

## **USING “T-GAME” TO CORRECT PRONUNCIATION OF WORDS WITH /əʊ/ SOUND AMONG YEAR TWO PUPILS**

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### **Abstract**

This action research aimed to investigate the effects of using “T-game” to correct pronunciation of words with /əʊ/ sound among Year Two pupils. Apart from that, the research was carried out to improve my own teaching practices. The participants for this research consisted of six Year two pupils from SK Tarang (pseudonym) located in Kuching, Sarawak. Data were collected using two methods which were observation (checklist, field notes, audio recording) and document analysis (test paper, pupils’ feedback form). The data collected were analysed through qualitative and quantitative data analysis. The data were then triangulated using person and method triangulation. The findings showed that “T-game” had helped my Year Two pupils improve their pronunciation of words with /əʊ/ sound and I also improved my own teaching practice related to pronunciation of words with /əʊ/ sound. For further research, I would consider improving this game by adding colourful pictures into my teaching aids.

**Keywords:** “T-game”, phonics, diphthong, Year Two pupils

### **Abstrak**

Kajian tindakan ini dijalankan untuk mengkaji kesan penggunaan “T-game” dalam membetulkan sebutan perkataan yang berbunyi /əʊ/ dalam kalangan murid Tahun Dua. Selain itu, kajian ini juga bertujuan untuk menambah baik amalan pengajaran dan pembelajaran saya. Peserta kajian ini terdiri daripada enam orang murid Tahun Dua dari SK Tarang (nama samaran) yang terletak di Kuching, Sarawak. Data untuk kajian ini dikumpul melalui dua jenis kaedah iaitu melalui kaedah pemerhatian (senarai semak, nota lapangan, rakaman audio) dan analisis dokumen (ujian, borang maklum balas murid). Data yang dikumpul telah dianalisis secara kualitatif dan kuantitatif. Data juga telah disemak menggunakan triangulasi kaedah dan triangulasi sumber. Hasil kajian menunjukkan bahawa “T-game” telah berjaya membantu murid Tahun Dua membetulkan sebutan perkataan yang berbunyi /əʊ/ dan juga berupaya meningkatkan amalan pengajaran dan pembelajaran saya. Saya bercadang untuk memasukkan gambar yang berwarna dalam bahan bantu mengajar saya untuk kajian lanjutan.

**Kata kunci:** “T-game”, fonik, diftong, murid-murid Tahun Dua

## **INTRODUCTION**

### **Context**

I am a student teacher from the Bachelor of Teaching with Honours Degree Program (PISMP) majoring in English as a Second Language (TESL). It is a requirement for us to carry out an action research. Therefore, I have conducted an action research in one of the national primary school, SK

Tarang (pseudonym) which was located not far from Kuching district. There are 38 teachers and 540 students in this school. Due to the limited classroom available, the school operates both morning and afternoon session. Level 2 classes (Primary 4,5,6) are carried out in the morning session while Level 1 classes (Primary 1,2,3) are in the afternoon. The pupils in this school are mostly Malay, Bidayuh and Iban. They communicate with each other using the Malay language which is our official national language. Apart from that, it is compulsory for the Malays to take Pendidikan Arab as one of their learning subjects while others have to learn the Chinese subject. In this school, I was assigned to teach Year Two English. There are 28 pupils in the class and it is a mixed-ability classroom. Overall, majority of the pupils’ level of proficiency in English are average.

### Research Focus

I have gone through three phases of practicum in three different schools. These teaching experiences have exposed me to quite a number of challenges when it comes to teaching English as a second language to pupils in a Malaysian classroom. Throughout the three practical teachings in the schools, I have discovered the same issue in the pupils’ learning which is related to the pronunciation of words with /əʊ/ sound. They substituted the /əʊ/ sound with /b/ sound. This is because the /əʊ/ sound was not found in the Malay language. Figure 1 shows the sample of diagnostic test that I gave to 28 pupils while Figure 2 shows the findings from the diagnostic test.

