can best be placed in Swain's Output Hypothesis in 1995, where merely receiving input (in this case, learning vocabulary through visual aids) is not enough if there is no context for input to be practiced (Shirzad, Rasekh, & Dabaghi, 2017; Zhang, 2009).

Four other participants, however, agreed that learning vocabulary was made easier through visual aids but with one condition.

Nur Aleeyah, Charlotte, and Alif: *kena buat revision baru boleh.*

Suriya: *easy, but must have revision.*

Which, all four of their statements meant the same thing as these can be translated and understood as *"revision must occur after learning."* To further expand this, the researcher had sought clarification and that it meant that the learning of vocabulary had definitely been made easy through visual aids. But revision is needed or the lesson taught would have been a waste of effort. That is, if words are not being put into practice then the whole effort for the lesson did not bring any benefit for the students.

With reference to all the questions asked and responses obtained, it can be concluded that visual aids have, without doubt makes learning the meaning of words easier. However, certain conditions are needed to be fulfilled where a revision must be made and words taught must be put into practice. In this section of discussion and analysis of data, their responses have certainly confirmed Swain's 1995 Output Hypothesis that merely receiving input from the teacher is not useful if there is no output from the students; along with the direct approach which emphasized having visible, direct reference for every contents taught.

5.1.4.2 Motivation in the Learning of English Vocabulary

In the aspect of motivation, questions were asked from three different sub-aspects, which were the students' attention, interest, and tendency to explore when visual aids were used in the teaching and learning of English vocabulary.

When the students were asked if they were able to pay attention when visual aids (interactive white board) was used during the vocabulary lesson, all participants interviewed generally agreed that the interactive whiteboard had certainly caught their attention. Some provided further explanations as shown in the following.

Shawn: *(learning) is more fascinating through it.*

Qiao Tong: *(students) all quiet, more focus.*

From Shawn's point of view, it can be understood that the visuals projected on the interactive white board caught his attention, and he also explained that those *"fancy"* functions on the interactive white board were also a part of the reason why his attention remained throughout the lesson. Similar to Shawn, Qiao Tong's response to be exact, she meant that through interactive white board the students were all quiet and attentive in the class. Both opinions then, can be concluded that visual aids, at least for interactive white board, had successfully sustained the students' attention during vocabulary learning, which also concreted Dolati and Richard's (2012) claim that visual aids were good teaching materials to sustain students' motivation.

However, despite the students agreed that interactive white board managed to grab their attention during the teaching of vocabulary, one student did not fully agree on that.

Raziq: *silau.*

Which, he meant that the projection of contents taught through interactive white board was too shiny. As projecting contents on an interactive white board required a darker or dim environment, this particular student was not comfortable with the lights emitted from the white board and hence his attention was slightly disrupted. As environment factors were not in the scope of study, this issue was thus not discussed in detailed.

When the students were asked if they find learning vocabulary through visual aids was interesting, the responses received were highly positive in which all of them agreed that the lessons were very interesting because of the presence of the visual aids (interactive white board). A student even added his opinion with reference to his response as shown below.

Shawn: *because it has motions in it.*

During the lesson, the researcher had utilized some graphic-based functions which the presentation of words were added with different effects. This has explained Shawn's point of view that the contents taught seemed to be moving (motions) that made him taught that the lessons were interesting. This certainly confirmed studies conducted by Hj Sidek and Ariffin (2007) and Yas, Khalaf, Mohammed, and Abdelouahab (2010) where they claimed that the use of interactive white board can provide interesting lessons for the students.

In the final question for the aspect of motivation, when the students were asked if they would want to explore more on the visual aids (interactive white board) during lessons, the students generally agreed that they would want to explore the functions available on the interactive white board. Their responses came along with the same emotions as shown in the following.

Masshitah and Alif: *(it) is very exciting, and happy to try them out.*

Which, their responses were clear and direct enough to prove that the opportunity to use the interactive white board during the lessons stimulated their excitement and they were eager to try out the functions.

With reference to the responses based on the three questions asked, it can be concluded that the students were highly motivated from all aspects, namely attention, interest, and eagerness to explore more on the interactive white board. Their responses also concreted claims and findings from different studies in the review of literature as discussed in **Chapter 2 Literature Review**.

5.1.4.3 Preference of Modern Visual Aids or Traditional Visual Aids

During the interview, the participants were briefed on the distinction of traditional visual aids and modern visual aids by giving examples, and had the students personally

experienced how vocabulary was taught through flashcards. To restate, in this study traditional visual aids can be understood as simple teaching aids that do not have any complex integration of technologies in it, while modern visual aids were just the opposite (María, 2013).

When the participants were asked which type of visual aids was more interesting, there were three different types of responses obtained. To provide a concrete number for each response, eight students stated that modern visual aids were more interesting; two students stated that traditional visual aids were interesting than modern visual aids, and the remaining ten students stood with a neutral response, in which they believed that both traditional and modern visual aids were equally interesting.

With reference to the neutral stand that the students responded to, the following were their explanation given by Nazif, Shawn, Suffina, Zhi Qi, and Zhi Yu:

> *traditional and modern visual aids) both have their own advantages as long as students are able to learn.*

What sparked the interest of the study was initially came from the researcher who was intrigued to determine if traditional visual aids were not as good as the emergent, modern visual aids. With a 50% out of the participants who stood neutrally explained that traditional visual aids were equally advantageous to that of modern visual aids, the assumption was now proven to be true that traditional visual aids were just as good as modern visual aids. Echoed to the assumption from the researcher was the additional opinion given as shown below.

> Shawn: *as long as the message is given to the students, it is still good.*

In that, his statement meant that as long as the contents of the lesson reached to the students, the main goal of the learning had achieved.

Interestingly, when the participants were asked which type of visual aids they prefer, most of the participants agreed that they would prefer modern visual aids, with the exception from two students. However, when they were asked for explanations, the two students were unable to provide explanations for their responses. Similar to those who preferred modern visual aids, they did not provide further explanations when they were asked for justifications.

Based on the responses given above, two things can be concluded where first, different students had different perceptions on the compatibility of traditional visual aids and modern visual aids. Some agreed that modern visual aids were better and some believed that both were equally advantageous; second, despite certain explanations given where traditional visual aids were equally advantageous with modern visual aids, almost all of them preferred to have modern visual aids in lessons instead. As such, there was a definite stand that modern visual aids were more preferred over traditional visual aids.

5.1.4.4 Perceptions on Implementing Visual Aids in the Classroom

In terms of perceptions, two types of questions were asked to the participants where these looked into alternatives of learning and usage of visual aids in other subjects.

For the first question, when the students were asked if they were able to seek for different ways of learning, all of their responses were positive that they had found a new way of learning in a class. A student provided his justification as shown below.

