

THE EFFECTIVENESS OF USING VIDEO PHONEMES ROUTINE TO ENHANCE NA1 LINUS PUPILS TO RECOGNIZE THE SOUND OF LETTERS

Muhammad Hassan Basri AbdulAziz¹

Faculty of Education,
Universiti Kebangsaan Malaysia (UKM), Malaysia
(Email: basri3107@gmail.com)

Prof. Dato' Dr. Mohamed Amin Embi²

Faculty of Education,
Universiti Kebangsaan Malaysia (UKM), Malaysia
(Email: m.amin@ukm.edu.my)

Dr. Harwati Hashim³

Faculty of Education,
Universiti Kebangsaan Malaysia (UKM), Malaysia
(Email: harwati@ukm.edu.my)

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Abstract: *The usage of video routine in teaching the sounds of letters in an ESL primary school classroom can be an innovative and engaging tool compared to the conventional teaching of phonemes using pictures and non-native English speakers in introducing new phonemes. Teaching year one weak pupils might need this kind of teaching, and it is more alarming if the majority of the pupils in the class are the LINUS Non-Achiever Level 1 (NA1) pupils who did not recognize the sounds of the letters. To resolve this, the Video Phonemes Routine was chosen as an alternative tool to introduce phonemes to the weak (NA1) students. This method uses the technology tools such as LCD projector, audio speaker and any suitable phonemes video as a daily routine in the classroom. The usage of the video phonemes as a routine managed to allow two-way interactions of sights and sounds for the non-native speakers to identify the phonemes of letters. This study uses the quasi-experimental research. The participants of this study consist of 20 pupils from a school in Jalan Kuchai Lama, Kuala Lumpur. This research uses two instruments: using test and giving questionnaire to the pupils. It is proper to report when students were taught using the Video Phonemes Routine, as there was a significant increase in student's ability to recognize the phonemes of the letters.*

Keywords: *Video, Phonemes, Routine, LINUS, NA1(Non-Achiever Level 1)*

Introduction

According to Lialikhova (2014), the life of 21st century pupils in today's world is saturated with technology. Therefore, it seems important that teachers nowadays should know how to use digital equipment in teaching and learning. The use of standardized and content-controlled video in an ESL primary school classroom can be an innovative and engaging tool in introducing new phonemes. In this current situation, the usage of the video phoneme as a routine had fulfilled the needs of the current generation's way of learning. Besides that, Seery (2015, as cited in Hofstad) mentioned that studies conducted on the usage of videos in teaching and learning have shown that they potentially can be more efficient in conveying information to students than the traditional lecture counterpart. In the teaching of English language as a second language, the role of video phoneme routine is even more essential. This is because the pupil at this age is not suitable to learn everything overtly due to their level of mind. Moreover, this situation is more alarming if most of the pupils in the class were the LINUS Non-Achiever Level 1 (NA1) pupils who did not recognize the sounds of the letters. Shalaway (1998, Activity Works, 2012), as the usage of routine make the teaching and learning in classroom becomes easier by helping teachers to save valuable classroom time and said that the usage of routines had become the backbone of daily classroom life. Thus, implementing it in the classroom will help to provide various advantages to the pupils. When the video phonemes routine is taken into account in teaching and learning, it acts as one if the catalyst to attract the pupils to learn the sound of the letters in an interesting way. According to Hayes (2001), by using routine in the classroom, it ensures the pupils to get effective direct instructional as well as inserting the element of excitement throughout the lesson. Besides that, Harper (2015) stated that routines are a kind of teacher directed part in schools that act as the backbone of the teaching practice of any school today. The pupils can learn the phonemes unconsciously while singing and dancing happily in the classroom. It creates a positive learning atmosphere where the pupils can learn the phonemes without any pressure, rather than by using traditional way by forcing them to drill and memorizing the sounds without considering the pupil's feelings and interest to learn.

Statement of The Problem

In past years, the performance of year one pupils in the LINUS program was quite unpredictable. This is because it depends on the English language competence of the pupils to enter the school as a year one student. Besides the lack of English language skills, there is also the issue when some of the pupils who did not know how to read and even worse some of them do not even recognize the letters shown by teacher. This could be happening due to the ignorance of the parents, the inefficient of the kindergarten or the pupils had forgotten what they had learnt. In order to overcome this issue, the usage of the video phoneme routine was implemented during the teaching and learning process. Therefore, there is a need to present the data of using the video phoneme routine in order to show the changes that happened to the NA1 pupils' phonemes recognition.

