

Research Article

Speak With Magic Bottle

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Abstract: Speaking has been the main problem for majority of Malaysian students as they are afraid to make mistakes. In order for students to be understood while speaking in English, they need to be able to pronounce English words clearly. To solve this problem, a language game 'Magic Bottle' was developed in this study. This research was conducted on a group of 27 students from Sekolah Menengah Kebangsaan Taman Universiti, Skudai, Johor Bahru. It was triangulated through analysis of PBD Assessment Reports, a set of pre-test and post-test, participant observation and interview. Early observation shows that none of the students passed their PBD Speaking Skills Assessment. Only 2 out of 27 students (7%) scored Band 2 in their PBD Assessment (Pelaporan Pentaksiran Bilik Darjah) for Speaking Skills. The rest, 25 out of 27 students (93%) only scored Band 1 in their Speaking Assessment. All the students failed in the first PBD Speaking Skills Assessment. In this study, students were taught about pronunciation using 'Magic Bottle'. In the game, students were exposed to the correct pronunciation of the difficult words. They were asked to read and role play the sentences in the game. The research showed that students had improved their pronunciation through 'Magic Bottle'. The T-Test conducted at the end of the test shows that there was a significant improvement between the students' post-test and pre-test results. Students had also shown improvement in their PBD Speaking Skills.

Keywords: CEFR, Language Game, Methodology, Pronunciation



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1. INTRODUCTION

Although many studies had been done on speaking skills in other countries, there is still lack of research in Malaysia (Rusreena, R., Melor M. Y. and Harwati, 2018) In addition, since 2016, speaking skills is one of the main skills tested in Malaysia PBD Assessment (2016). In Classroom Assessment (PBD) Speaking Skills Assessment, students need to be able to communicate information clearly. Students need to be able to pronounce the words correctly in order to them to deliver their message successfully to their audience (Vietnam, 2015). Thus, there is a need to improve speaking skills among Malaysian students.

According to (Dyah Sih Pratiwi, D.S. and Prihatini, 2021), "Students who cannot pronounce well cannot express themselves and may lose interest and confidence to talk." Therefore, in order to improve students' speaking skills, it should start with teaching them the correct pronunciation. This problem is further highlighted by (Rusreena, R., Melor M. Y. and Harwati, 2018) who argued that Malaysian students are feared of speaking English as they are not confident enough to talk. This scenario is also seen in SMK Taman Universiti as it is a rural school where majority of the teachers and students here are Malays.

Therefore, in order to solve this problem, a language game 'Magic Bottle' was developed to teach pronunciation to the students. It incorporates the use of several activities such as reading aloud,

repetition, music and role playing in teaching pronunciation. Language game was developed in this research as games can provide a comfortable and relax environment for students to learn (Jen, 2004).

The results from the study show that students had improved their speaking skills through the use of 'Magic Bottle.' They had shown improvement in their Mid-Term PBD Speaking Skills results. The T-Test conducted in this research shows that there was a significant difference between the students' pre-test and post-test results. This shows that 'Magic Bottle' is indeed an effective tool in teaching pronunciation to students.

This project is guided by 2 objectives. First, it aims to improve students' pronunciation through a fun way and it also aims to improve students' PBD Speaking Skills. It is also hoped that through the use of 'Magic Bottle', students will be able to pronounce the words with the correct pronunciation and score higher band in PBD Speaking Test Assessment.

2. METHOD & MATERIAL

2.1 Method

In this game, students were taught to remember the pronunciation of words through 'Magic Bottle'. Students needed to read and act out roles assigned to them while reading. According to Fadilah (2016) and Wibawa (2014), "One of the effective ways of getting students to speak is role-playing."

First, students were taught to read aloud the words below in class. The words were taken from students' textbook. The words were chosen because they involve spoken sentences. In the text, the kids were talking about the places that they have visited.

Table 1.1 Word List Used in The Research

Num.	Words	Num.	Words
1	Isn't	11	Childish
2	It's	12	Crease
3	You're	13	Magical
4	I'm	14	Cease
5	Aren't	15	Treble
6	You'd	16	Shrieking
7	You've	17	Rebel
8	You're	18	Struck
9	What's	19	Rage
10	Without	20	Lightning

(Taken from Pulse 2 page 14, Crawford, 2016)

Students then played the language game 'Magic Bottle'. As they sat in a circle, they passed the 'Magic Bottle' around with the music on. The music was then stopped. The student who was holding the 'Magic Bottle' took out a piece of paper from the bottle. The student was required to role-play the sentence in the paper. The game continued until all the papers in the bottle were read and acted out by students.