Nazif: *yes, it definitely helps to see better (in the lesson).*

When this student was further asked to justify his response, he said that lessons conducted should not just using textbooks and workbooks only. Incorporating visual aids were able to provide a clearer view for the students. This then supported Alduais (2012), and Dolati's

(2010) claim that using visual aids enabled a clear view on the contents to the students during lessons.

Another student who agreed that the use of visual aids suggested another way of learning in a classroom stood firm on her own stand that she would rather use her own way of learning even with the use of visual aids was available in the classroom.

Charlotte: *(I) prefer to write my own notes during the lesson.*

To this student, she preferred to use her own way of learning during lesson with the justification that she would be able to understand better by doing that. As her response given was mainly due to the preference of one's own learning style, this issue was not further discussed in this section.

Additionally, when the students were asked if teachers who were teaching other subjects than English should use visual aids in the classroom, all the responses collected showed similar results, where they highly preferred visual aids to be used in the classroom. An example was given by a student was as shown below.

Zhi Qi: *in science subject, we can see better on some things if there is visual aids used in the class.*

As such, based on the above responses it can be concluded that students did find an alternative to learn new contents in the classroom, and that they were very eager to have teachers for other subjects to use visual aids in classroom learning, and not just for English subject only.

With all aspects discussed, a general conclusion can be obtained. First, almost half of the Form 1 ESL students had a poor command of using English vocabulary; second using visual aids, namely interactive white board was proven to be motivating for the students to learn

English vocabulary in the class, and that majority of the students preferred modern visual aids and teachers should employ visual aids in other subjects as well.

5.2 What are the Perceptions of the ESL Teachers on Using Visual Aids in Learning English Vocabulary?

Similar to the previous section, all four aspects were explored through an interview with five ESL teachers. Unlike the students who received a focus-group approach in interviewing, the five ESL teachers were interviewed individually on different occasions and time. The following sub-sections below were the interpretations and discussions made on the responses given by the ESL teachers.

5.2.1 Visual Aids in the Learning of English Vocabulary

During the interview, when the ESL teachers were asked if they think that the students were able to understand vocabulary better through visual aids, all responses received were highly positive, with a nod of "*yes*." But when they were asked to justify their response, different justifications were given. As a first, Ms. Loo and Ms. Heah had similar justifications as shown below:

> Ms. Loo: *the students have a better vision in understanding vocabs.*
>
> Ms. Heah: *because visual aids can visualize the abstract concept and enhance understanding.*

Based on the justifications provided above, these were based on the aspect of visualizing the vocabulary, which in simple words, these statements meant that the students were able to see the vocabulary that was being shown. As echoed in Cuban's (as cited in Shabiralyani, Hasan, Hamad, & Iqbal, 2015) research in the review of literature in **Chapter 2 Literature Review**, visual aids aid in the learning process by stimulating the sight sensory to

students by providing an observable stimuli. Through a common-sense thought, even the term itself, visual aids comes with the word "*visual*" which is self-explanatory.

It was interesting to note that, Ms. Heah's justification stated visual aids enabled students to visualize abstract concepts. By not relating abstract concepts to a context-specific manner, abstract concepts are difficult to be conceptualized as these concepts have no direct reference to physical representations (Al Mamun, 2014; Kyung, Jackman, & Chan, 2014). As such, mere explanations on abstract concepts are often impractical and impossible (Al Mamun, 2014). But through visual aids, understanding abstract concepts is made possible.

The justification provided by Ms. Sim, was perhaps an extension to Ms. Heah's justification. This was because both justifications were connected as shown in the justification given by Ms. Sim below:

> *they (students) will have something to refer to when they are learning.*

As stated earlier, abstract concepts have no direct reference to physical representations, which results conceptualizing to be impossible. Referring to Ms. Sim's justification, there is a direct reference provided when a teacher uses visual aids in the classroom. By having visual aids then, there is a direct physical representation of concepts (in this case vocabulary) which makes understanding possible for the students.

Another interesting response given was from Ms. Tee, where her justification below opened another dimension on the use of visual aids in teaching vocabulary:

> *because through visual aids, they (students) can guess the meaning of the words.*

What she had suggested was that the presence of context where the word was used in provided opportunity for students to figure the possible meaning of the word taught. The

importance of learning vocabulary in context is just as equivalent to learning vocabulary to be proficient in the language, and as words can have many meanings but through context, the most accurate meaning can be selected and the tendency to make incorrect guesses are highly narrowed down (Deighton as cited in Mart, 2012; Mart, 2012). Additionally, making an effort to search for the actual meaning of the words in dictionary is time consuming and tedious, which also decreases reading speed if a reader intends to understand the meaning of a word but through context, meaning is highly achievable (Ragini, n.d.).

By relating the use of context to teach vocabulary in the present study conducted, the words taught were placed in sentences where context were given along with appropriate graphics in the visual aids. Since the focus of the study was not on using context to teach vocabulary, this aspect was not further explored. But through the responses interpreted, learning English vocabulary through visual aids was deemed beneficial for the students from different aspects from the point of view of the ESL teachers.

5.2.2 Motivation in the Learning of English Vocabulary

When the ESL teachers were asked if they think that students were able to stay motivated and attentive when visual aids were used in the classroom, all five responses obtained were a "*yes*." Drawing the responses given earlier where visual aids help the students to visualize the words being taught, two ESL teachers with Ms. Jacqueline and Ms. Tee respectively claimed that visualizing the words allow students to be more attentive and motivated.

Another response received was different from the other interviewees when this teacher compared visual aids with other pedagogical material as shown below:

Ms. Sim: *Visual aids are a better alternative than the ordinary mundane teaching using solely the textbooks.*

In which, she meant that visual aids were a better option to teach vocabulary rather than using the textbooks as a source itself. Her justification to this statement was echoed in Nilsson's (2006) findings where textbooks, being a traditional form of visual aids, were dull and uninteresting due to the contents available, with an addition that the lack of variety in textbooks made learning seemed to be stiffed. Also, her statement can also meant that the language used as examples in textbooks were often inauthentic and that it did not represent actual and real language use (Gak, 2011). Based on the responses obtained in this question then, two factors that contributed to students being attentive and motivated in class were the ability of visual aids to make students visualize words, and replacement of textbooks with visual aids due to the presence of potential disadvantages.

5.2.3 Preference of Modern Visual Aids or Traditional Visual Aids

Prior to the interview, the ESL teachers involved were briefed on the difference between traditional and modern visual aids. However, when they were asked to make a preference, the ration of preference were of 1:3:1, where three ESL teachers preferred modern visual aids, one for traditional visual aids, and the other one opted for both.

