Teaching Vocabulary Strategies using Adjective for Primary School Learners

Poorna Kunabalan, Madya Melor Md Yunus

*Abstract***:** *In line with the set direction towards Education Transformation 2013-2025, by Malaysian Education Ministry's, English language proficiency has been prioritized ensuring teaching and learning of ESL towards primary school learners being taught correctly. The objective of this research is to identify the usefulness of grammar strategies using adjectives in assisting pupils. Teaching vocabulary using grammar techniques using adjectives to the primary school learners applies practical and effectiveness strategies to gain adequate vocabulary. A total of 30 Year 4 pupils in Sekolah Kebangsaan Seksyen 2 Bandar Kinrara, Puchong, Selangor participated in this case study. The research instruments used for this study were diagnostic test, two questionnaires, three grammar lessons and three grammar activities using short stories. The diagnostic test was used to identify the weakness of the participants in the vocabulary items. The first questionnaire was given to identify the pupils' interest in reading materials. Then, three lessons were carried out together with three activities for each lesson respectively. Finally, another set of questionnaires was dis- tribute to the participants to determine the best strategies that the pupils' preferred. Results from the findings indicated that the pupils showed improvement and interest in attempting the activities. Proper planning and teaching together with the correct usage of strategies and techniques can bring changes in pupils' vocabulary knowledge. Based on the findings, recommendations were given for further research, so that, the field of education can be expanded, and more research can be done.*

*Index Terms***:** *adjectives, vocabulary, strategies, case study, activities*

I. INTRODUCTION

The goal of the English Language for schools is to help the pupils acquire the language so that they can use it in their everyday life. Teachers can guide learners in their vocabulary learning, not just by providing materials but by enabling them to understand the alternative way of learning, and to help them to do so more efficiently, more effectively and, hopefully, more enjoyably than present (Deconinck et al.,2010).This research aims to test the various strategies, such as, STAR Model, After Reading Card, Implicit Vocabulary Instruction (Context Skill), Vocabulary Notebooks/Journals and PAVE Strategy (Predict, Consult and Remember). Vocabulary is an inseparable part of language learning process. In the Curriculum for Primary Schools (KSSR), vocabulary is being emphasized and given priority.

This is because enough vocabulary is important to aid pupils' understanding. Furthermore, it helps pupils in answering respective questions in their UPSR Paper 1 examination. it is crucial that pupils apply practical and effective strategies to gain adequate vocabulary. Pupils should be able to make use ways that suit them in getting the vocabulary. According to Melor Md Yunus, Ainil Sulaiman, Mohd Hasrul Kamarulzaman and Noriah Mohd Ishak (2013), Malaysian primary ESL learners hold low English literacy levels and they have to face various cultural and linguistic challenges while acquiring English language in Malaysia. They face difficulties in using adjectives as they mostly think in and use the pattern of their first language (L1) rather than the second language (L2) (Omar, 2012).transferring, the data owner can dole out various time guides needs toward clients when they needs to get to the time-sensitive information that is transferred to the cloud. While re-distributing information into thecloud,

II. PROBLEM STATEMENT

Pupils come to class with incredibly fluctuating vocabularies. Understudies who originate from homes where spoken and composed vocabularies are restricted will know fewer words than students who originate from homes where an introduction to a wide scope of vocabulary is normal. Landing in class with a little vocabulary does not anticipate disappointment but rather it is just featuring the need to take in more vocabulary. Thus, for those who are not familiar with the words, they find them meaningless and will lose their interest in their lessons, especially in the early stages as they will face difficulties when using the language. In relation to the statement above, pupils in Year Six face problems when answering UPSR examination because of limited vocabulary.Likewise, there are various systems, strategies, and activities to educate vocabulary. Thus, training vocabulary ought to comprise of encouraging explicit words as well as outfit students with techniques important to grow their vocabulary. Referring to the study by "Peter Lee Pui Weng, Melor Md Yunus, Mohamed Amin Bin Embi "Low proficiency in English among students has been a significant issue in our education system. The debate on students' inability to grasp the English language even after ten years of both primary and secondary education continues to be a hot topic among scholars (Nor Hahsimah, Norsimah & Kesumawati 2008). Numerous possible strategies have been implemented by our Ministry of Education to tackle this problem yet to no avail. Hence, some researchers have changed their direction into investigating learners' learning strategies preference.