2.2 Material

The material used in this project is only a recycled water bottle and colour papers printed with sentences that consist of the words that the teacher is teaching to the students.

Magic Bottle Used In This Research

Recycled Water Bottle-Free of charge

Colour papers-RM1.50

Sentences Used in The Magic Bottle (1st Cycle)

The words that the teacher wants to teach are underlined.

Read & Act (Angry Teacher)

If you're aged 8-15, this is the place for you!

Read & Act (Happy Kid)

After a diving lesson at the aquarium, I'm going swimming with real sharks!

Read & Act (Popular Singer)

Visiting the aquarium is quite expensive, but it's a good idea for a birthday present.

Read & Act (Crying Little Girl)

Unicorns are magical lambs from legends, but this theme park isn't very magical.

Read & Act (Angry Monster)

This isn't like swings you find in children's playgrounds. It's very high and really scary.

Read & Act (Proud Student)

The sharks aren't very big and they aren't dangerous.

Sentences Used in The Aladdin's Bottle (2nd Cycle)

Read & Act: Funny person

Now why so loving, darling,
And why the sudden kiss?

You'd help me with some little jobs

For goodness sake, what's this?

Read & Act: Popular singer

Your face is clean for once, dear,
Your clothes without a crease.
You saved your luncheon money?
Will wonders never cease?

Read & Act: Angry teacher

No dropping of your school books,
No shrieking, childish treble.
Today you are a lamb, love,
Where yesterday a rebel.

Read & Act: Crying mother

But surely you're some stranger,
No rage or hullabaloo,
Come closer, let me look, dear,
Can this be REALLY you?

3.0 FINDINGS

The findings for this project were collected through observation, interview, analysis of PBD Assessment Report and a set of pre-test and post-test. The difference between the pre-test and post-test was tabulated using paired T-Test.

3.1 Findings from Observation

Before the use of Magic Bottle, students were extremely quiet every time during speaking lesson as they were afraid of making mistakes. Nobody would volunteer to present in front of the class. They would push to each other the job of presenting or reading aloud in front of the class. However, students had shown more confidence in speaking activities after the use of 'Magic Bottle'. They were no longer as shy as before in their class. They were also more daring to voice out their opinions during brainstorming activities in class. Furthermore, they were also more eager to take part in public speaking activities such as MBMMBI presentation during assembly and speaking at the Speaker Corner.

3.2 Interview After the Research

From the interviews conducted at the end of the research, majority of the students voiced out that they enjoyed playing the game. Apart from improving their intonation and articulation of the words, the game had also made them more confident in speaking English. All of them said that they are looking forward for games such as 'Magic Bottle' in their future lesson.

3.3 Difference between Pre-Test and Post-Test

Analysis of the pre-test and post-test results show that all the students had improved their pronunciation through 'Magic Bottle'. See Appendix 2.