For those who had opted for modern visual aids, the justifications of choosing this were as shown below:

Ms. Heah: *because they (modern visual aids) are related to the students' real life.*

Ms. Tee: *because it (modern visual aids) appears to be more interactive and attractive to them (students).*

Ms. Sim: *they (modern visual aids) are more catchy.*

Referring to Ms. Heah's justifications, by '*related to the students' real life*,' she meant that technologies were highly relatable to students as many of them were competent in using technologies in this era where technology continued to bloom and advance. This was similar to a statement made by Klopfer, Osterweil, Groff, and Haas (2009) and Chien, Wu, and Hsu (as cited in Ghavifekr & Wan Rosdy, 2015) where students these days often interact with technologies to deal with matters from all aspects of life, thus, having an advantage of using technologies in the field of learning.

For Ms. Tee, modern visual aids are more interactive and attractive to the students because visual aids like these, according to Hj Sidek and Ariffin (2007) require students to continuously interact with the visual aids and the incorporation of features similar to computer is are able to attract the students' attention.

Ms. Loo on the other hand who had opted traditional visual aids as her preference, made her justification as shown below:

> *traditional visual aids because the students tend to appreciate teacher's work and some rural schools might not have technological devices.*

In which her response can meant that as traditional visual aids needed to be made by the teachers themselves, such as printing pictures or design any relevant materials from scratch, she believed that students tend to appreciate teachers who made such effort just to facilitate learning for them. Ms. Loo also pointed that, rural schools might not have available ICT resources and as such, traditional aids were more plausible to teach the students instead. This was echoed in Simin and Mohammed Sani's (2015) research where ICT facilities were still lacking in schools that were built in rural areas, as the Malaysian government were still in the

process of installing these facilities across the country. With reference to this, it was understandable why modern visual aids such as interactive white board might not be available for the students in these areas. Traditional visual aids then, were more feasible to teach language in the classroom.

5.2.4 Perceptions on Implementing Visual Aids in the Classroom

In the final question that was asked to the ESL teachers where if visual aids should be implemented in the classroom, the responses obtained were all "yes" with further explanations. While Ms. Loo and Ms. Heah believed that visual aids were able to motivate students in the classroom, similar to that of their responses before, one interesting responses obtained was from Ms. Tee as shown in her response below:

> *…because by doing so, the teachers seem to take the factor of different learning styles into account as they teach the students.*

Her response can be understood as teachers should acknowledge different learning styles students might employ to learn something, which Gilakjani (2011) stated learning styles that were common among students can be visual, auditory or kinaesthetic. What Ms. Tee meant was that teachers should use different methods of teaching, which were based on possible learning strategies students might have during language learning. Her justification echoed Gilakjani (2011) and Zakaria's (2009) claim that designing different environments and methods of teaching, such as through seeing, listening, acting, and memorising, were the key for teachers to aid students in language learning.

To sum up the responses given by the ESL teachers in the interviews conducted, the teachers generally agreed that visual aids should be employed in the classroom. Although their justifications claimed visual aids allowed many benefits to be possible among students, when

they were asked for the preference on the types of visual aids, the responses obtained varied. There were still some teachers, as the researcher believed, who preferred traditional visual aids.

5.3 Limitations of the Study

Every research without doubt, has its own limitations identified at the end of the study. While this research had explored different aspects of the teaching and learning of English vocabulary, four limitations of the study were identified. These limitations were insufficient time for intervention, influence of teacher's teaching style, strategy and personality, lack of equipment for both modern and traditional category, and wordlist comprise more than one parts of speech. All of these limitations identified were further explained in the subsequent paragraphs.

First, there was not enough time to conduct the intervention. Although it was specified that the intervention was to be carried out for eight weeks within the researcher's teaching practice, for all four groups of students to receive similar intervention on both modern and traditional visual aids might be insufficient as different student progress differently. The use of modern and traditional visual aids on the teaching and learning of English vocabulary could only use that much within the researcher's capability.

Next, while the post-test results showed significant improvements from the research participants, a teacher's personality, teaching style and strategy might be an external factor that contributed to such improvements. This is because the visual aids, regardless of modern or traditional only serve as the medium for instruction, and that the majority of teaching strongly relies on the teacher's way of interacting with the students. If the teacher's way of teaching seemingly suits the students' preferences, it could be another factor that contributed to such improvement in the post-test.

Additionally, as there are many possible visual aids that fall under the modern and traditional category, solely using interactive whiteboard and picture flashcards are insufficient to show that modern visual aids are better than traditional visual aids or vice versa. There are many other types of pedagogical tools that fall under these two category that is suitable or introduced by the curriculum and the ministry of education to teach English vocabulary, or even in the English language learning.

Last but not least, this research had solely explored the words that fall under the category nouns. In reality, however, there are more than just one parts of speech available in the KSSM English Form 1 wordlist for the students to master at the end of their instructional period. Also, there are different set of wordlists available in the KSSM English Form 1 itself, and the English words taught in this study only contributed a small portion of the KSSM.

5.4 Recommendations for Future Research

Having the limitations identified in **5.3 Limitations of the Study** discussed, this section aimed at providing some suggestions and recommendations for future research that are related or similar to the field of study. There were three recommendations suggested in this section and it should be treated in a manner that all these recommendations were interconnected.

First, rather than conducting the study and carrying out the intervention within eight weeks, it would be better if future researchers will conduct the study for the entire instructional period instead on the group of students. This then, allows the researcher to fully use and maximize both modern and traditional visual aids in the teaching and learning of English vocabulary, as these visual aids enable different modes of teaching in an English language learning classroom.

Furthermore, it is also appropriate to conduct the study for the whole instructional period, i.e. one year is because there are many sets of wordlist available in the KSSM. As stated earlier in **5.3 Limitations of Study**, the curriculum has stated clearly the set of words to be taught and mastered by the students at the end of their instructional period. In this case, the Form 1 ESL students, and there are twenty sets of wordlist available for them.

Additionally, with many sets of wordlist available, each word in the wordlist falls under different parts of speech, i.e. nouns, verbs, adjectives, adverbs and many more. Solely focusing on nouns are not enough and that is why conducting the research in the entire instructional period is more appropriate as the researcher, or teachers involved are able to cover all words and parts of speech available in the curriculum in an English language classroom.

Future research can look at the perceptions and preferences of the students from a larger sample size. That is, as this study only looked at twenty student's perceptions and preferences on using traditional and modern visual aids in the classroom, future studies that are interested in the similar field can expand the number of participants so as to generate a larger data in order to create a more vivid generalization to the group of participants studied.

Similarly, future research can also expand the number of participants to receive the intervention. Which means that not only a particular form of the students to be involved, but inclusive other forms available in the school. The intervention provided to the students can determine to what extent it helps to improve students' learning on English vocabulary.

With relation to the sampling size as suggested above, another dimension to explore is to study on the attention span when the students are receiving intervention from the researcher. As mentioned in the interview conducted in this study, one of the interviewees mentioned that students' need to focus (attentive) in the class or the lessons conducted will be pointless. This dimension then, is to be explored because the attentiveness of students will affect their quality

of learning from multiple aspects and there are many types of attentions which are a contributing factor to learning in a classroom (Devi, 2008; Lamba, Rawat, Jacob, Arya, Raway, Chauhan, & Panchal, 2014).

