

A STUDY ON
ENGLISH LANGUAGE ACQUISITION
THROUGH COMPUTER-AIDED ACTIVITIES
FOR
INDIGENOUS STUDENTS

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ABSTRAK

Kajian ini memberi tumpuan kepada pembinaan bahan belajar interaktif bagi pelajar orang asli untuk matapelajaran Bahasa Inggeris. Ia bermatlamat untuk membentangkan komponen bahan belajar yang sesuai bagi pelajar orang asli, yang dinamakan IndiWare. Bagi mencapai matlamat tersebut, kajian ini menjelaskan tentang pengumpulan keperluan dan aktiviti-aktiviti reka bentuk dan pembangunan. Penyelidikan ini bermula dengan beberapa fakta tentang latar belakang kajian. Ini diikuti dengan penerangan singkat tentang pendekatan-pendekatan yang digunakan, serta diikuti dengan bahagian reka bentuk dan pembangunan IndiWare. Akhir sekali, kajian ini diakhiri dengan penemuan hasil kajian dan kesimpulan. Kajian ini membuktikan bahawa IndiWare telah diterima baik oleh pelajar orang asli sebagai satu pendekatan untuk mempelajari Bahasa Inggeris dengan berkesan.

ABSTRACT

This paper presents a study on the development of an interactive learning material for the indigenous students for the English Language subject. It aims at proposing the components of the suitable learning material for the indigenous students, which is named IndiWare. To achieve the aim, this study explains about the requirements gathering and the design and development activities. This study starts with some facts on the backgrounds of the research. It is followed with a brief explanation on the methods, and followed with a section on design and development of the IndiWare. Finally, a section concluding this paper includes the discussion of findings and the conclusion. This study found that the IndiWare has been well-accepted by the indigenous students as one of the effective learning approaches in the learning process of the English Language.

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LIST OF TABLES

Table 1.1: Relationships of learning methods and their rates of understanding.	2
Table 2.1: Stages of Second Language Acquisition	10
Table 2.2: Principles that influence the effectiveness of multimedia	19
Table 2.3: Example media types and tools for various instructional purposes	20
Table 3.1: Indigenous students' interest on colour, shape, hobby and favourite cartoon	25
Table 3.2: Activity/outcome of steps in IntView	27
Table 3.3: Summary of the procedure, apparatus and data collection techniques involved in IndiWare testing	30
Table 3.4 : Formal meetings arranged with the subjects.	32
Table 5.1: Interview transcript and the translation	49
Table 5.2: Usefulness	51
Table 5.3: Content Quality	52
Table 5.4: Interface Quality	52
Table 5.5: Overall Satisfaction	53

LIST OF FIGURES

Figure 2.1: Indigenous people groups in Peninsular Malaysia and locations	8
Figure 2.2: A Model Indicating the Effects of the Cultural and Educational Contexts on Motivation in Second Language Learning (Source: Gardner, 2007)	11
Figure 2.3 The Learning Pyramid (source: Dale, 1969)	13
Figure 2.4: Knowledge quadrants in relation to Learning Theory and Theory of Knowledge (source: Hein, 1995)	15
Figure 2.5: The Ideal Place of e-Learning (source: Helios Yearly Report, 2007)	17
Figure 2.6: Integrated model of multimedia effects on learning	18
Figure 3.1: Summary of Research Methodology	22
Figure 3.2: List of questions asked in the interview with the indigenous students	24
Figure 3.3: List of questions to identify the subjects' interest	25
Figure 3.4: Summary of steps in IndiWare development	26
Figure 3.5: Samples of the storyboard for IndiWare.	29
Figure 3.6 : Flow Chart of the prototype (IndiWare) testing	31
Figure 4.1: The storyboard for the main page	37
Figure 4.2: The storyboard for page 2 (Exercise 1: drag-and-drop)	37
Figure 4.3: The storyboard for page 5 (Exercise 2: word completion)	37
Figure 4.4: The storyboard for page 12 (Exercise 5: making comparison)	38
Figure 4.5: The storyboard for page 16 (Score display)	38
Figure 4.6: The main page of IndiWare	39
Figure 4.7: Matching exercise	40
Figure 4.8: Word completion exercise	40
Figure 4.9: Selecting farm animals	41
Figure 4.10: Clue provided for the exercise	41
Figure 4.11: Exercise on making comparison	42
Figure 4.12: Cognitive-skill question	42
Figure 4.13: Score display for IndiWare	43
Figure 5.1: Subjects work in pairs in the Access Room	45
Figure 5.2: Subjects working with their pairs to complete the activity in IndiWare	46
Figure 5.3: Subjects were focusing on the activity in IndiWare	46
Figure 5.4 Subjects requested for assistance	47
Figure 5.5: Subjects who had completed the activity were helping out the others	48
Figure 5.6: Subjects had completed the activity in IndiWare	48
Figure 5.7: Post-activity interview questions	49

LIST OF ABBREVIATIONS

Abbreviations	Complete Terminology
BTP	Bahagian Teknologi Pendidikan
CAI	Computer-Aided Instruction
CAL	Computer-Aided Learning
CBL	Computer-Based Learning
CBT	Computer-Based Training
CSUQ	Computer System Usability Questionnaire
DST	Digital Story Telling
ICT	Information And Communication Technology
JHEOA	Jabatan Hal Ehwal Orang Asli
JPN	Jabatan Pelajaran Negeri
KPM	Kementerian Pelajaran Malaysia
L2	Second Language
ELLs	English Language Learners
MOE	Ministry of Education
NGO	Non-Government Organization
NITA	National Information Technology Agenda
NITC	National Information Technology Council
PC	personal computer
RLM	Reality Learning Media
SKGTGP	Sekolah Kebangsaan Gopeng Taman Gopeng Baru
SLA	Second Language Acquisition
UPSR	Ujian Penilaian Sekolah Rendah