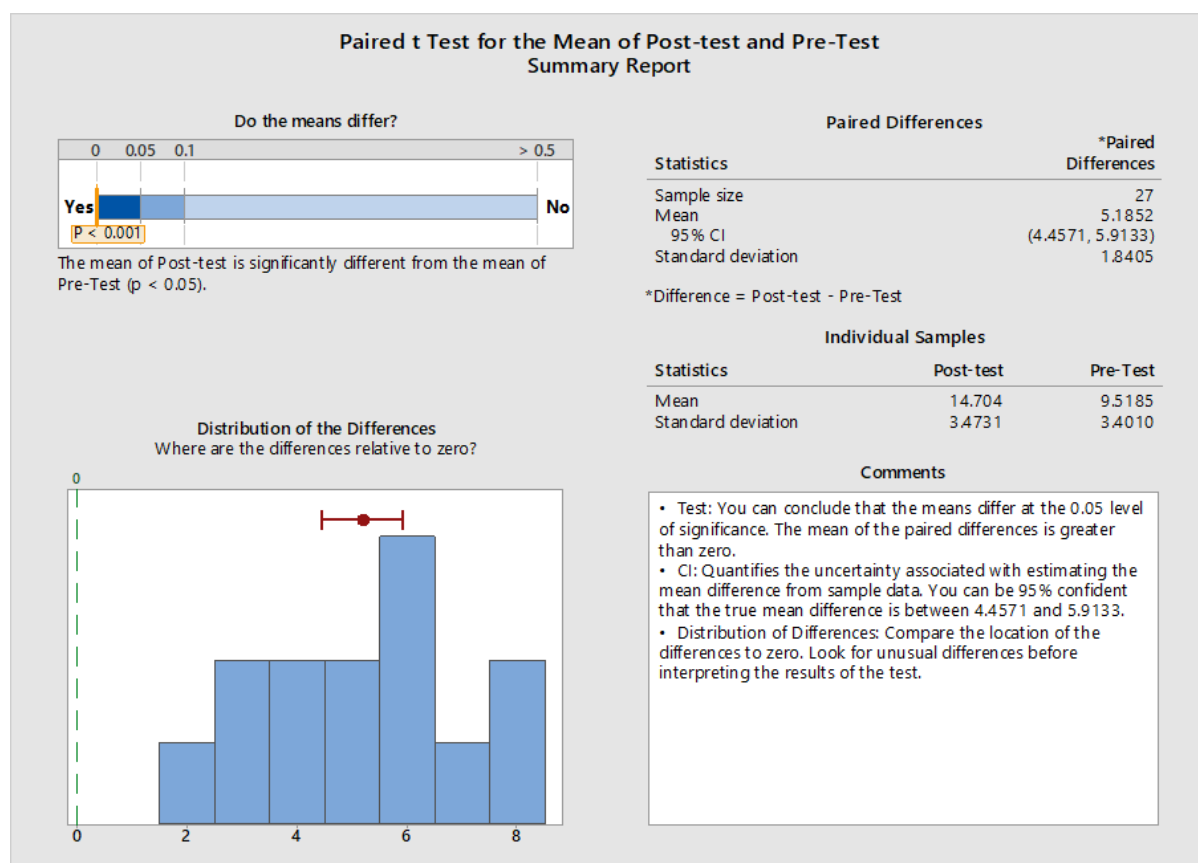


Figure 1.1 T-test conducted to show the differences between the Pre-Test and Post-Test
Source. Tabulated by using Minitab

In addition, the Paired-T test conducted for the difference between pre-test and post-test results shows that students had improved significantly in their pronunciation. This is because they had repeatedly learnt about the articulation of the words from the activities conducted in the 'Magic Bottle' and Read Aloud Activities. They had also learnt to speak with suitable intonation as the sentences used in the research were used for daily conversation.

3.4 Findings from PBD Assessment of 1 Mulia (Speaking Skills)

Students' mid-year PBD Assessment Report for Speaking Skills shows that 24 out of 27 students (89%) scored at least Band 3 in their PBD Speaking Skills Assessment. In PBD Assessment, Band 3 signifies a pass.

4. CONCLUSION

In conclusion, the use of 'Magic Bottle' had successfully helped the students to improve their pronunciation in terms of articulation of the words. This is because 'Magic Bottle' is a strategy that incorporates pronunciation learning activities (reading aloud and repetition) and the element of fun (music and role-playing) in teaching pronunciation.

5. SUGGESTIONS FOR FUTURE STUDY

'Magic Bottle' is an innovation for language teaching and learning that helps to improve students' pronunciation. The limitation for 'Magic Bottle' is it has only been tested for speaking skills in this study. Apart from teaching pronunciation, 'Magic Bottle' can also be used for the teaching and learning of other language items and subjects. The recommendations for future study are:

- i. 'Magic Bottle' can be used to teach other language items that emphasise on repetition and memorisation such as grammar rules.
- ii. 'Magic Bottle' can be used to teach other subjects that emphasize on rote learning such as History, Geography and Science.

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APPENDIX 1: FIRST PBD ASSESSMENT OF SPEAKING SKILLS

NO	PUPIL'S NAME	LESSON 7		AVERAGE BAND
		2.1.1	3.1.2	
1	ALIF IRFAN BIN MOHD ISKANDAR	1	1	1
2	CHONG YOU ZHONG	1	1	1
3	FARIS IZANN BIN MOHD FADDIL	1	1	1
4	ILHAM MUSTAQIM BIN HAIRIL AM-JAR	1	1	1
5	KEESHEN RAJ NL PAKIA RAJAN	1	1	1
6	LAI CHYUN ZHENG	1	1	1
7	LAU ZHE HONG	1	1	1
8	MOHAMAD RIFQI BIN MUHAMAD SHABUDIN	1	1	1
9	MOHAMMAD HABIBURLLAH BIN RUZAIMAN	1	1	1
10	MUHAMMAD THAQIF BIN MOHAMED ANWAR ERSALLE	1	1	1
11	NITHESSH DEV RAMES	1	1	1
12	TAN LIN XING	1	1	1
13	TAN YEE CHUAN	1	1	1
14	TARUN ROSHAN NL RAVINDRAN	1	1	1
15	VINOSHAN A/L MAHENDRAN	2	2	2
16	IK ZHI JUN	1	1	1
17	LILITHA NP RAVE	2	2	2
18	MAIZATUL ALEYA BINTI FAZRUNIZAM	1	1	1
19	NAZIRA BINTI MD ABD JAI-ANI	1	1	1
20	NEEVETHAA NP RAJAGOPAL	1	1	1
21	NUR ALYAA MAISARAH BINTI AHMAD BAJURI	1	1	1
22	NUR FARAH AIN BINTI MOHAMAD	1	1	1