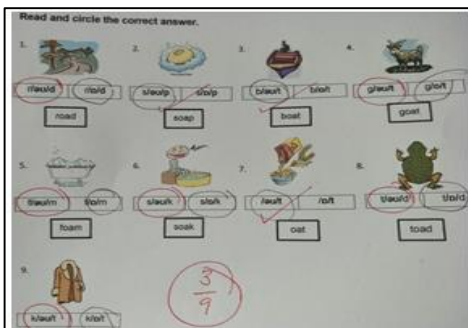


Figure 1. Sample of pupils’ diagnostic test

No	Words	Number of Pupils	
		Correct	Incorrect
1	Road	1	27
2	Soap	5	23
3	Boat	3	25
4	Goat	1	27
5	Foam	2	26
6	Soak	1	27
7	Oat	4	24
8	Toad	2	26
9	Coat	2	26

Figure 2. Pupils’ test results

From the data that I have gathered through the diagnostic test, it was found that only a few pupils could answer the test correctly. They would substitute /əʊ/ sound with the /b/ sound. For example, the pupils read words like boat /bəʊt/ as /bɒt/, goat /gəʊt/ as /gɒt/, and toad /təʊd/ as /tɒd/ and this was why they could not score in the test given. Furthermore, the /əʊ/ sound is not found in the Malay language. According to Hana (2002) (in Shafiq Hizwari & Sri Kandy, 2014), one of the obvious mistakes done by these learners is to pronounce English words likewise when pronouncing Bahasa

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Melayu words. Hence, the participants made these mistakes as these sounds were unfamiliar to them.

Therefore, I decided to use “T-game” to correct pronunciation of words with /əʊ/ sound among Year Two pupils as well as to improve my own teaching practice. I designed the game based on the idea of Bingo game. According to the study conducted by Nguyen (2015), games have positive effect on increasing in the students’ motivation to pronounce and improve their pronunciation. Therefore, I have modified the Bingo game into “T-Game” whereby pupils would only focus on the formation of letter “T” in order to win the game and this would not confuse the pupils too.

### **Research Objectives**

The objectives of this study were to improve my own practice in teaching pronunciation of words with /əʊ/ sound to my Year Two pupils as well as to improve my Year Two pupils’ pronunciation of words with /əʊ/ sound using “T-game”.

### **Research Questions**

The following research questions would guide the course of my research.

- How does the use of T-Game assist the Year Two pupils in their pronunciation of words with /əʊ/ sound?
- How does the use of T-Game improve my teaching practice related to the pronunciation of words with /əʊ/ sound among Year Two pupils?

## **PLANNING AND IMPLEMENTATION OF ACTION**

### **Implementation of Action Plan**

This research was carried out based on Lewin’s (1946) and Laidlaw’s (1992) action research model. This research was implemented in two cycles. In the first cycle, I had implemented “T-game” to help Year Two pupils correct their pronunciation of words with /əʊ/ sound. Due to time constraint, I chose six pupils as participants in this research. All the sessions were conducted in the class during the English lesson. I had conducted four sessions in the first cycle and each session took 30 minutes. Before conducting the sessions, I taught the sound to the pupils through the use of Sound Family Identification Approach. According to Sarawak State Government (2016), there are four graphemes that correspond to the /əʊ/ sound which are “o”, “oa”, “ow” and “o-e”. Due to the limitation of time, I only introduced two graphemes (“oa” and “ow”) to the students.

Therefore, in the first session that I conducted on 7<sup>th</sup> March 2017, I began by introducing one of the grapheme first which was “oa” and taught the pupils how to pronounce the words. Then, the pupils got the teaching

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materials from the teacher and played the game in pair. Figure 3 shows that the words introduced to the pupils.



Figure 3. The materials and word list used

In the “T-game”, pupils took turns saying the words and could only cross the words that they pronounced correctly. The pupils who formed the letter “T” the fastest are considered winners in the game. In the second session which was conducted on 9<sup>th</sup> March 2017, I started by asking the pupils to play the game using the same words. From there, I observed each participant. I wrote what I observed throughout the session. I also asked my critical friend to write her observation or opinion regarding the implementation of the game. In the third session which was carried out on 14<sup>th</sup> March 2017, I conducted a test with the pupils. Figure 4 shows the pupils doing their test.