TABLE OF CONTENTS

Page		
	PERMISSION TO USE	I
	ABSTRACT (BAHASA MALAYSIA)	II
	ABSTRACT (ENGLISH)	III
	ACKNOWLEDGMENTS	IV
	LIST OF TABLES	V
	LIST OF FIGURES	VI
	LIST OF ABBREVIATIONS	VII
	CHAPTER ONE : INTRODUCTION	1
1.1	BACKGROUND OF STUDY	1
1.2	MOTIVATION OF STUDY	3
1.3	PROBLEM STATEMENT	4
1.4	RESEARCH OBJECTIVES	5
1.5	RESEARCH SCOPE	5
1.6	SIGNIFICANCE OF STUDY	5
1.7	REPORT STRUCTURE	6
	CHAPTER TWO : REVIEWS OF LITERATURES	7
2.1	INTRODUCTION	7
2.2	INDIGENOUS PEOPLE	7
2.3	SECOND LANGUAGE ACQUISITION	9
2.4	LEARNING	12
	2.4.1 Self-paced and self-directed learning	13
	2.4.2 Implications of Learning to This Study	14
2.5	LEARNING THEORIES	14
	2.5.1 Constructivist	14
	2.5.2 Anchored Instruction	15
	2.5.3 Implications of Learning Theories to This Study	16
2.6	eLEARNING	16
2.7	MULTIMEDIA IN LEARNING	17
2.8	CONCLUSION	21
	CHAPTER THREE : RESEARCH METHODOLOGY	22
3.1	INTRODUCTION	22
3.2	PHASE 1: INFORMATION GATHERING	23
	3.2.1 Observation	23
	3.2.2 Survey	24
	3.2.3 Interview	24
3.3	PHASE 2: PROTOTYPE DEVELOPMENT	26
3.4	PHASE 3: DATA COLLECTION AND ANALYSIS	29
	3.4.1 Subjects	29
	3.4.2 Procedure of testing	29
	3.4.3 Observation	31
	3.4.4 Interview	32
	3.4.5 Questionnaires	33
3.5	CONCLUSION	33

CHAPTER FOUR : DESIGN AND DEVELOPMENT	34
4.1 INTRODUCTION	34
4.2 PRE-DEVELOPMENT PHASE	34
4.3 DEVELOPMENT PHASE	35
4.3.1 Scripting	36
4.3.2 Storyboarding	36
4.3.3 Media production	38
4.3.4 Page production	39
4.4 CONCLUSION	43
CHAPTER FIVE : DISCUSSIONS OF RESULTS	44
5.1 INTRODUCTION	44
5.2 OBSERVATION	44
5.2.1 Pre-activity	45
5.2.2 While-activity	45
5.2.3 Post-activity	47
5.3 INTERVIEW	49
5.4 QUESTIONNAIRES	50
5.4.1 Prototype usefulness	51
5.4.2 Content quality	52
5.4.3 Interface quality	52
5.4.4 Overall satisfaction	53
5.5 CONCLUSION	53
CHAPTER SIX : CONCLUSIONS AND RECOMMENDATIONS	54
6.1 INTRODUCTION	54
6.2 SUMMARY OF FINDINGS	54
6.3 LIMITATIONS OF THE STUDY	55
6.4 RECOMMENDATIONS FOR FUTURE WORK	56
6.5 CONTRIBUTION	56
6.6 THE OVERALL CONCLUSION OF THE STUDY	57
REFERENCES	58
APPENDIX A	63
APPENDIX B	64
APPENDIX C	65
APPENDIX D(a)	66
APPENDIX D(b)	67

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF STUDY

Multimedia makes use of many digital media formats such as text, pictures, videos, and animations, and often has a non-linear structure and different interactive elements which enable users to engage with the material. During the 1980s and 1990s, there was rapid increase in commercially produced multimedia learning materials. At the same time, there are both optimism and skepticism about the pedagogical quality of the multimedia material available (Lehtinen, 2000; Zhang, Rui, Crawford, & He, 2008). In current age, the multimedia applications are still being focused by researchers. In fact, the use of multimedia has been absorbed into schools in the form of courseware. In Malaysia, all schools are provided with coursewares, developed with contents approved by the Ministry of Education (Ariffin & Norshuhada, 2008; Mohamad Majid, et al., 2003) to ensure their reliability. Moreover, the coursewares are developed by consultants to ensure professional values, in which the government of Malaysia has invested millions of Malaysian Ringgit.

Digital multimedia materials have been said to hold many promises, such as motivating for students to work with (Ayersman, 1996). Also, it is very engaging and holds the student's attention (Jonassen & Reeves, 1996). This means that when working with multimedia materials, students are concentrating on learning assignments and contents, and their task-orientation is preserved. The philosophy of multimedia which is interactive is to help in creating knowledge, besides, it should be able to act as a tool for cognitive, collaborative, and communicative by providing an atmosphere that fosters teaching and learning; in which it supports, guides, and widens the locus for thinking. With the ability to allow learners to click-and-browse; view animations, simulations, and real videos; inquiry-and-feedback; self-determined order of navigation, the interactive multimedia applications are reported by (Norhayati, 1999) as able to increase learners' rate of understanding. The comparison or learning methods in terms of the level they affect understanding rates is tabulated in Table 1.1 (Norhayati, 1999).

The contents of
the thesis is for
internal user
only

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