



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN BUSINESS & SOCIAL SCIENCES



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Khoo Phau Liang, Nor Azwahanum Nor Shaid, Nur Ainil Sulaiman

To Link this Article: <http://dx.doi.org/10.6007/IJARBSS/v12-i6/14215> DOI:10.6007/IJARBSS/v12-i6/14215

Received: 16 April 2022, Revised: 19 May 2022, Accepted: 09 June 2022

Published Online: 24 June 2022

In-Text Citation: (Liang et al., 2022)

To Cite this Article: Liang, K. P., Shaid, N. A. N., & Sulaiman, N. A. (2022). The Effect of Video Project-Based Learning on Non-Native Primary Students' Verb Vocabulary: An Action Research. *International Journal of Academic Research in Business and Social Sciences*. 12(6), 2042 – 2051.

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Vol. 12, No. 6, 2022, Pg. 2042 – 2051

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www.hrmar.com

ISSN: 2222-6990

The Effect of Video Project-Based Learning on Non-Native Primary Students' Verb Vocabulary: An Action Research

Khoo Phau Liang, Nor Azwahanum Nor Shaid, Nur Ainil Sulaiman

Faculty of Education, Universiti Kebangsaan Malaysia, Malaysia

Email: azwahanum@ukm.edu.my

Abstract

This is an action research which aims to examine the effectiveness of the application of Video Project Based Learning on verb vocabulary mastery among non-native primary students. Four Year 6 non-native pupils participated in this study. Research data were collected via pre-test and post-test. Pre-test results showed that the students' verb vocabulary was at weak to moderate level. Intervention was then carried out by conducting four series of video projects. For each series, students are asked to record suitable actions based on 12 verbs given. At the end of the intervention, students have successfully recorded four videos which comprised of 48 verbs. Post-test results showed that two of the students' verb vocabulary have improved to excellent level, one improved to moderate level, and one remain at weak level. All four students have shown great improvements in recognizing verbs based on photos given. However, their ability to use verbs in sentences have only shown minimal improvements. Therefore, it is suggested that in the next research, students should try to make their own sentences in their videos, so that they could learn to use the verbs accurately. Project video for learning nouns and adjectives should also be considered in future.

Keywords: Malay Language, Video Project, Project Based Learning, Student Vocabulary, Action Research.

Introduction

The teaching Malay Language as a second language in the Chinese Primary School (SJK) in Malaysia is mostly focusing on the development of various language skills such as listening, writing, speaking, and reading. Nonetheless, the basic element of a language is its vocabulary. The more vocabulary a speaker knows, the more accurate his choice of words in conveying the meaning when communicating with others. On the other hand, if the total vocabulary of a speaker is limited, it is extremely difficult for them to use the language comfortably and competently. Limited vocabulary knowledge is among the problems of non-native pupils at Chinese Primary School, learning Malay language as a second or third language. According to Peng (2016), native speakers of Malay language had no choice but to master his first language to communicate, as this was the case with the Malay students. Nevertheless, for second

language learners, they have a choice, and many of them tend to choose their own native language to communicate, like the case with Chinese pupils at SJKC. This resulted in the lack of use of Malay language, which may lead to failure to master the basic vocabulary of Malay language to be used in daily communication.

Shanmugam et al (2015) postulates that a student needs to master at least 2000 words to be able to comprehend a storybook or media material, while 3000 words are needed to read scientific books. The question is, what is the level of Malay vocabulary knowledge of non-native primary students, specifically those who are in SJKC. There are various causes of weakness of the vocabulary of SJKC pupils. Shanmugam (2015); Kihob & Mahali (2020) debate some of it is due to the lack of reading Malay reading materials, which is the primary source of vocabulary input.

For these non-native Malay students, they learn Malay just because it is a compulsory subject at school and learn for the sake of passing the exam (Ujai & Mohamad, 2016; Muthusamy, 2017; Liew et al., 2003). Therefore, they rely only on the teachers to provide the necessary vocabulary. These students were also seen to have difficulties in expressing an opinion, giving instructions and asking questions. When question asked, many of them have ideas but are unable to answer except after being granted permission to speak in Mandarin or English. This proves that they have limited vocabulary in Malay to express their opinion. In short, the reliance on their first language should be controlled and monitored because it would eventually affect their performance in Malay language proficiency for the future endeavour.