III. LITERATURE REVIEW

Baleghizadeh and detail. (2011) as in FahimahMiramali (2013) expressed that "there are numerous procedures utilized by educators in encouraging vocabulary and they can enhance their students ' information of vocabulary by helping them in building an expansive number of words to look over whenever they need to pass on their planned message in various settings. Familiarizing English learner pupils with valuable techniques is fundamental for them to extend their vocabulary learning. Pupils who are roused and have enthusiasm for learning the dialect will attempt any technique to enhance their insight. Sara.M, Bahman.G, abdolreza.P, 2013, called attention to "Late research on second dialect vocabulary learning affirms the incredible commitment of perusing to accidental vocabulary learning (Nagy, Anderson, and Herman, 1987), "Amid perusing, new word implications are determined and adapted despite the fact that the reason for existing isn't the learning of new vocabulary)'" (Swanbom and de Glopper, 2002, pp. 95-6). As a result of the huge job and impact of vocabulary in dialect learning, a few examinations have been finished by instructive scientists around there, e.g Hussain Abdulhay, 2015, has uncovered that "vocabulary obtaining can be best imagined as a procedure in which L2 students arrange word significance from a content dimension to a word level. As indicated by Ilyana Jalaluddin, Melor Md Yunus, Hamidah Yamat (2011), the impact of in- structure's direction in extemporizing non-urban students' abilities in composing had demonstrated members' movement regarding vocabularies amid the educator variable intelligent methodology by means of composing process approach.

A critical part of a solid vocabulary program is to connect with understudies in adopting new words. Pupils should to talk about the terms they are learning through helpful learning exercises. At long last, understudies should play with words utilizing testing and drawing in vocabularyrecreations. Teachers ought to choose which systems to offer consideration regarding and how much time they must spend on preparing. To get a look at the technique's students, require and the ones they are presently utilizing understudies ought to be solicited to draw up a rundown from methodologies they utilize to learn English words in little gatherings. They report their rundowns to the class. The students and the instructor can at that point, cooperatively build a rundown of systems the students utilize. After this meeting to generate new ideas, the educator can choose what techniques students need and need most. The educator should demonstrate the technique for the students. At that point the means in the system ought to be drilled independently. Students are requested to apply the methodology in sets while helping one another. They report back on the utilization of the means. The instructor screens and gives input on students' control of the systems. She or he likewise deliberately tests students on procedure use and gives them criticism. Students give an account of the trouble and achievement in utilizing the system outside of the classroom and they request educators' assistance and guidance on their utilization of technique (Country, 2001).

Teachers should likewise recognize that some run of the mill vocabulary learning techniques like utilizing journals, word reference and development practices like semantic mapping are very painful and will be presented as ahead of schedule as could be expected under the circumstances. Students can compose the words they experience on their vocabulary scratch pad and include L2- L1 interpretation or elective information they step by step gain seeing the words, for example, collocations, semantic affiliations, recurrence counts, roots, and inferences. Students are reminded to experience their notepads oftentimes to highlight more data and execute what they officially recorded. (Schmitt and Schmitt, 1995), The vocabulary note pad may then capacity an important asset. In this way, educators may initially need an evaluation of student's conviction with respect to vocabulary learning techniques thus endeavor to encourage them well-ordered comprehend the value of elective sorts of strategies. conceal the entire characteristic rather than just in part concealingtheattributevalues.Inaddition,thisdon'tlimitour technique to a few particular access structures. The fundamentalthoughtthattoexpresstheaccesspolicyinLSSS gettostructure(M, ρ)whereMisaaccesspolicymatrixandρ coordinates each column M_i of the network M to a trait [11], and shroud the characteristics by basically expelling the property coordinating capacity ρ. Without the attribute matching function ρ, it is important to plan an ascribe restriction calculation to assess whether a characteristic is in the access policy and if so the right position in the access policy. In the proposed strategy utilizes a ABF to findcredits to unknown access approach, that can spare a great deal of capacity overhead and calculation cost particularly for substantial universe.