Significance of The Study

This research will prove that the video phoneme routine will help to improve NA1 LINUS pupils to recognize the phonemes. I am positive that the usage of the video phoneme routine would help the pupils to know the sound for each letter. In this study, the investigation to know whether the method of using video phoneme routine is capable to improve NA1 LINUS pupils to recognize the sound of letters. Besides that, the implementation of the video phoneme routine in the classroom can be further improved by letting the pupils to learn through video shown in the class. This research indirectly shows the way to the educators to

make the quality of their teaching practices in the classroom. It allows allow teachers to have new insights in teaching narrative writing effectively. Looking at this point, this study allows me to reflect on the current situation which is specifically Malaysian primary ESL classroom and strive to mend the flaws for the betterment of education.

Literature Review

The fulfilment of the PPIMI program in the Malaysia education system is one of the greatest examples that can be shown to point out the seriousness level of having English as the second language in Malaysia. Looking through at this point, the effort to enhancing English as the second language must be concomitant with the vast growing of the usage of the modern technology in Malaysia. For that, the usage of ICT tools such as internet and video are eagerly being promoted to be used by the Malaysian academician in order to obtain a better learning process for the pupils.

Reading Skills

One of the prominent skills that one must have is the skill of reading. It is understood that reading is actually one of the four important skills which is one of the essential competences of a person in the process of learning English (Bharathi Naidu, Marshal Briewin & Mohamed Amin Embi, 2013). Indeed, reading is one of the processes of uplifting one level of knowledge, but it is known that if readers always try to understand all information in a text, they tend to get their mind to become confused. According to Rice (2009; as cited in Bharathi Naidu, Marshal Briewin & Mohamed Amin Embi, 2013), reading is actually a process of interaction between the reader with the reading materials in order for that particular reader to get the meaning of the reading text. Besides that, according to Hassan (2005; as cited in Melor Md Yunus et. al, 2013) reading can be understand as the intention of building meaning by a person. If it is known that, without that criterion, that manner cannot be called as an act of reading. Furthermore, during reading process takes place, one will try to pick up as many as information as one can get continuously. Thus, in order to connect all that gathered input, one must try to remember only the important things in the mind, adjust the funds of the knowledge for the purpose of incorporating new ideas or interpret them in other way. Besides that, reading the text in between the lines is known to be one of the ways to get at a deeper understanding and evaluate the information and the gained ideas.

Phoneme of Letters

Phonemes of letters or the sounds of each of the alphabet can be understood as the smallest unit of sound. Moreover, in schools, to learn phonemes is one of the listed to do by teachers in the content standard. In fact, phonemes are taught to pupils at least once in every week in their classroom (SchoolRun.com, n.d). Besides that, the ability to recognize phonemes of letters can help to improve fluency of text reading. This can be seen from the past research converge that had been done by the researcher. That is why; it can be declared that the phonemic awareness is one of the fundamental contributors to the early decoding and the recognition of words (Melby-Lervåg, Lyster, & Hulme, 2012).

LINUS Program in Primary Schools

According to Chew (2015), LINUS is a program that has been implemented by the Ministry of Education in every primary school in Malaysia. This program has the vision to improve the level of literacy and numeracy competence of the pupils in year 1, year 2 and year 3 since the year 2010. According to the feedbacks and response from the pupils, this program was to be said as a program that can give positive improvements for the pupils. Therefore, most of

the respondent said that LINUS program should be continued with full support from other party as well such as the parents and the community around the school. This is said to be so because of the effectiveness of the program that the pupils saw that need to be continued in order to produce young generation who is effective in their reading competence.

Videos as A Teaching Tool

Indeed, teachers’ nowadays must quickly try to adapt with the current needs of the pupils in this new millennium generation in schools. Today’s pupils in school are keen to learn via advanced way of teaching in the classroom. That is the reasons why most of research that had been conducted had found that it is effective to use the ICT tools such as video in order to teach the pupils in class. By using video teachers can help increase the pupils to improve their knowledge better. Other than that, pupils should also be encouraged to take part in the attainment of need knowledge by using the video as learning tools (Kashi & Doost, 2015). Besides that, according to Vidal (2014), the usage of videos for teaching and learning were motivating for the pupils. It promotes the use of ICTs to the pupils and act as a source that brought real life situations into the classroom. Moreover, according to Hay (2017), by using video in teaching and learning, it would give the pupils to experience an authentic and best way of learning when it came to be learning such as grammar and pronunciation and that way it would deliver more information for the pupils.

Classroom Routine Usage

In the class, must-do-things that had been repeated every day before the teacher start the learning process in the classroom such as reading the classroom rules aloud or doing several exercises are well known by everyone to be called as a classroom routine. According to Shalaway (1998, Activity Works, 2012), the usage of routines had become one of the important things-to-do daily in the classroom because it helped teachers to run the process of teaching and learning in classroom by helping teachers to save valuable classroom time and make the pupils to learn easier and achieve. Other than that, it gives the teachers to pace the practice and gives rapid feedback on the performance to all the pupils in the classroom. Then, according to Hayes (2001), by using the routine in the classroom, it can ensure the pupils to get effective direct instructional as well as inserting the element of excitement throughout the lesson. Besides that, Harper (2015) stated that routines are a kind of teacher directed part in schools that act as the backbone of the teaching practice of any school today. Hence, it portrays the intention of this study where it manifests on the usage of a video phoneme as a daily routine for the year 1 weak pupil.