Figure 4. Pupils doing their test

Based on Figure 4, the test required the pupils to choose the correct pronunciation of the words and this helped me a lot in checking whether the pupils know the pronunciation of the words and also the effectiveness of using “T-game”. In the last session which was conducted on 16<sup>th</sup> March 2017, I still assessed the pupils. This time, I did the sound recording together with them. Figure 5 shows that me, the teacher, assessing one of the pupils’ pronunciation of the words.



Figure 5. One of the pupil being assessed orally

Based on Figure 5, the pupils would pronounce a list of /əʊ/ sound words that they had learnt and at the same time I recorded their

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pronunciation. I would check whether they correctly pronounce the /əʊ/ sound.

In the second cycle, I did some changes to the teaching materials needed for playing the “T-game” because I found that the pupils liked playing with the blue tacks used initially and this was time consuming. Therefore, I made some “pockets” on every grid board. Figure 6 shows the changes that I made to the teaching materials.



Figure 6. Changes to the teaching materials

Based on Figure 6, placing the word cards into the ‘pocket’ made the process of implementing the “T-game” easier. The pupils could just place the word cards into the ‘pockets’ provided and if the words have been pronounced, they could just turn over the word cards. In the second cycle, I introduced new grapheme (“ow”) words to the pupils. All the steps in implementing are similar to the steps in the first cycle. Figure 7 shows the word list that I introduced to the pupils.

<b>crow</b>	<b>row</b>	<b>sow</b>
<b>blow</b>	<b>low</b>	<b>bow</b>
<b>grow</b>	<b>mow</b>	<b>tow</b>

Figure 7. The word list in second cycle

To check the validity of my data, I conducted another four sessions with the pupils in class during my one-month internship. I focused on the list of words that I have used in the first and second cycle. The pupils played the combined words in pairs. The steps of implementing were the same as in the first and second cycle. Figure 8 shows the list of words used.

<b>crow</b>	<b>coat</b>	<b>sow</b>	<b>soak</b>	<b>row</b>	<b>foam</b>
<b>boat</b>	<b>low</b>	<b>road</b>	<b>blow</b>	<b>toad</b>	<b>bow</b>
<b>grow</b>	<b>soap</b>	<b>tow</b>	<b>goat</b>	<b>mow</b>	<b>oat</b>

Figure 8. Word list for the combine grapheme

## METHODOLOGY

### Research Participants

In order to improve my own practice, I was also one of the participants in this action research as I was involved actively throughout the research process. Apart from that, I have selected six participants from my

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Year Two class, namely Abu, Calvin, Isa, Mark, Sarah and Ted (pseudonyms) to be participants in this research. They were chosen because they have average level of proficiency and faced pronunciation problems.

### Data Collecting Methods

**Observation.** During the observation, I wrote down what I observed such as the pupils’ behaviour and expression during the implementation of the “T-game”. In addition, I took photograph as a good source of reference in understanding the pupils’ attitude towards the “T-game”.

Moreover, I used checklist to monitor their progress for every session with the pupils. I asked the pupils to read the words that contain /əʊ/ sound and at the same time, I recorded them. Through the checklist, I obtained information whether the pupils could pronounce the words correctly or not and also whether there is improvement regarding the pronunciation of /əʊ/ sound.

**Document Analysis.** I administered the same format of the test that I used in collecting the initial data again in order to know their improvement. The test collected are good source of data as from these data, I was able to analyse and further improve on my strategies in implementing my action research. In order to make sure that my findings were not subjective or influenced by my own personal beliefs, I gave feedback forms to the pupils. From there, I would know whether their confident level in pronouncing the words with /əʊ/ sound improved or not after the “T-game”.

### Analysis of Data

- **Qualitative data analysis**

For the observation, I looked for patterns in the effect of action data by identifying broad themes on my field note. Figure 9 shows the sample of field note that I wrote during the session.