As mentioned in the early chapters, the idea that intrigued the researcher to conduct this study was to compare if traditional and modern visual aids were equally compatible to teach ESL students. As such, further studies should also conduct a similar study to the present study in other contexts. That is, beyond the state of Perak to other schools in different states of Malaysia. The contribution of perceptions and preferences obtained from the students on the use of these types of visual aids in different states of the country, when organized in a proper manner, can be documented and filed to the respective authorities in the ministry of education for consideration purposes.

5.5 Conclusion

This chapter had explored and discussed in detailed on all the research questions as established in **Chapter 1 Introduction**, along with the pilot test that was conducted prior to the study. While it was proven that the Form 1 ESL students studied were weak in using English vocabulary, the intervention conducted on the students to improve their English vocabulary were very successful based on the results generated in the post-test. From the point of view of both teachers and students, visual aids in general were indeed beneficial for both sides but when they were asked on making a choice which type of visual aids to be employed in the class, responses varied where some prefer traditional visual aids and the others opted for modern visual aids. Despite being a successful study, this research paper had more rooms to be improved. Future research who are interested in this field can consider the recommendations and suggestions provided.

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programme/links/56336b2c08ae88cf81ba4041/21-Century-Education-Are-we-heading-towards-the-right-direction-of-improving-teaching-and-learning-as-needed-by-educational-transformation-programme.pdf?origin=publication_detail

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Appendix A

Name: Class:

Instruction: Please fill in the blanks in the sentences below by using the given words.

Bank	Musician	Club	Barbecue
Clock	Air-conditioner	Laptop	Pain
College	Hospital	School	Garage
Apartment	Screen	Cell phone	Software
Beach	Refrigerator	Garden	Plate
Foot	Address	Cooker	Appointment
Accident	Chocolate	Area	Ice
CD player	Camera	Guitar	Apple

1. An _____ a day keeps the doctor away.
2. Uncle John is worried because he could not find his _____ to make calls.
3. The _____ is where my parents keep their money.
4. An _____ is a tall building that houses many people.
5. That _____ is dangerous for children.
6. My mother always puts the vegetables in the _____.
7. He plays his _____ every evening.
8. He cried in _____ when he fell down from the stairs.
9. I installed a _____ that allows me to clear the virus in my computer.
10. Please ask for the school's _____ before you send a letter to the principal.
11. I have to send the _____ for repair because it would not play any music.
12. There was nothing on the _____ since the computer was not functioning.
13. _____ is the part of body that aids us in walking.
14. My father parks his car in the _____.
15. I like to go to _____ because I get to play with my friends.
16. Make an _____ with the doctor if you are sick.
17. I bought a red _____ from the computer shop yesterday.
18. _____ is important for us to check the time.

19. The weather is hot, so I have to switch on the _____.
20. I would like to have some _____ in this warm drink, thank you.
21. The _____ can be used to cook a variety of food.
22. My brother went to _____ to further his studies after high school.
23. Aunt May has a _____ where she plants different types of flowers.
24. There was an _____ this afternoon but no one was hurt.
25. He is a well-known _____ who has performed in many places.
26. _____ is where doctors and nurses work.
27. I like to go to the _____ to play in the sea and see the sunset.
28. I have the latest digital _____ that snaps better photos.
29. I served the dog's food on its _____.
30. The golf _____ is built for people who enjoy playing golf.
31. _____ involves the placing of meats on top of the hot grill to cook.
32. _____ comes from cocoa beans that can be found in America.

Appendix B

Interview schedule: Form 1 ESL students

Interview Schedule			
Title of study: **Modern versus Traditional: Visual aids in the Teaching of English Vocabulary among Form 1 ESL Students**			*Category: **Group A**
*No. & Name:	*Start Time:	*End Time:	*Location:
1. Muhammad Nazif	10.15am	11.10am	Bilik Media
2. Wan Nur Suffina	10.15am	11.10am	Bilik Media
3. Shawn Karuna	10.15am	11.10am	Bilik Media
4. Kok Zhi Yu	10.15am	11.10am	Bilik Media
5. Tan Zhi Qi	10.15am	11.10am	Bilik Media

Interview Schedule			
Title of study: **Modern versus Traditional: Visual aids in the Teaching of English Vocabulary among Form 1 ESL Students**			*Category: **Group B**
*No. & Name:	*Start Time:	*End Time:	*Location:
1. Nur Batrisya Balqis	10.10am	10.55am	Bilik Guru
2. Wan Nur Khatijah	10.10am	10.55am	Bilik Guru
3. Darminy	10.10am	10.55am	Bilik Guru

4. Ahmad Faris Ashman	10.10am	10.55am	Bilik Guru
5. Abdul Raziq	10.10am	10.55am	Bilik Guru

Interview Schedule			
Title of study: **Modern versus Traditional: Visual aids in the Teaching of English Vocabulary among Form 1 ESL Students**			*Category: **Group C**
*No. & Name:	*Start Time:	*End Time:	*Location:
1. Nur Aleeyah	11.00am	12.00pm	4 UPM
2. Masshitah Suhaila	11.00am	12.00pm	4 UPM
3. Charlotte Har	11.00am	12.00pm	4 UPM
4. Ehgendra Suriya	11.00am	12.00pm	4 UPM
5. Raja Nor Alif	11.00am	12.00pm	4 UPM

Interview Schedule			
Title of study: **Modern versus Traditional: Visual aids in the Teaching of English Vocabulary among Form 1 ESL Students**			*Category: **Group D**
*No. & Name:	*Start Time:	*End Time:	*Location:
1. Syed Nasihin	10.00am	10.45am	1 UPM
2. Muhammad Aiman Faiz	10.00am	10.45am	1 UPM
3. Thanusha Angel	10.00am	10.45am	1 UPM
4. Siti Norsyafieka	10.00am	10.45am	1 UPM
5. Chan Qiao Tong	10.00am	10.45am	1 UPM

Appendix C

Approval letter from Ministry of Education

KEMENTERIAN PENDIDIKAN MALAYSIA
BAHAGIAN PERANCANGAN DAN PENYELIDIKAN DASAR PENDIDIKAN
ARAS 1-4, BLOK E8
KOMPLEKS KERAJAAN PARCEL E
PUSAT PENTADBIRAN KERAJAAN PERSEKUTUAN
62604 PUTRAJAYA

TEL : 0388846591
FAKS : 0388846579

Ruj. Kami : KPM.600-3/2/3-eras(1526)
Tarikh : 2 Ogos 2018

PHANG BIAO LI
NO. KP : 950127105643

NO 18, LORONG BAHAGIA 2, OFF JALAN BATU UNJUR, TAMAN CHI LIUNG, PANDAMARAN. 42000 KLANG
SELANGOR

Tuan,

KELULUSAN BERSYARAT UNTUK MENJALANKAN KAJIAN :
MODERN VERSUS TRADITIONAL: VISUAL AIDS IN THE TEACHING OF ENGLISH VOCABULARY AMONG FORM 1 ESL STUDENTS

Perkara di atas adalah dirujuk.