Table 1: NA1 LINUS Pupil’s Test Results

No.	Pupils	Pre-Test	Post-Test	Score Difference
1.	A	0	4	4
2.	B	0	4	4
3.	C	0	3	3
4.	D	1	4	3
5.	E	0	4	4
6.	F	1	4	3
7.	G	2	4	2
8.	H	1	4	3
9.	I	1	3	2
10.	J	0	4	4

11.	K	1	4	3
12.	L	2	4	2
13.	M	1	4	3
14.	N	1	4	3
15.	O	1	4	3
16.	P	1	4	3
17.	Q	2	4	2
18.	R	2	4	2
19.	S	2	4	2
20.	T	2	4	2

Source: Results from The Pre-Test and Post-Test.

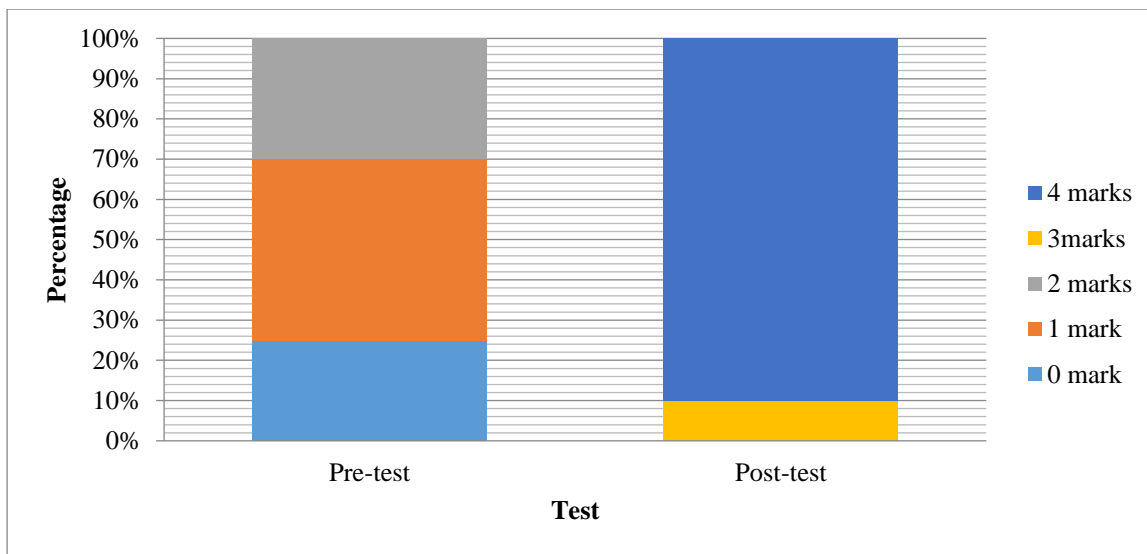


Figure 1: NA1 LINUS Pupil's Tests Results

Source: Results from The Pre-Test and Post-Test

Discussion

The LINUS Program

LINUS is a program that has been implemented by the Ministry of Education in every primary school in Malaysia (Chew, 2015). This program had given to most of the involved pupils with many positive results. However, according Fardy Bunga (2018) had reported in Berita Harian on 30th November 2018, that the LINUS program that had been implemented since 2009 was announced recently by the government not to be continued anymore starting from the year 2019. The schools will operate their own program in improving pupil's competence in learning. This announcement had shocked many people including the teachers and the parents because it was thought by many that LINUS program was relevant and should be continued as it had gained the understanding and support from everyone. But it does not change the reality that the LINUS program will be no more starting in 2019. Although the program will no longer executed, the problems that the NA1 pupils are facing still need to be solved and nurtured by the teachers in schools. Regardless what kind of new program that might replace the previous one, teachers need to be well prepared and stay focus in handling the situation. The NA1 pupils were the group of pupils who needed help in recognizing phonemes of letters. As the pupils had been exposed with the video phoneme routine, they

managed to show some progress. From the result of the test, it shows that the pupils were doing great. There were 5 pupils that got 0 marks for the pre-test. But, after the intervention had been implemented there were no pupils that got 0 marks. In fact, there were 18 participants that manage to score full marks. While the other 2 pupils just got only one question incorrect. From here, it shows that, although the LINUS program were no longer be continued in schools, but the culture of innovation and problem solving that the teachers had learnt from the program, must be nurtured and continued.