IV. RESEARCH METHODOLOGY

To attain data that will give insights on vocabulary strategies used by SK. Seksyen 2 Bandar Kinrara pupils, an appropriate and relevant approach and procedure were planned. The instrument whichwas used in this research were the diagnostic test, questionnaire, lessons, activities and feedback form. Based on the diagnostic test, treatments were carried out on the participants before the activities were evaluated. The research is a case study research design. The researcher observed the English Language teaching session to obtain an overall view of the participants' performance in the class. Then, a diagnostic test was given to the participants to test their vocabulary. Later it was followed by a set of questionnaires on participants' preference regarding the types of stories that they like to read. This was followed by activities which were given while the five lessons were carried out. During this period the researcher also observed the pupils' participation in the classroom. Finally, a set of feedback form was given. This was to determine the participants' preference on the type of strategy that they liked which also indicated the effectiveness of the study. The population of Year 4 pupils in SK Seksyen 2

Bandar Kinrara comprises 138 pupils. Out of the total enrolment of Year 4 pupils, one class of 30 pupils were involved in the research as participants. The method used to choose the participants were known convenient sampling. The class chosen to do the research was an average class where the pupils' competence in the language is acceptable. The effectiveness of vocabulary strategies in short stories to teach adjectives was based onthis class. It is believed that this research will help them to

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V. RESULT AND FINDINGS

The research has been carried out on a group of 30 participants of SK Seksyen 2 Bandar Kinrara. In order to gain information and data, a diagnostic test and activities were conducted to make comparison, whether the participants vocabulary on adjective improved using various strategies and short stories this will be determined by the activity scores that they obtained after treatment.

The collected data was analyzed and presented graphically in the form of tables and figures,followed by a description of that summary of data and finally a general discussion based on the significant findings observed from that summary of data in relation to that research questions. Then findings are structured in a clear and easily understood manner so that the reader will be able to comprehend the data.

This is because the activity was interesting, and it motivated the participants to take part actively? This strategy had proved that learning through games can stimulate the participants' memory towards a better learning environment.
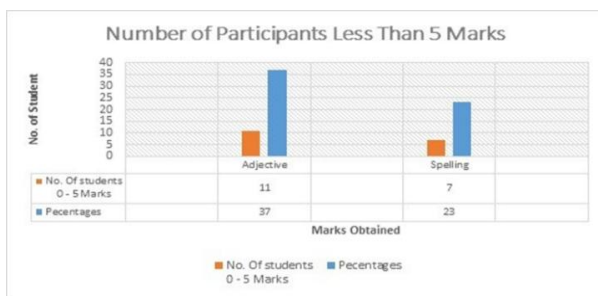

FIGURE 1. Number of participants who scored less than 5 marks

This activity can be used with participants of any level or age. It is a lively activity therefore, as it is suitable mainly for passive participants. With two spirited groups it would be better to carry out the activity at the end of the lesson, since it can be tough to calm the participants down However,

activities in groups are always noisy so, it is advisable to set firm rules beforehand. It is important to remind the participants to be careful about the laminated cards
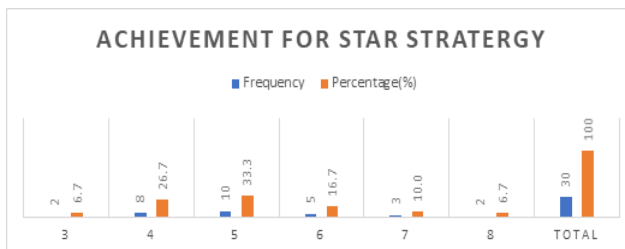
A. Pre- Data Gathering