2. Sukacita dimaklumkan bahawa permohonan tuan untuk menjalankan kajian seperti di bawah telah diluluskan dengan syarat :

" MAKLUMAT PENGKAJI DAN KAJIAN PERLU DINYATAKAN DALAM KERTAS UJIAN. "

3. Kelulusan adalah berdasarkan kepada kertas cadangan penyelidikan dan instrumen kajian yang dikemukakan oleh tuan kepada bahagian ini. Walau bagaimanapun kelulusan ini bergantung kepada kebenaran Jabatan Pendidikan Negeri dan Pengetua / Guru Besar yang berkenaan.

4. Surat kelulusan ini sah digunakan bermula dari **2 Ogos 2018** hingga **24 September 2018**

5. Tuan dikehendaki menyerahkan senaskhah laporan akhir kajian dalam bentuk *hardcopy* bersama salinan *softcopy* berformat pdf dalam CD kepada Bahagian ini.Tuan juga diingatkan supaya mendapat kebenaran terlebih dahulu daripada Bahagian ini sekiranya sebahagian atau sepenuhnya dapatan kajian tersebut hendak diterbitkan di mana-mana forum, seminar atau diumumkan kepada media massa.

Sekian untuk makluman dan tindakan tuan selanjutnya. Terima kasih.

"BERKHIDMAT UNTUK NEGARA"

Saya yang menurut perintah,

Ketua Sektor
Sektor Penyelidikan dan Penilaian
b.p. Pengarah
Bahagian Perancangan dan Penyelidikan Dasar Pendidikan
Kementerian Pendidikan Malaysia

salinan kepada:-

JABATAN PENDIDIKAN PERAK

* SURAT INI DIJANA OLEH KOMPUTER DAN TIADA TANDATANGAN DIPERLUKAN *

Appendix D

UNIVERSITI TUNKU ABDUL RAHMAN

Title of Study: MODERN VERSUS TRADITIONAL: VISUAL AIDS IN THE TEACHING OF ENGLISH VOCABULARY AMONG FORM 1 ESL STUDENTS

Research Investigator: PHANG BIAO LI

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Introduction

- In regards to the title of study as stated above, this study aims to conduct a research on using visuals to enhance Form 1 low achievers' English vocabulary. This research is hoped to be conducted throughout the researcher's teaching practice in the school. As such, this consent form is prepared for the school's management to obtain the acknowledgement and agreement to conduct the research so as to avoid any ethical issues.
- Your school is selected to conduct the research as the researcher is assigned by the Faculty of Arts and Social Science's (FAS) faculty general office (FGO) to carry out his teaching practice throughout this semester.
- As such, it is important that you should read this form and ask any questions that you may have before agreeing to be in the study.

Purpose of Study

- The purpose of the study is to determine if visuals aid in enhancing the Form 1 low achievers in learning vocabulary. Upon the completion of the treatment, interview session will be carried out on both ESL teachers and Form 1 low achievers to obtain their perception of using visuals in the teaching and learning of English vocabulary.
- Ultimately, this research will be published as a thesis dissertation which also serves as a requirement for every undergraduate to complete his course of study in the university.

Description of the Study Procedures

- The research is expected to be carried out for 8 weeks within the researcher's teaching practice. The vocabulary that will be used are taken from wordlist as stated in the KSSM Form 1. As such, the research can be carry out in a normal English lesson without the need to conduct extra classes. This research will not affect the Form 1 syllabus as it is based on the KSSM Form 1.

Risks / Discomforts of Being in this Study

- There are no foreseeable risks for this research. However, ethical consent forms will still be distributed to the ESL teachers and ESL Form 1 low achievers who will be

involved in this research. Should they feel any discomfort in this study, they have the rights to withdraw from the study and no actions will be taken.

Benefits of Being in this Study

- Upon the completion of this study, it is hoped that the use of visuals in the teaching of English vocabulary can serve as a trigger to create awareness among ESL teachers. Visuals can serve as a good pedagogical material in the classroom and the preparation of visuals will be economical.
- Another benefit is that this study will allow the low achievers to learn English vocabulary in a more meaningful manner. At the end of the study, it is hoped that the low achievers will obtain more vocabulary knowledge and their improved scores will consequently improve the school's reputation.
- As stated, this study draws vocabulary from the wordlist as set in the KSSM Form 1, not only the low achievers are learning new vocabulary, they will also learn these words as required by the KSSM Form 1. Thus fulfilling the criteria for the English lessons as set by the Malaysian Ministry of Education (MMOE).

Right to Ask Questions and Report Concerns

- The school management reserves the right to ask questions about this research study and to have those questions answered by the researcher before, during or after the research. If the school's management has any further questions about the study, at any time feel free to contact the researcher, PHANG BIAO LI at teachislife95@1utar.my or by telephone number at 016-2530225. If the school management wants to know the results of this study, a summary of the results of the study will be sent to the school management.

Consent

- Your signature below indicates that you have decided to have your school volunteer as a research participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the researcher.

Headmistress: _____

Signature: _____ Date: _____

Researcher: PHANG BIAO LI

Signature: _____ Date: _____

UNIVERSITI TUNKU ABDUL RAHMAN

Tajuk Kajian: MODEN VS TRADISIONAL: PENGGUNAAN VISUAL DALAM PEMBELAJARAN PERKATAAN BAHASA INGGERIS DI KALANGAN PELAJAR TINGKATAN 1 ESL

Nama Pengkaji: PHANG BIAO LI

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Pengenalan

- Seperti yang dinyatakan di atas, kajian ini bertujuan untuk menambah pengetahuan perkataan Bahasa Inggeris di kalangan pelajar Tingkatan 1 melalui penggunaan visual. Adalah diharapkan bahawa kajian ini boleh dijalankan sepanjang pengkaji berada di pihak sekolah di semester tersebut. Oleh itu, adalah penting untuk pengkaji memberi borang ini untuk mendapat persetujuan pihak sekolah dan juga mengelakkan isu-isu etikal semasa penjalanan kajian ini.
- Sekolah tuan/puan dipilih untuk menjalankan kajian ini adalah kerana pengkaji ditempatkan oleh FGO Faculty Arts and Social Science, UTAR untuk menjalankan latihan pengajaran di sekolah tuan/puan.
- Oleh itu, adalah penting untuk pihak sekolah membaca borang ini dan bertanya jika perlu sebelum bersetuju untuk menjalakan kajian ini.