Name of Participant	Pupil's Response	Observer's Remark
Abu	- Being confused and still unfamiliar with the rule - a little bit demotivated	- Pupils like the game so much - a "mum" sound can be heard when they hear the instruction for the game
Calvin	- Like to follow the rules in playing the game - An excited when he finished some (the) pupils like to play with these papers	- One pupil always because he always knows the rule of the game
Max	- Like to play with the blue tokens - Clean the mark by using his hands	- One pupil always because he always knows the rule of the game
Ted	- Excited when playing with the tokens especially one he picked #1-10 - Happy when win the game - Excited when the game over	- Some of them are not sure if they can win the blue token
Ira	- Excited and she happy when she win - Can play the game well	- The game can attract pupils' attention and pupils like the game so much
Sarah	- Excited and happy to see mark on face	

- ❖ Pupils are excited and happy
- ❖ Pupils like the game
- ❖ Attract pupils' attention

Figure 9. Sample of data analysis on my field notes

Based on Figure 9, the keywords were highlighted in boxes. These keywords meant that the pupils were excited and happy when playing the

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game. They liked the game very much. Moreover, I also did the same analysis to my critical friend’s field note as shown in Figure 10.

Name of Participant	Pupil's Response	Observer's Remark
Abu	- do not know the way of playing - give up playing and put his head on the table	- Pupils are excited and fun - However, some of them still confused with the way of playing
Calvin	- can play the game well - always win the game	- pupil-centred game - suit to the pupils' level - This game provides
Max	- not put much attention on playing the game - playing with the marker and give tasks	- Clinging to the pupils and will help in improving the pronunciation of the pupils
Ted	- shout when win the game - frustrated when his friend pronounce the words slowly	- Suggestion: Pupils should be given more time to give themselves familiar with the rules of the game
Ira	- able to follow the rules of playing the game	
Sarah	- excited and happy when playing the game	- Find other ways to reward the nice things

- ❖ Pupils are excited and happy
- ❖ Pupils like the game

Figure 10. Sample of data analysis on my critical friend’s field notes

In the process of observing the pupils, I also took some photographs so that it would be easier for me to reflect and recall on what had happened in that particular time. Figure 11 shows the samples of photographs taken.



Figure 11. Pupils’ facial expression

Based on Figure 11, I analysed the photographs by looking at the pupils’ behaviour, facial expression and also their responses. The smile shown on the pupils’ face showed that they enjoyed playing the game.

• **Quantitative data analysis**

I gave the pupils the same test again in order to access the improvement of the pupils. I analysed the pupils’ test score by comparing their recent score with their previous score. Figure 12 shows one sample of the test result of one pupil before and after the action.

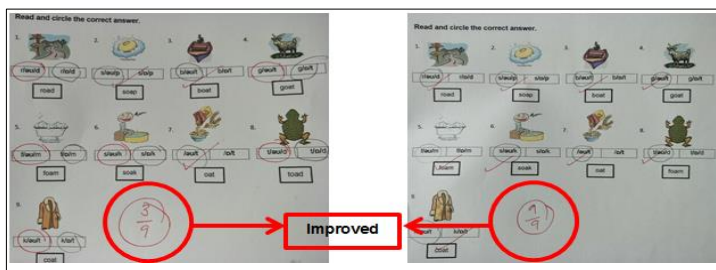


Figure 12. Sample of pupil’s test result before and after the action

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I also analysed the categories of the audio recording to add depth to the results that might not be anticipated. I checked whether the pupils pronounced correctly the words correctly. Figure 13 shows the checklist that I used in assessing the pupils.

After Implementation of “T-game”								
No.	Word with /əʊ/ sound	Name of Participants						Notes/Remarks
		Abu	Calvin	Max	Ted	Ira	Sarah	
1	boat	/bɔt/	/bɔt/	/bɔt/	/bɔt/	/bɔt/	/bɔt/	✧ Almost all the pupils had improved in the pronunciation of /əʊ/ sound words correctly.  They are more confident than before.
2	toad	/təʊd/	/təʊd/	/təʊd/	/təʊd/	/təʊd/	/təʊd/	
3	road	/rəʊd/	/rəʊd/	/rəʊd/	/rəʊd/	/rəʊd/	/rəʊd/	
4	soap	/səʊp/	/səʊp/	/səʊp/	/səʊp/	/səʊp/	/səʊp/	
5	goat	/gəʊt/	/gəʊt/	/gəʊt/	/gəʊt/	/gəʊt/	/gəʊt/	
6	coat	/kəʊt/	/kəʊt/	/kəʊt/	/kəʊt/	/kəʊt/	/kəʊt/	
7	oat	/əʊt/	/əʊt/	/əʊt/	/əʊt/	/əʊt/	/əʊt/	
8	foam	/fəʊm/	/fəʊm/	/fəʊm/	/fəʊm/	/fəʊm/	/fəʊm/	
TOTAL		7/9	9/9	7/9	5/9	9/9	9/9	

Figure 13. Sample of checklist for assessing pupils’ pronunciation

Based on Figure 13, I would analyse how many correct and incorrect words pronounced by the pupils. Based on the total correct pronunciation, I would know whether there is any improvement in the pupils’ pronunciation. I would also analyse the feedback form that I collected from the pupils. Figure 14 shows the sample of feedback form.