B. Post

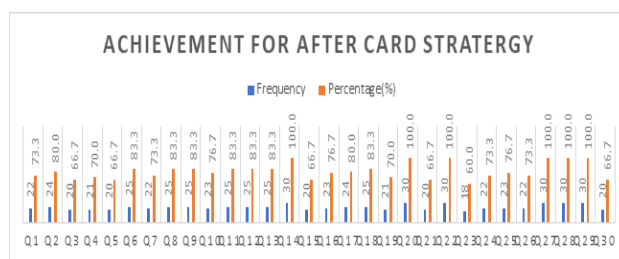**FIGURE 2. Frequencies and Percentages for Marks Scored**

FIGURE 3. Frequencies Achievement for After Reading Card Strategy

VI. DISCUSSION

Based on the findings of this research, the researcher found that participants have shown improvements after the lessons and activities were carried out. In a way it does assist students to solve their problems in vocabulary learning Through the diagnostic test too, the researcher found that the students were lacking in adjectives as most of them scored low marks in their test. The participant was not used to the strategies or they have never come across these words before. While the teaching on going, the participants were given activities based on adjectives. Through these activities the researcher discovered that most of the participants liked to use activities where they used different methods to learn this language. This caused them to be faster in getting the meaning of the words they read. They also got the meaning right as sometimes English words might have different meanings in different context. More activities given to the participant's such as constructing sentences, matching, choosing the word that best files into each sentence in context of the short story and card games. The researcher also observed their attitudes, where 80% of them showed their interest in doing the activities in groups. Their attitudes also changed from being passive students to being active students as they enjoyed doing their activities. The researcher also observed that the participants were eager to do another activity after they had completed the first activity given. This showed that through various activities, they became very active as they tried to answer and get some rewards after completing the activities. After completing the lessons and activities, the participants' results through the

activities and scores were observed to verify the participants' interest in the vocabulary strategies after the treatment programmers.From the researcher's observation, the researcher realized that most of the participants proved that they learned better through this teaching strategies. Participants also showed the improvements in their attitudes from good to better where most of them became very active while the researcher carried out the lessons with them. After the researcher had completed the lesson with the participants, a feedback form was given to the participants to seek their opinion on the best preferred strategy. this questionnaire, the researcher also discovered that 40 % of the participants preferred the After Reading Card Game as they enjoyed themselves while learning. From here, the researcher also found that the participants were motivated in learning the language as they could understand better. They were active while doing the activities. They too showed that they were interested in learning the language as they it was not difficult to them to do the activities on their own the research also discovered that the participants could complete the activities within the time frame given. They were motivated in learning as they must answer the activities on their own. Through this observation, the researcher

VII. CONCLUSIONS

The analysis is an effort to research the effectiveness of vocabulary ways in teaching adjectives. The objectives of the analysis were to verify whether vocabulary ways may be an efficient suggests that of learning vocabulary and improve the participants' learning in adjectives and to spot the effective vocabulary strategy in teaching adjectives. The education center chosen was SK Seksyen 2 Bandar Kinrara that is set in Puchong and the communities were from medium and higher financial gain families, Vocabulary ways consists of the many ways that were utilized in learning vocabulary.Through observation of the participants' attitudes too, the research worker found that they improved in their attitudes from being keeping to being active participants as they were competitive against one another to succeed in their goal. The participants showed their full commitment whereas doing the activities given to them Through this, the participants showed their interests in learning by trying to finish the task given as fast as they may to be the primary to finish the task and won the prize offered. This proven that using vocabulary ways were an efficient strategy in teaching vocabulary supported the information collected. The interest in learning adjectives had modified the participants' attitudes from inactive participants to be the foremost active ones. The keep participants too had modified to be the active participants by collaborating within the cate- gory. Therefore, teaching and learning using vocabulary ways were simpler in teaching vocabulary to the Year 4 pupils. Learning through vocabulary methods might create the participants needing to learn the language because the methods used were concerning real-life things that the participants love. This might encourage them to learn additional and from here they're assured in mistreatment the language. Learning is fume. It helped the participants to be told and bear in mind higher no matter they'd learned. This evidenced that mistreatment numerous methods are one amongst the ways in which in teaching the language,

particularly to the participants World Health Organization board the urban areas wherever they use English reception. Blueprint (2013); Mahalingam and Yunus (2017); Saad et al. (2014); Yunus et al. (2011)

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