Tujuan Kajian

- Kajian ini bermatlamat untuk menambahbaik pengetahuan perkataan Bahasa Inggeris di kalangan pelajar Tingkatan 1. Selepas kajian ini dijalankan, satu sesi temuduga akan dijalankan kepada semua guru Bahasa Inggeris dan pelajar Tingkatan 1 yang telah melalui kajian ini.
- Selepas semua prosedur dijalankan, semua maklumat dan data yang diperolehi akan dijanakan sebagai tesis yang diperlukan oleh pengkaji sebagai syarat untuk menamatkan pelajaran di universiti.

Keterangan Prosedur Penjalanan Kajian

- Kajian ini dijangka akan dijalankan sepanjang 12 minggu di sekolah tuan/puan. Perkataan Bahasa Inggeris yang akan diguna semasa kajian adalah dipetik daripada KSSM Tingkatan 1. Oleh itu, kajian ini akan dijalankan pada masa P&P dan tidak perlu kelas tambahan untuk menjalankan sesi tersebut. Tambahan pula, kajian ini juga tidak akan mengganggu sukatan pelajaran Tingkatan 1 yang ditetapkan oleh Kementerian Pelajaran Malaysia (KPM).

Risiko-risiko Kajian

- Adalah difahamkan bahawa tiada risiko-risiko yang akan berlaku sepanjang kajian ini. Walaubagaimanapun, borang persetujuan tetap akan diberi kepada semua guru Bahasa Inggeris dan pelajar-pelajar Tingkatan 1 yang terlibat dalam kajian ini. Jika mereka berasa tidak selesa ketika kajian dijalankan, mereka berhak untuk menarik diri daripada kajian ini dan tiada tindakan akan dikenakan.

Manfaat Kajian

- Kajian ini diharapkan boleh meningkatkan kesedaran guru-guru Bahasa Inggeris untuk mengguna visual semasa P&P. Visual boleh dijadikan sebagai alat pembantu pelajaran yang sesuai dan kos untuk penyediaan visual adalah tidak mahal.
- Selain itu, kajian ini juga boleh membantu pelajar Tingkatan 1 untuk belajar perkataan Bahasa Inggeris dengan lebih bermakna, terutamanya terhadap pelajar Tingkatan 1 yang lemah dalam Bahasa Inggeris. Jika pelajar-pelajar ini menunjuk penambahbaikan dalam ujian, maka nama sekolah tuan/puan juga akan terharum.
- Seperti yang dinyatakan di atas, perkataan-perkataan yang digunakan untuk kajian ini adalah dipetik daripada KSSM Tingkatan 1. Oleh itu, selain mempelajari perkataan baru, matlamat KPM yang ditetapkan untuk menguatkan pengetahuan perkataan-perkataan Bahasa Inggeris di kalangan pelajar Tingkatan 1 juga akan dicapai.

Hak Pertanyaan

- Pihak sekolah atau tuan/puan berhak untuk bertanya sebarang soalan yang berkaitan kajian ini tidak kira sebelum kajian dijalankan, semasa, atau selepas kajian. Sekiranya pihak sekolah atau tuan/puan mempunyai soalan-soalan yang lain, sila hubungi pengkaji pada bila-bila masa: PHANG BIAO LI, teachislife95@1utar.my, 016-2530225. Jika pihak sekolah atau tuan/puan ingin mengetahui hasil-hasil yang didapati melalui kajian ini, satu salinan kajian akan dihantar kepada pihak sekolah atau tuan/puan.

Persetujuan

- Tandatangan tuan/puan di bawah menunjukkan persetujuan pihak sekolah untuk memberi peluang kepada pengkaji untuk menjalankan kajian, dan telah membaca dan faham akan semua pernyataan seperti yang dinyatakan di atas. Tuan/Puan akan diberi satu salinan borang ini yang berserta tandatangan dan tarikh, dan juga semua borang yang berkaitan kajian ini.

Pengetua: _____

Tandatangan: _____ Tarikh: _____

Pengkaji: PHANG BIAO LI

Tandatangan: _____ Tarikh: _____

Appendix E

UNIVERSITI TUNKU ABDUL RAHMAN

VOCABULARY TEST FOR FORM 1 ESL STUDENTS

RESEARCH PROJECT TITLE: MODERN VERSUS TRADITIONAL: VISUAL AIDS IN THE TEACHING OF ENGLISH VOCABULARY AMONG FORM 1 ESL STUDENTS

RESEARCH INVESTIGATOR: PHANG BIAO LI

RESEARCH PARTICIPANT'S NAME:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

The test will take about 30 to 45 minutes. There are no risks anticipated that are associated with your participation, but you have the right to stop or withdraw from the research at any time.

Thank you for agreeing to be a part of the above research project. Ethical procedures for academic research require research participants to explicitly agree to being tested and how the information contained in their results will be used. This consent form is necessary for the researcher to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

- You will be asked to sit for a test as prepared by Phang Biao Li as the researcher investigator.
- You will receive your test results at the end of the study, to ensure that your rights to view the results are protected and respected.

All or part of the results from the test may be used;

- To achieve the research project as noted above.

By signing this form I agree that;

1. I am voluntarily taking part in this research project. I understand that I don't have to take part, and I can stop the test at any time;
2. I have read the information sheet;
3. I don't expect to receive any benefit or payment for my participation;

Participant's name: _____

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Contact information

This research has been reviewed and approved by the Faculty of Arts and Social Science, UTAR. If you have any further questions or concerns about this study, please contact:

Name of researcher: PHANG BIAO LI

Telephone number: 016-2530225

E-mail: teachislife95@1utar.my

UNIVERSITI TUNKU ABDUL RAHMAN

UJIAN PERKATAAN UNTUK PELAJAR ESL TINGKATAN 1

Tajuk Kajian: MODEN VS TRADISIONAL: PENGGUNAAN VISUAL DALAM PEMBELAJARAN PERKATAAN BAHASA INGGERIS DI KALANGAN PELAJAR TINGKATAN 1 ESL

Nama Pengkaji: PHANG BIAO LI

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Ujian ini dijangka akan mengambil 30 sampai 45 minit. Anda tidak akan berdepan dengan sebarang risiko dalam uian ini, tetapi anda berhak untuk menghentikan atau menarik diri daripada kajian ini pada bila-bila masa.

Terima kasih kerana anda sanggup menyertai untuk menjayakan kajian ini. Prosedur ini menyerukan bahawa peserta-peserta untuk berjanji bahawa infomasi yang didapati dalam kajian ini akan digunakan. Borang ini adalah penting untuk pengkaji kerana ia adalah untuk memastikan bahawa anda faham sebab-sebab penglibatan dan mendapat persetujuan daripada anda. Berikut merupakan infomasi yang disampaikan dan anda harus menandatangan atas boring ini untuk membuktikan bahawa anda bersetuju dengan perkara-perkara yang berikut:

- Kamu akan menduduki satu ujian yang diberikan oleh Phang Biao Li sebagai pengkaji.
- Kamu akan menerima keputusan ujian selepas kajian ini untuk memastikan hak kamu dilindungi dan dihormati.