Figure 14. Sample of pupils’ feedback form

Based on Figure 14, the “love” shape indicated the pupil’s level of confidence before and after the implementation of the “T-game”. From there, I would analyse the number of “love” shapes that the pupils have coloured before and after the action in order to know whether their confident levels in pronouncing the words with /əʊ/ sound increased or not after the “T-game”.

### Data Checking

Triangulation involves using multiple data sources in an investigation to produce understanding. Therefore, in order to establish trustworthiness of my action research, I used person triangulation and method triangulation. In person triangulation, I asked my critical friend to observe the participants while I was implementing the action. This is to cross check what she had



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observed with my own observation. Figure 15 shows my field note and my critical friend’s field note.

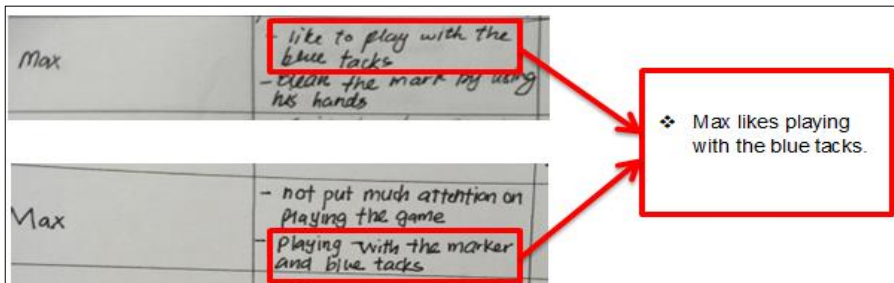


Figure 15. Sample of my field notes and my critical friend’s field notes

I also used method triangulation whereby I used more than one method to gather data, such as observations and document analysis. Besides, I did audio recording while observing the pupils doing their oral reading test. By doing so, I could refer to the recording to avoid missing out important information.

## FINDINGS

- **How does the use of T-Game assist the Year Two pupils in their pronunciation of words with /əʊ/ sound?**

Through observation, I found that the “T-game” could **attract the pupils’ attention**. It allowed the pupils to enjoy learning pronunciation in a fun way. This could be seen where they were so excited when they first saw the “T-game” material. They uttered “wow”. Figure 16 shows the pupils’ facial expression (happy and having fun) during the implementation of the game.



Figure 16. Pupils’ facial expression (happy and having fun)

Based on Figure 16, it is clearly seen that the pupils were motivated when playing the “T-game”. They looked excited and interested in playing the game based on their facial expression. They smiled and laughed throughout the game.

Besides, **pupils were more confident in pronouncing the /əʊ/ sound words** after the implementation of the game. This is based on the number of “love” that they coloured to indicate their level of confidence

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before and after the implementation of “T-game”. Figure 17 shows the feedback that I obtained in relation to the pupils’ level of confidence before and after the implementation of the game.

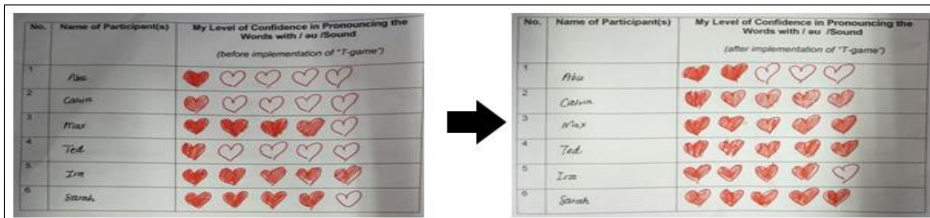


Figure 17. Pupils’ level of confidence before and after the game

Based on Figure 17, the number of coloured “love” shape is less that indicated that the pupils did not have much confidence in the pronunciation of words before the game. After the implementation of the “T-game”, the number of coloured “love” shape is more that showed that the pupils were more confident in their pronunciation of /əʊ/ sound words. They even pronounced the words louder than before. Before this, when I asked them to pronounce the words, some of them just pronounced the words very softly some were just murmuring. And they were more focus when pronouncing the words and realized that they knew basically how to pronounce the words correctly.