Teachers play a vital role in the development of vocabulary knowledge among students. According to Yahaya et al (2019), the pupil's perception of a subject's motivation depends on his/her perception of the teacher who teaches the subject. If the teacher able to attract the students' attention, this will boost their motivation to learn. The common vocabulary memorization approach used in the teaching and learning of vocabulary no longer yield good results. According to Shanmugam et al (2015), pupils need more experience in real (situational) contexts to master the language. Hence, the use of Video Project Based Learning in teaching Malay Language classrooms has gained attention in recent research.

The Video Project Based Learning integrates "learning by doing" that would elevate students' interests. There are numerous studies in the Malay language teaching context. According to Feng et al (2021), the production of creative videos not only enhances the active involvement of students in building new knowledge, but also helps students master technology, information, and communication skills in preparation for the challenges ahead. Indirectly, students are also encouraged to do self-learning. Meanwhile, Kamlin and Keong (2020) mentioned that the Video Project Based Learning is considered a wise alternative to replace traditional teaching norms, especially with the rapid development of the Youtube industry that provides a platform for different types of videos for free. In with the current trend, this study integrates video project-based learning approach in Malay language classroom with aim to enhance the students' verb vocabulary knowledge. Thus, research on learners' reactions towards the Video Project Based Learning is important so that the teachers are aware to find the best approach to enhance students' achievement. Hence, this study answers the following research question:

- 1) To what extent Video Project Based Learning approach improve the students' mastery of verb vocabulary?
- 2) What is the students' attitude towards the implementation of Video Project Based Learning approach?

Methodology

This study used classroom action research that took place at one class at Chinese Primary School (SJKC) in Sabah, Malaysia. The study applied research action model by Kurt Lewin (1946) which consists of four stages in collecting data, namely (1) planning; (2) action; (3) observation; and (4) reflection. The research subject was four non-native Year 6 primary school students. Two female students and two male students were selected through purposive sampling to participate in this study. The selection of screened study participants covered the following five aspects; i) non-native speaker, ii) study at the same SJKC, iii) obtained weak and moderate level in Malay Language assessment, iv) volunteer to participate in the study.

Firstly, at planning stage, the researcher conducted a preliminary study to identify students' difficulties in Malay language verb vocabulary. The researcher conducted a written test to determine participants' level of mastery in Malay Language verb vocabulary. The questions were designed based on the vocabulary of the verbs found under the family theme (Situation in the Living Room) in the SJKC Malay Vocabulary Register (MOE, 2018). The questions are divided into two parts, namely (i) Part A: Matching the vocabulary with the pictures and (ii) Part B: Fill in the blanks with the appropriate vocabulary. The total number of questions in the test was 50 questions and the study participants were given one hour to answer all the questions. During the test, monitoring was conducted live through Google Meet. Table 1 shows the grade scales for the adapted written test from Isa et al (2021).

Table 1

Students' Achievement Score Scale

Marks Percentage (%)	Level
70 and above	Excellent
50 - 69	Moderate
49 and below	Weak

Following that, at the action stage, the researcher started to implement the intervention method which is Video Project Based Learning into practice. In the Table 2 below shows the action steps that have been taken by the researcher in this stage.