Semua atau sebahagian daripada keputusan ini akan digunakan untuk:

- Menjayakan kajian seperti yang dinyatakan di atas.

Dengan menandatangani boring ini, saya setuju bahawa:

1. Saya menyertai kajian ini secara sukarela. Saya faham bahawa saya berhak untuk tidak menduduki kajian tersebut, dan berhak untuk menghentikan diri daripada ujian ini pada bila-bila masa.
2. Saya sudah membaca semua infomasi yang diberi.
3. Saya tidak mengharapkan sebarang insentif untuk penyertaan dalam kajian ini.

Nama peserta: _____

Tandatangan peserta: _____ Tarikh: _____

Tandatangan pengkaji: _____ Tarikh: _____

Infomasi pengkaji

Kajian ini telah diluluskan oleh Faculty Arts and Social Science, UTAR. Sebarang pertanyaan anda boleh menghubungi:

Nama pengkaji: PHANG BIAO LI

Nombor telefon: 016-2530225

E-mel: teachislife95@1utar.my

Appendix F

UNIVERSITI TUNKU ABDUL RAHMAN

INTERVIEW CONSENT FORM FOR FORM 1 ESL STUDENTS

RESEARCH PROJECT TITLE: MODERN VERSUS TRADITIONAL: VISUAL AIDS IN THE TEACHING OF ENGLISH VOCABULARY AMONG FORM 1 ESL STUDENTS

RESEARCH INVESTIGATOR: PHANG BIAO LI

RESEARCH PARTICIPANT'S NAME:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

The interview will take about 15 to 30 minutes. There are no risks anticipated that are associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require interviewees to explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for the researcher to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

- A transcript will be produced upon the completion of the interview.
- A transcript will be sent to you and you will be given the opportunity to correct any factual errors.
- The transcript of the interview will be analyzed by Phang Biao Li as researcher investigator.
- Access to the interview transcript will be limited to Phang Biao Li and academic colleagues with whom he might collaborate as part of the research process.
- Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.

Quotation Agreement

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

	I wish to review the notes, transcripts, or other data collected during the research pertaining to my perception.
	I agree to be quoted directly.
	I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
	I agree that the researcher may publish documents that contain quotations by me.

All or part of the content of your interview may be used;

- To achieve the research project as noted above.

By signing this form I agree that;

4. I am voluntarily taking part in this research project. I understand that I don't have to take part, and I can stop the interview at any time;
5. The transcribed interview or extracts from it may be used as described above;
6. I have read the information sheet;
7. I don't expect to receive any benefit or payment for my participation;
8. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;

Participant's name: _____

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Contact information

This research has been reviewed and approved by the Faculty of Arts and Social Science, UTAR. If you have any further questions or concerns about this study, please contact:

Name of researcher: PHANG BIAO LI

Telephone number: 016-2530225

E-mail: teachislife95@1utar.my

UNIVERSITI TUNKU ABDUL RAHMAN

BORANG PERSETUJUAN MENEMUDUGA UNTUK PELAJAR TINGKATAN 1

TAJUK KAJIAN: MODEN VS TRADISIONAL: PENGGUNAAN VISUAL DALAM PEMBELAJARAN PERKATAAN BAHASA INGGERIS DI KALANGAN PELAJAR TINGKATAN 1 ESL

NAMA PENGKAJI: PHANG BIAO LI

NAMA PESERTA:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Sesi temuduga ini akan mengambil masa kira-kira 15 hingga 30 minit. Tiada risiko yang dijangka akan berlaku sepanjang penglibatan anda dalam sesi ini. Walaubagaimanapun, anda berhak untuk menghentikan sesi ini atau menarik diri daripada kajian ini pada bila-bila masa.

Terima kasih kerana anda sanggup menyertai sesi menemuduga ini. Sebagai syarat untuk memenuhi prosedur etika, semua peserta harus bersetuju untuk ditemuduga, bagaimana informasi yang didapati direkod dan cara informasi diguna untuk tujuan kajian ini. Borang ini adalah penting untuk anda bahawa anda memahami tujuan penglibatan anda dalam kajian ini serta bersetuju terhadap syarat-syarat yang akan dinyatakan di bawah:

- Satu transkrip akan dijana selepas sesi temuduga selesai.
- Satu transkrip akan dihantar kepada anda dan anda diberi peluang untuk membuat penyesuaian jika terdapat mana-mana fakta yang mempunyai kesalahan.
- Transkrip yang didapati akan dikaji oleh Phang Biao Li, pengkaji untuk projek ini.
- Akses terhadap transkrip ini hanya dihadkan kepada Phang Biao Li dan ahli-ahli akademik yang terlibat dalam proses kajian ini.
- Sebarang ringkasan informasi dan petikan langsung yang didapati melalui sesi temuduga ini akan diterbitkan dari aspek akademik. Nama serta informasi peribadi anda tidak akan dipaparkan dalam sebarang penerbitan.

Perjanjian Penggunaan Petikan

Saya faham bahawa semua pertuturan dan jawapan yang saya memberi boleh diguna atau dipetik secara langsung dalam projek ini. Sila tanda (/) pernyataan yang anda bersetuju di bawah:

	Saya berharap dapat membaca sebarang nota, transkrip, atau data yang didapati dalam kajian.
	Saya bersetuju untuk dipetik secara langsung.
	Saya bersetuju bahawa nama saya tidak akan diterbit dan nama samaran akan diberi kepada saya.
	Saya bersetuju bahawa pengkaji boleh menerbit sebarang petikan yang saya menjawab dalam sesi temuduga.

Semua atau sesetengah kandungan yang didapati menerusi sesi temuduga ini bertujuan untuk:

- Mencapai matlamat projek ini seperti yang dinyatakan di atas.

Dengan menandatangani boring ini, saya bersetuju bahawa;

1. Saya menyertai projek ini secara bersuka-rela. Saya juga memahami bahawa saya berhak untuk tidak menyertai dan menghentikan temuduga dalam bila-bila masa;
2. Transkrip yang dijana boleh digunakan untuk tujuan projek seperti yang dinyatakan di atas;
3. Saya sudah membaca semua pernyataan di atas;
4. Saya tidak berharap untuk menerima sebarang penghargaan atau pembayaran dalam penyertaan untuk projek ini;
5. Saya berhak untuk mendapat satu salinan transkrip dan membuat pengubahsuaian yang bersesuaian serta sebarang pernyataan yang melibatkan isu-isu peribadi sulit;

Nama peserta: _____

Tandatangan peserta: _____ Tarikh: _____

Tandatangan pengkaji: _____ Tarikh: _____

Kajian ini telah disemak dan diluluskan oleh Faculty Arts and Social Science, UTAR. Jika anda mempunyai sebarang pertanyaan, sila menghubungi:

Nama pengkaji: PHANG BIAO LI

Nombor telefon: 016-2530225

E-mel: teachislife95@1utar.my

Appendix G

UNIVERSITI TUNKU ABDUL RAHMAN

INTERVIEW CONSENT FORM FOR ESL TEACHERS

RESEARCH PROJECT TITLE: MODERN VERSUS TRADITIONAL: VISUAL AIDS IN THE TEACHING OF ENGLISH VOCABULARY AMONG FORM 1 ESL STUDENTS

RESEARCH INVESTIGATOR: PHANG BIAO LI

RESEARCH PARTICIPANT'S NAME:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

The interview will take about 15 to 30 minutes. There are no risks anticipated that are associated with your participation, but you have the right to stop the interview or withdraw from the research at any time.