Figure 18 shows the comparison of pupils’ results related to the pronunciation of /əʊ/ sound words before and after the implementation of the game.

Before Implementation of “T-game”								After Implementation of “T-game”									
No.	Word with /əʊ/ sound	Name of Participants						Notes/Remarks	No.	Word with /əʊ/ sound	Name of Participants						Notes/Remarks
		Abu	Calvin	Max	Ted	Ira	Sarah				Abu	Calvin	Max	Ted	Ira	Sarah	
1	boat	/bɔt/	/bɔt/	/bɔt/	/bɔt/	/bɔt/	/bɔt/	Almost all the pupils cannot pronounce the /əʊ/ sound words correctly.  They would substitute the /əʊ/ with /ɔ/.	1	boat	/bɔt/	/bɔt/	/bɔt/	/bɔt/	/bɔt/	/bɔt/	Almost all the pupils had improved in the pronunciation of /əʊ/ sound words correctly.  They are more confident than before.
2	toad	/tɔd/	/tɔd/	/tɔd/	/tɔd/	/tɔd/	/tɔd/		2	toad	/tɔd/	/tɔd/	/tɔd/	/tɔd/	/tɔd/	/tɔd/	
3	road	/rɔd/	/rɔd/	/rɔd/	/rɔd/	/rɔd/	/rɔd/		3	road	/rɔd/	/rɔd/	/rɔd/	/rɔd/	/rɔd/	/rɔd/	
4	soap	/sɔp/	/sɔp/	/sɔp/	/sɔp/	/sɔp/	/sɔp/		4	soap	/sɔp/	/sɔp/	/sɔp/	/sɔp/	/sɔp/	/sɔp/	
5	goat	/gɔt/	/gɔt/	/gɔt/	/gɔt/	/gɔt/	/gɔt/		5	goat	/gɔt/	/gɔt/	/gɔt/	/gɔt/	/gɔt/	/gɔt/	
6	coat	/kɔt/	/kɔt/	/kɔt/	/kɔt/	/kɔt/	/kɔt/		6	coat	/kɔt/	/kɔt/	/kɔt/	/kɔt/	/kɔt/	/kɔt/	
7	oat	/ɔt/	/ɔt/	/ɔt/	/ɔt/	/ɔt/	/ɔt/		7	oat	/ɔt/	/ɔt/	/ɔt/	/ɔt/	/ɔt/	/ɔt/	
8	foam	/fɔm/	/fɔm/	/fɔm/	/fɔm/	/fɔm/	/fɔm/		8	foam	/fɔm/	/fɔm/	/fɔm/	/fɔm/	/fɔm/	/fɔm/	
9	soak	/sɔk/	/sɔk/	/sɔk/	/sɔk/	/sɔk/	/sɔk/		9	soak	/sɔk/	/sɔk/	/sɔk/	/sɔk/	/sɔk/	/sɔk/	
TOTAL		1/9	4/9	0/9	0/9	6/9	0/9	TOTAL		7/9	9/9	7/9	5/9	9/9	9/9		

Figure 18. Comparison of pupils’ results before and after the game

Based on data shown in Figure 18, I could see that there are differences on the pupils’ pronunciation. Before the game, they pronounced most of the /əʊ/ sound words wrongly but after the game, they were able to pronounced most of the words. Figure 18 shows that there is an **improvement in the pupils’ articulation of the /əʊ/ sound words** before

and after the use of “T-game. The red colour indicated wrong pronunciation while the blue colour showed the correct pronunciation of the words with /əʊ/ sound. Abu had improved from 1 to 7 words, Calvin improved from 4 to 9 words, Max had improved from 0 to 7 words, Ted had improved from 0 to 5 words, Ira had improved from 6 to 9 words and Sarah had improved from 0 to 9 words. The improvement in scores showed that the “T-game” has helped the Year Two pupils pronounce correctly the /əʊ/ sound words. Overall, the results are satisfactory as the pupils had shown great improvement in their pronunciation of words with /əʊ/ sound. Hence, I could conclude that using “T-game” improved the pupils’ pronunciation of words with /əʊ/ sound.