	KHIR			
23	NUR FATIMATUL ZUHURA BINTI SHAMSUDIN	1	1	1
24	ONG SONG QI	1	1	1
25	SHASHMITHA NP BALAKRISHNAN	1	1	1
26	TAN HUI NIN	1	1	1
27	WAN NURAQILAH BINTI WAN MOHD MAZLAN	1	1	1

APPENDIX 2: COMPARISON BETWEEN PRE-TEST AND POST-TEST

Num.	Student	Number of Words Read Correctly		Difference Between Pre-Test and Post-Test
		Pre-test	Post-test	
1	ALIF BIN MOHD ISKANDAR	8	15	+7
2	CHONG YOU ZHONG	9	15	+6
3	FARIS IZ'ANN BIN MOHD FADDIL	8	16	+8
4	ILHAM MUSTAQIM BIN HAIRIL ANUAR	8	16	+8
5	KEESHEN RAJ A/L PAKIA RAJAN	5	9	+4
6	LAI CHYUN ZHENG	4	8	+4
7	LAU ZHE HONG	9	12	+3
8	MOHAMAD RIFQI BIN MUHAMAD SHABUDIN	8	13	+5
9	MOHAMMAD HABIBURLLAH BIN RUZAIMAN	10	18	+8
10	MUHAMMAD THAQIF BIN MOHAMED ANWAR ERSALLE	13	19	+6
11	NITHESSH DEV RAMES	5	11	+6
12	TAN LIN XING	10	13	+3
13	TAN YEE CHUAN	3	9	+6
14	TARUN ROSHAN A/L RAVINDRAN	12	15	+3
15	VINOSHAN NL MAHENDRAN	12	17	+5
16	1K ZHI JUN	12	14	+2

17	LILITHA A/P RAVE	15	20	+5
18	MAIZATUL ALEYA BINTI FAZRUNIZAM	14	20	+6
19	NAZIRA BINTI ABD JALANI	12	16	+4
20	NEEVETHA A/P RAJAGOPAL	12	16	+4
21	NUR FARAH AIN BT MOHAMAD KHIR	10	13	+3
22	NUR FATIMATUL ZUHURA BINTI SHAMSUDIN	15	17	+2
23	NURAIN SYUHADA BT KASMIN	10	18	+8
24	ONG SONG QI	5	10	+5
25	SHAHSMITHA A/P BALAKRISHNAN	13	19	+6
26	TAN HUI NIN	5	11	+6
27	WAN NURAQILAH BINTI WAN MOHD MAZIAN	10	17	+7

APPENDIX 3: STUDENTS' MID YEAR PBD RESULTS

	PUPIL'S NAME	AVERAGE BAND
1	ALIF BIN MOHD ISKANDAR	3
2	CHONG YOU ZHONG	3
3	FARIS IZ'ANN BIN MOHD FADDIL	3
4	ILHAM MUSTAQIM BIN HAIRIL ANUAR	2
5	KEESHEN RAJ A/L PAKIA RAJAN	2
6	LAI CHYUN ZHENG	3
7	LAU ZHE HONG	3
8	MOHAMAD RIFQI BIN MUHAMAD SHABUDIN	3
9	MOHAMMAD HABIBURLLAH BIN RUZAIMAN	4
10	MUHAMMAD THAQIF BIN MOHAMED ANWAR ERSALLE	4
11	NITHESSH DEV RAMES	3
12	TAN LIN XING	3
13	TAN YEE CHUAN	2
14	TARUN ROSHAN A/L RAVINDRAN	3
15	VINOSHAN A/L MAHENDRAN	4
16	IK ZHI JUN	3
27	LILITHA A/P RAVE	4
18	MAIZATUL ALEYA BINTI FAZRUNIZAM	4
19	NAZIRA BINTI ABD JALANI	3
20	NEEVETHA A/P RAJAGOPAL	4
21	NUR FARAH AIN BT MOHAMAD KHIR	3
22	NUR FATIMATUL ZUHURA BINTI SHAMSUDIN	4
23	NURAIN SYUHADA BT KASMIN	3

24	ONG SONG QI	3
25	SHAHSMITHA A/P BALAKRISHNAN	4
26	TAN HUI NIN	3
27	WAN NURAQILAH BINTI WAN MOHD MAZIAN	3