Table 2

Students' Achievement Score Scale

1.	Introduction	i.	Participants were briefed via Google Meet about the study and its procedures.
2.	Pre-intervention test	i.	Participants answered the pre-intervention test.
		ii.	Participants were asked to turned on the Google Meet camera while taking the test.
3.	Verb Vocabulary Set A	i.	A list of 12 verb vocabulary is included in Google Classroom. The assignment period is one week.
		ii.	Participants attended a Google Meet session to hear explanations on how to record verb actions and edit creative videos.
4.	Exploring the meaning	i.	Participants searched for the meaning of vocabulary through their own various references (ie. dictionary, Google, parents, teachers)
		ii.	After being convinced of the meaning of the vocabulary searched, participants obtained confirmation from the researcher via Whatsapp.
5.	Recording Video	i.	Participants recorded actions based on verbs.
		ii.	Recording can be assisted by family members.
6.	Video editing	i.	Participants edited video using an app in a smartphone.
		ii.	Background elements, subtitles and special animations are edited into the video to make it more interesting.
7.	Sending video	i.	Participants submitted videos through Google Classroom.
		ii.	The researcher evaluated the videos produced.
8.	Verb Vocabulary Set B	i.	A list of 12 new vocabularies was added to Google Classroom in the second week.
		ii.	Steps 3-7 are repeated.
9.	Verb Vocabulary Set C	i.	A list of 12 new vocabularies was added to Google Classroom in the third week.
		ii.	Steps 3-7 are repeated.
10.	Verb Vocabulary Set D	i.	A list of 12 new vocabularies was added to Google Classroom in the fourth week.
		ii.	Steps 3-7 are repeated.
11.	Post-intervention test	i.	Participants answered the post -intervention test. Test questions are entered into Google Classroom on the designated test date.
		ii.	While answering the test, participants need to turn on their camera.
12.	Interview	i.	Google Meet interviews were conducted on study participants to get feedback about the project.

Next, in the observation and reflection stage, the researcher has tested the students' progress by reiterating the success criteria. The success criteria were determined from two

perspectives: students' achievement after the treatment and students' attitude toward the approach. In the final stage namely reflection stage, the researcher evaluated the practise of teaching and learning verb vocabulary using Video Project-Based by reflecting on the success criteria. The approach will be revised until all criteria are met. The data were analysed by evaluating and comparing the students' pre-test and post-test scores. There were two instruments in this research, namely vocabulary test to determine students' mastery on verb vocabulary and interview protocol to explore students' attitude towards this approach.

Findings and Discussion

The Effects of Video Project Based Learning Approach to Improve Students' Mastery in Verb Vocabulary

Before the researcher present the outcome of the study, the Table 3 below illustrated the demographic profile of the participants and their pre-test score for both Part A and Part B. This was also can be said as planning stage because of the researcher identified the students' difficulties in mastery Malay Language verb vocabulary by doing vocabulary test. By doing that, the researcher would able to identify the level of knowledge of the participants.

Table 3
Students' Pre-Test Score

Participant	Gender	Part A Score	Part B Score	Total Score	Pre-test Percentage Score	Level
P1	Male	14	7	21	42%	Weak
P2	Male	8	4	12	24%	Weak
P3	Female	13	14	27	54%	Moderate
P4	Female	11	7	18	36%	Weak

The intervention written test contained 50 questions divided into two parts; Part A (25 questions) to test the students' knowledge about the Malay language verbs by matching the picture given with the appropriate verbs; Part B (25 questions) to test students' skills in using Malay language verbs by filling the empty spaces in sentences with an appropriate verb. From Table 1, it can be seen all three participants are at weak level except P3 with moderate level in pre-test. Thus, the researcher implemented Video Project-Based approach as an action level determine wether this approach can enhance the students' mastery of verb vocabulary.

Table 4
Students' Post-Test Score

Participant	Gender	Part A Score	Part B Score	Total Score	Post-test Percentage Score	Level
P1	Male	21	15	36	72%	Excellent
P2	Male	18	12	30	60%	Moderate
P3	Female	23	15	38	76%	Excellent
P4	Female	16	8	24	48%	Weak

Based on Table 4, the results of the post-intervention test showed that P1 and P3 had achieved Excellent mastery level, meanwhile P2 reached Medium mastery level. However, P4 still stranded at a level of Weak mastery.