Furthermore, pupils improved in their test scores after the implementation of the “T-game” as shown in Figure 19.

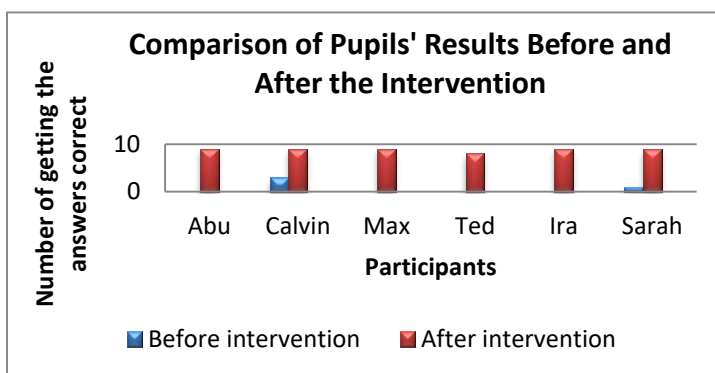


Figure 19. Comparison of pupils’ test scores before and after the implementation of the game

Figure 19 shows that the highest score obtained by the pupil for correct pronunciation was only three out of nine words and most of them did not score well. However, after the implementation of “T-game”, all of the pupils obtained the minimum of eight out of nine words for correct pronunciation. They had improved a lot compared to last time. Therefore, I could conclude that the “T-game” helped the pupils to improve their pronunciation of words with /əʊ/ sound.

- **How does the use of T-Game improve my teaching practice related to the pronunciation of words with /əʊ/ sound among Year Two pupils?**

Conducting this research had provided me a platform to evaluate and reflect on my own teaching and learning practices. Through this action research, I have improved on my own practice in relation to the teaching of pronunciation of words with /əʊ/ sound among Year Two pupils. Before conducting the first cycle, I used Bingo game to teach phonics to Year Two

pupils. However, they found it confusing. Therefore, I modified the Bingo game into “T-Game” whereby the pupils would only focus on the formation of letter “T” in order to win the game.

After the implementation of the first cycle, I realised that the implementation of the “T-game” to help Year Two pupils improve on their pronunciation of words with diphthong /əʊ/ sound could be further improved in terms of its teaching aids. I had found some problems regarding the implementation of the game. The first problem was that the pupils liked to play with the blue tacks that were used to paste the word cards on the board as shown in Figure 20.



Figure 20. One of the pupils playing with blue tack

The blue tacks were a distraction as instead of playing the “T-game”, they played with the blue tacks. In addition, the action of pulling the blue tack and sticking them on every word card also involved a lot of time.

Nevertheless, the “T-game” has changed my phonics lessons from a dull lesson into a fun and interesting lesson. After conducting this action research, I learnt a new way to teach phonics which is proven to be effective. Previously in my teaching practice, I usually use drilling and repetition for pupils with difficulties in pronouncing the /əʊ/ sound. This often lead to boredom and lack of interest in studying phonics. Incorporating the “T-game” into the phonics lesson helps to keep the pupils interested in the lesson. This is supported by the feedback that I obtained from all the six participants as shown in Figure 21.

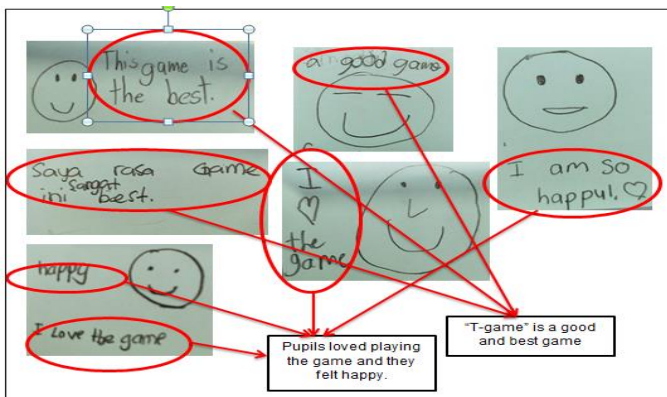


Figure 21. Pupils' feedback on “T-game”

## REFLECTION

This action research has impacted me as a future beginning teacher. The process of being a researcher had made me realised a few things.