NA1 Reading Competence

It is true that reading processes can help to improve the cognitive skills of a person, however in the case of the NA1 LINUS pupils, it is a known fact that the pupils need more guidance and attention from the teachers as had tried their best to improve their reading skills. According to Bharathi Naidu, Marshal Briewin & Mohamed Amin Embi (2013), one of the important skills that one must acquire is the reading ability. This is because reading is known to be one of the important knowledges the must good at in order to learn the English language. The NA1 pupils were the group of pupils who need help in recognizing the lowest level of the reading competence which is the recognition of the sounds of letters. According to the findings, the results of the post-test had shown that the pupils had managed to improve themselves as they had been exposed to the video routine in learning phonemes. From this occurrence, it gives the hope for many people to see that the effort that had been given to the pupils were effective in helping the reading ability of the pupils. When the pupils had the chance to improve their reading, it might help them to reach more improvement in their cognitive development. According to Rice (2009; as cited in Bharathi Naidu, Marshal Briewin & Mohamed Amin Embi, 2013), reading is actually a moment of linking between the mind of a person who is reading, with the input that he or she is reading.

Video Usage in Teaching and Learning

Nowadays, teachers were encouraged to teach the pupils in the classroom using an advance teaching material. An advance teaching material here are meant teaching by using teaching aids such as educational games, computers and videos. The usage of videos in teaching the pupils the sounds of letters were the main focus of this paper. Apart from using video as a teaching tool to teach the pupils phonemes, its way of implementation had been improvised to be used as a routine in the classroom. According to Vidal (2014), the usage of videos in the classroom for teaching and learning were able to motivate for the pupils in the process. Besides that, it brings more positive returns as the usage of the technology such as laptops, LCD projectors, speaker and others had exposed the ICTs to the pupils and act as a source that brought real life situations into the classroom. Moreover, Hay (2017) had mentioned that, by using video in the classroom, it would give the pupils to learn better as it would deliver more information for the pupils. Furthermore, the pupils should also be encouraged to take part in the attainment of need knowledge by using the video as learning tools (Kashi & Doost, 2015). That was the reason why the pupils were so energetic and happily dancing as the usage of the video had been utilized when teaching the phonemes. According to the findings, most of the pupils had given a full score when they were asked whether they had enjoyed the lesson. Through the responses from the pupils it is clear the usage of the video in the teaching and learning process was relevant as it can boost the efficiency of the learning process.

Use Routine to Teach Phonemes

Phonemes is one of the crucial parts of reading that had been always been taken seriously by the teachers based on the content standard. An addition, one of the suggestions that had been

put into was to ensure that the sounds of letters are taught once to pupils in the classroom for every week (SchoolRun.com, n.d). By looking this matter in the same perspective, a step to teach phonemes by using routine was inspired in this research. The usage of routines managed to help teachers to save time in their teaching and make the pupils to learn easier and fun to go through the process of learning in classroom. Hence, it had become one of the important things-to-do daily in the classroom by most teachers (Shalaway, 1998; Activity Works, 2012). In this research, it can be said that the usage of routine in teaching the pupils phonemes had been an effective tool to be used. According to the findings, the mark of the pupils in the post-test was better compared to the marks before the intervention. Moreover, through the questionnaire responses, it can be said that the pupils had shown their confidence in answering the question in the test after the intervention was exposed to them. During the lesson by using routine, it managed to make the atmosphere of the class to be alive as the pupils had been expecting to do something fun. As the pupils waited for the routine to happen, this had made the pupils mind to be more focused and active. It brings the chance for new input to be learned by the pupils. This is in line with Hayes (2001), as he said that by using the routine in the classroom, it can enable the pupils to obtain effective direct instructional as well as inserting the element of excitement throughout the lesson. Thus, making routines to be a kind of teacher's helpful teaching method in schools that act as the backbone of the teaching practice of any school today (Harper, 2015).

Conclusion

Through this study, the usage of the video phoneme as a daily routine had made it possible for teachers to help the NA1 pupils in their ability to know and memorize the phonemes of the letters during the teaching-learning process. It is a well-known fact that the usage of video is not a new thing in today's classroom, it had been a big struggle for the teachers to apply this teaching tool in the classroom, due to the technical limitation that a particular school have. But as a teacher, one must try their best in putting the effort in teaching the pupils. Moreover, teacher nowadays must realize the importance of using the correct routine in their teaching in order to get the expected result to happen. A good understanding of the usage of the right routine is needed in today's teaching and learning. According to Wilson and Wallace (2000; Fatma Ahmed, 2014), as they had stated that the usage of videos in the classroom can increase the pupils interest to learn. Moreover, they also said that it can create a learning pleasure to the pupils to be more focus during the learning process. Moreover, according to Hay (2017), by using video in the weak pupils the phonemes of letters, it would let the pupils to feel the authenticity and the best version of learning knowledge.

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