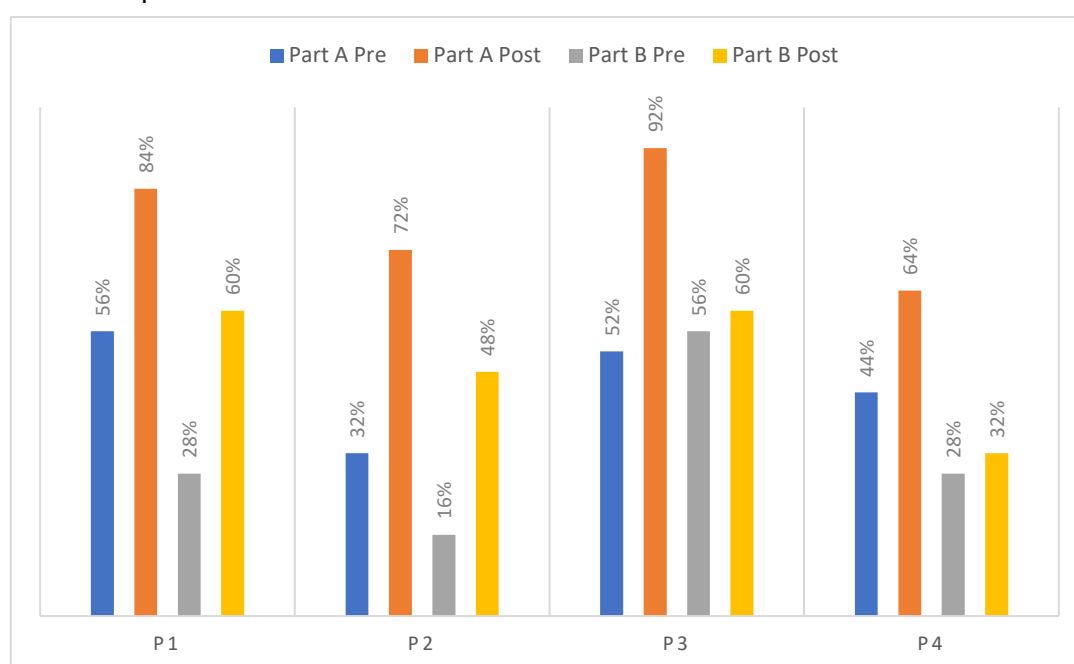
From the written vocabulary test, the researcher was able to determine that the students' verb vocabulary mastery had improved by examining those instruments. The Table 5 below showed the comparison of achievement of students' achievement in Malay Language verb vocabulary for pre-test and post-test in both parts, meanwhile Chart 1 below shows comparison of students' achievement on pre and post intervention.

Table 5

Students' Achievement on Pre-test & Post-test

Participant	Part A Score		Part B Score		Total Score		Total Percentage Score	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
P1	14	21	7	15	21	36	42%	72%
P2	8	18	4	12	12	30	24%	60%
P3	13	23	14	15	27	38	54%	76%
P4	11	16	7	8	18	24	36%	48%

Chart 1: Comparison of Students' Achievement on Pre & Post Intervention



The overall findings indicate that there were significant improved based on pre and post intervention tests for all four participants. For questions in Part A that inquire students to match the appropriate verbs with the given pictures, P2 and P3 have improved 40%. Furthermore, P1 score increasing 28%, meanwhile the score for P4 improved 20%. This achievement indicates that the Video Project-Based learning is very suitable for them to improve the skills of choosing the most appropriate verbs to stimulate the learning of all four participants more effectively. They have not only learned through verb action, but also incorporates musical elements and special visual effects in the video to make it look more attracted. This is in line with research done by Azizan and Husin (2017), who stated that

students are more confident and remember better through the movement of bodies in learning activities.

For Part B, both P1 and P2 scores were increasing 32% after the intervention, meanwhile the scores for P3 and P4 only improved by 4%. In this part, the students' skill in using the appropriate verbs were tested by filling in the empty blanks in the given sentences. However, compared to Part A, this score increase is much lower. This situation proves that even though the student recognized the words, it is not guarantee that they will be able to use it correctly in a sentence.

Overall, it can be concluded that video project-based learning helped to improve students' verb vocabulary but still not at the desired level. The students able to recognize the words via verb action acting and the use of subtitles in the video, but they have yet able to use the words in appropriate and right context such as in sentences.

Students' Attitude towards The Implementation of Video Project Based Learning Approach

Besides having the result of the achievement on students' vocabulary mastery measured by vocabulary test which was held at the end of treatment, the researcher also explored the students' attitude towards Video Project-Based approach implemented.