Firstly, this research made me realise **the importance of attracting pupils’ attention and varying the strategies in learning**. Throughout the three practical teachings in schools, I have discovered the same issue in the pupils’ learning in relation to the pronunciation of words. At first, the strategy that I used was drilling. According to Cristina (2014), drilling can help pupils gain confidence because they practice pronunciation as a group and there is no opportunity for others to make fun of each other if he or she mispronounces a word. However, this does not work well because the pupils find drilling boring. Therefore, by doing this action research, I discovered that “T-game” could be a very effective way in improving the pupils’ pronunciation.

Besides, I realised that it is important to **make teaching and learning interesting and meaningful**. This is in line with one of the pedagogical principles of Primary School Standard Curriculum whereby learning has to be fun and meaningful (Ministry of Education Malaysia, 2012). Based on my observation throughout this research, I found that pupils like the “T-game”. Whenever I asked them to play, they became very excited and happy. When the activities executed are able to attract the pupils’ attention and made them stay focus, meaningful learning actually takes place. The pupils’ memory on their enjoyable lesson definitely would last longer compared to those lessons where they do not pay attention or boring lessons. According to Sternberg, when more attention is focused on certain stimuli, the more chances for the stimuli to be transferred to become permanent memory storage (Mariam Adawiah & Muhammad Faiz, 2013). The fun and learning aspects should be integrated in a meaningful and purposeful manner for effective delivery of teaching strategy.

In addition, I also realised that the **pupils’ motivation and confidence level are highs significant factor in learning pronunciation**. According to Bakader, Bouhamidi, Maameri Yahia and Mouili Fatiha (2014), the most important factors that affect the learners when learning the English language are attitude and motivation. The more motivated the student in improving his speech, the more rewarding the teaching will be. Based on the study conducted by Nguyen (2015), games have a positive effect on increasing in the students’ motivation to pronounce and improving their pronunciation. This is why I decided to use “T-game” to improve the pronunciation of /əʊ/ sound words among Year Two pupils and it is proven effective. Moreover, I also believe in Skinner’s theory of operant conditioning. According to Skinner, if reinforcement is delivered after certain behaviour is performed, then the strength of the behaviour increase (Baranek, 1996). In

relation to this, I gave each of them a pencil as a reward of their effort and cooperation throughout the research. Rewards were given because of the pupils’ development of positive attitude in learning. Personally, I feel that doing this research has given me a wonderful experience. I hope that this research does not only benefit the pupils’ and my learning but also benefit the school.

### SUGGESTIONS FOR FURTHER ACTION

For further research purposes, I would suggest extending the research by examining how to encourage the pupils to progress from recognizing and articulating /əʊ/ sounds words to remembering and understanding the meaning of the words. I would like my pupils not only know how to pronounce the words correctly but also understand and remember the meaning of the words.

Therefore, I would like to make some improvement to my teaching aids in my third cycle. I would paste pictures that are related to the meaning of the words at the back of each of the word cards. This kind of change is to enable the pupils to know and remember the meaning of the words. As the old saying goes, “a picture is worth a thousand words”. Pictures convey information more efficiently and effectively than words do. It would be an irony if the pupils know how to pronounce the words correctly but do not know the meaning of the words.

Besides, adding pictures would add some fun and challenges in playing the game. Instead of playing with the words only, the pupils could also play the game using pictures. Figure 22 shows the suggested improvement of the teaching aids.



Figure 22. Improvement of teaching aids using pictures

Based on Figure 22, the pupils have to think on what words represent the pictures and pronounce them correctly. Furthermore, the colourful pictures definitely will attract the pupils’ attention. According to Mariam Adawiah and Muhammad Faiz (2013), colour helps us in memorizing certain information by increasing our attention level. This is why adding the pictures into my teaching aids could help the pupils to focus more and at the same time help the pupils in drilling on the pronunciation of

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words with /əʊ/ sounds. With these suggestions, I hope the “T-game” would be more successful and effective.

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