Thank you for agreeing to be interviewed as part of the above research project. Ethical procedures for academic research require interviewees to explicitly agree to being interviewed and how the information contained in their interview will be used. This consent form is necessary for the researcher to ensure that you understand the purpose of your involvement and that you agree to the conditions of your participation. Would you therefore read the accompanying information sheet and then sign this form to certify that you approve the following:

- A transcript will be produced upon the completion of the interview.
- A transcript will be sent to you and you will be given the opportunity to correct any factual errors.
- The transcript of the interview will be analyzed by Phang Biao Li as researcher investigator.
- Access to the interview transcript will be limited to Phang Biao Li and academic colleagues with whom he might collaborate as part of the research process.
- Any summary interview content, or direct quotations from the interview, that are made available through academic publication or other academic outlets will be anonymized so that you cannot be identified, and care will be taken to ensure that other information in the interview that could identify yourself is not revealed.

Quotation Agreement

I also understand that my words may be quoted directly. With regards to being quoted, please initial next to any of the statements that you agree with:

	I wish to review the notes, transcripts, or other data collected during the research pertaining to my perception.
	I agree to be quoted directly.
	I agree to be quoted directly if my name is not published and a made-up name (pseudonym) is used.
	I agree that the researcher may publish documents that contain quotations by me.

All or part of the content of your interview may be used;

- To achieve the research project as noted above.

By signing this form I agree that;

9. I am voluntarily taking part in this research project. I understand that I don't have to take part, and I can stop the interview at any time;
10. The transcribed interview or extracts from it may be used as described above;
11. I have read the information sheet;
12. I don't expect to receive any benefit or payment for my participation;
13. I can request a copy of the transcript of my interview and may make edits I feel necessary to ensure the effectiveness of any agreement made about confidentiality;

Participant's name: _____

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Contact information

This research has been reviewed and approved by the Faculty of Arts and Social Science, UTAR. If you have any further questions or concerns about this study, please contact:

Name of researcher: PHANG BIAO LI

Telephone number: 016-2530225

E-mail: teachislife95@1utar.my

UNIVERSITI TUNKU ABDUL RAHMAN

BORANG PERSETUJUAN MENEMUDUGA UNTUK CIKGU BAHASA INGGERIS

TAJUK KAJIAN: MODEN VS TRADISIONAL: PENGGUNAAN VISUAL DALAM PEMBELAJARAN PERKATAAN BAHASA INGGERIS DI KALANGAN PELAJAR TINGKATAN 1 ESL

NAMA PENGKAJI: PHANG BIAO LI

NAMA PESERTA:

FACULTY OF ARTS AND SOCIAL SCIENCE

BACHELOR OF ARTS (HONS) ENGLISH EDUCATION

Sesi temuduga ini akan mengambil masa kira-kira 15 hingga 30 minit. Tiada risiko yang dijangka akan berlaku sepanjang penglibatan anda dalam sesi ini. Walaubagaimanapun, anda berhak untuk menghentikan sesi ini atau menarik diri daripada kajian ini pada bila-bila masa.

Terima kasih kerana anda sanggup menyertai sesi menemuduga ini. Sebagai syarat untuk memenuhi prosedur etika, semua peserta harus bersetuju untuk ditemuduga, bagaimana informasi yang didapati direkod dan cara informasi diguna untuk tujuan kajian ini. Borang ini adalah penting untuk anda bahawa anda memahami tujuan penglibatan anda dalam kajian ini serta bersetuju terhadap syarat-syarat yang akan dinyatakan di bawah:

- Satu transkrip akan dijana selepas sesi temuduga selesai.
- Satu transkrip akan dihantar kepada anda dan anda diberi peluang untuk membuat penyesuaian jika terdapat mana-mana fakta yang mempunyai kesalahan.
- Transkrip yang didapati akan dikaji oleh Phang Biao Li, pengkaji untuk projek ini.
- Akses terhadap transkrip ini hanya dihadkan kepada Phang Biao Li dan ahli-ahli akademik yang terlibat dalam proses kajian ini.
- Sebarang ringkasan informasi dan petikan langsung yang didapati melalui sesi temuduga ini akan diterbitkan dari aspek akademik. Nama serta informasi peribadi anda tidak akan dipaparkan dalam sebarang penerbitan.

Perjanjian Penggunaan Petikan

Saya faham bahawa semua pertuturan dan jawapan yang saya memberi boleh diguna atau dipetik secara langsung dalam projek ini. Sila tanda (/) pernyataan yang anda bersetuju di bawah:

	Saya berharap dapat membaca sebarang nota, transkrip, atau data yang didapati dalam kajian.
	Saya bersetuju untuk dipetik secara langsung.
	Saya bersetuju bahawa nama saya tidak akan diterbit dan nama samaran akan diberi kepada saya.
	Saya bersetuju bahawa pengkaji boleh menerbit sebarang petikan yang saya menjawab dalam sesi temuduga.

Semua atau sesetengah kandungan yang didapati menerusi sesi temuduga ini bertujuan untuk:

- Mencapai matlamat projek ini seperti yang dinyatakan di atas.

Dengan menandatangani boring ini, saya bersetuju bahawa;

6. Saya menyertai projek ini secara bersuka-rela. Saya juga memahami bahawa saya berhak untuk tidak menyertai dan menghentikan temuduga dalam bila-bila masa;
7. Transkrip yang dijana boleh digunakan untuk tujuan projek seperti yang dinyatakan di atas;
8. Saya sudah membaca semua pernyataan di atas;
9. Saya tidak berharap untuk menerima sebarang penghargaan atau pembayaran dalam penyertaan untuk projek ini;
10. Saya berhak untuk mendapat satu salinan transkrip dan membuat pengubahsuaian yang bersesuaian serta sebarang pernyataan yang melibatkan isu-isu peribadi sulit;

Nama peserta: _____

Tandatangan peserta: _____ Tarikh: _____

Tandatangan pengkaji: _____ Tarikh: _____

Kajian ini telah disemak dan diluluskan oleh Faculty Arts and Social Science, UTAR. Jika anda mempunyai sebarang pertanyaan, sila menghubungi:

Nama pengkaji: PHANG BIAO LI

Nombor telefon: 016-2530225

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