Based on the interviews conducted, it was found that Video Project-Based have a number of advantages and disadvantages that should be noted. Most of participants agreed that Video Project-Based allowing students to learn in a fun way. It was supported by the students' (P2) statement as follow:

"It doesn't feel like learning, like playing. I'm happy to be able to act all sorts of things. After recording can upload, let me see, if it's ok I'll upload it in my own youtube. Many of my fans even gave a lot of likes."

P2 in opinion that the Video Project-Based learning gives a joyful experience. He also enjoys the pleasure of playing various verb acts. After completing the video, P2 also enjoys uploading the videos on Youtube to share with others. He expressed his satisfaction when it saw Youtube viewers react positively to the video. This notion was also supported by other student (P3) as indicated in the following statement:

"I like it because I can do everything. If the teacher's practice, I'm not good at it because I need to try and error, but this video I feel satisfied, I can do all the tasks."

The Video Project-Based learning stimulates the learning of students from three aspects, i.e. visual, auditory and kinesthetic. The students not only learn verbs through body movements they acted themselves, they can even include interesting special effects and background songs which corresponds to the movement of their bodies. With these three stimuli, it is easier to recognize and remember the verbs. Feng et al (2021) states that teachers should not solely relies on just online platform like Google Meet. They need to explore the interest of the students nowadays, for example, like videos on social media, whether from Facebook, Instagram, Youtube, TikTok and so on. Through vocabulary video recording and editing, students can enjoy learning experiences and which leads to positive outcome for them. Students will become more excited and motivated to learn with the intergration of gamification in the lesson.

However, the study has some limitations. The Video Project-Based approach has disadvantage in terms of lack of technical skills among the students in order to complete the video in short time of period. Not only they have difficulties recording alone, but they were also found to have trouble editing videos. It has been said by P4 as following statement:

"I'm not very good at it either. I put the word in the video but it all suddenly ruined... The music is noisy... It's hard for me to edit the video. I told a friend to teach but he was talking on the phone like that I didn't even understand."

The students claimed that they have no experience or basic skills in video editing and to include elements such as words, music and animations to improve the quality of their video presentation. A lot of free fiction or editing application on the internet are a bit complicated and they are not good at using it. In addition, the video quality was also found to be poor due to the watermark displayed in the video.

Overall, the verb video project has proven effective in helping students improve verb mastery, especially in the aspect of verb knowledge, but improvements need to be made to help students use verbs accurately in sentences. Therefore, in subsequent projects, in the next research, the teacher needs to construct sentences based on the behaviors in each video. With that, they will learn to use verbs correctly. Malay language teachers should be more courageous in placing their trust in students them to explore learning in the new millennium with the integration of technology. This matter as the current generation of students is more exposed to video and animation as well have the potential to produce their own learning products.

Conclusion

Overall, the finding of the research indicated that Video Project-Based approach has proven to be effective in helping students improve the mastery of Malay Language verbs vocabulary, especially in the aspect of verb knowledge. However, improvements need to be made to help students use verbs accurately in in sentences. Moreover, based on interview and observation result analysis, all of the students mentioned that Video Project-Based approach was able in improving their vocabulary mastery. Therefore, in order to nourish the students' interest in the Malay Language as a second language, teachers need to constantly learn in tandem with the students and approach them to get to know their interests and inclinations. The reform of this method of learning verbs is indeed significant in order to change the students' negative perceptions. It is hoped that the finding of this study will also change the perception of the Malay Language teacher to believe that non-native students who are second language user in Malay Language can also master in vocabulary perfectly.

Thus, further research is highly recommended to find as many as good vocabulary mastery's approach and technique to be applied in the classroom practice. By finding other approach and technique, it hopes can create better vocabulary mastery for students. The researcher also suggested that further research be conducted on the use of Youtube as a medium for students to produce language learning videos, either individually, in pairs or in groups. This is something new in nowadays as the Youtuber trend is gaining momentum place in the hearts of the younger generation and they can start from scratch to learn the language with their own interests and inclinations, in addition to sharing knowledge with other friends.

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