

Analysis of Explication Aspect by Malay Students in the Teaching of English Vocabulary

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Abstract

This paper is focusing on how far is the explication aspect can help in enhancing the Malay students' progress in English vocabulary. Children in school have a variety of language mastering levels and they are different from one and another. Their results in the examination has proven that the particular situation to be true. Therefore, such awareness urges researcher on doing a research to identify the mastering levels among the subjects in the research. The research was conducted based on two target groups; excellent and average group. There were 20 students involved from these two groups. Based on the data obtained from the Form Five students, it was found that the explication aspect could actually help in enhancing the Malay students' progress in English vocabulary. This research was done in two schools and they were Sekolah Kebangsaan Serdang and Sekolah Kebangsaan Dengkil, Selangor.

Keywords: Explication, Teaching of English vocabulary

1. Background of the Study

Mastering of the English language among the Malay students is the problem and has existed, since old days. This problem can be associated with these factors; family, surrounding, energy and others. This problem is more obvious to the rural Malay students compared to the urban ones because they come from the low socio-economic background family. In this study, the writer is trying to concentrate on the aspect of explication that could actually help in enhancing the Malay students' performance in the English language vocabulary.

This study was conducted in two schools; Sekolah Kebangsaan Serdang and Sekolah Kebangsaan Dengkil, Selangor. The samples of the study were the Form Five students from both schools. The students were chosen from the first and middle class that consist of 20 students which had been divided into two target groups; those who were involved in both teaching and learning by using the Explication method and those who were not into the Explication method. The students were tested from the aspects of **vocabulary on prepositions of direction and location**. The study was conducted in these ways; students who were in the first class were taught grammar on **preposition of location/direction**. All the teaching and learning were done in English. Whereas students who were in the middle class were taught grammar on **preposition of location/direction** in Malay language. At the end of the lesson, assessment was conducted and data gathered were analysed.

1.1 Problem Statement

The writer conducted the study in this particular field because of the following factors:

- i. Many Malay students who are weak in English came from rural schools.
- ii. Students can read but they do not understand the meaning of the message written in English underlying the text.
- iii. Students failed to use the prepositions accurately because they were only memorizing the terms which later they were just mix and match them to the sentences.
- iv. A huge gap between the urban and rural students.
- v. Teachers' seldom use variety of methods in teaching English in and outside the classroom.

1.2 Study Objectives

- i- To compare the effectiveness of the two methods in teaching the second language (L2) which is teaching through the mother tongue with the second language of the two schools (different in terms of surrounding and social activities) chosen.
- ii- To identify the language learning theory based on the Theory of Mechanics, related to the intellectual process through the aspect of explication.

1.3 Importance of the Study

To learn the structure and rules of the L2, these four factors need to be considered; explication, induction, remembrance and psycho-motor. Based on the preparation and Theory of Mechanics, researcher anticipated that the explication aspect could help in enhancing the performance of the Malay students in English vocabulary. The mastery levels of the school students are different from one and another. Their results in the examination proved so. It is anticipated that 95% of the urban students who were taught by using the method from the aspect of explication could actually absorbed it easily. Unlike the rural students who were not taught by using the method would be left behind and this would make the education gap of these two groups of students bigger. This is especially will happen to any subjects that are related to English.

2. Methodology

2.1 Limitation of the Study

As for the limitation, this study was done in two schools; Sekolah Kebangsaan Serdang and Sekolah Kebangsaan Dengkil, Selangor. The samples of the study were the Form Five students from both schools. The students were chosen from the first and middle class that consist of 20 students which had been divided into two target groups; those who were involved in both teaching and learning by using the Explication method and those who were not into the Explication method. The students were tested from the aspects of **vocabulary on prepositions of direction and location**. The study was conducted in these ways; students who were in the first class were taught grammar on **preposition of location/direction**. All the teaching and learning were done in English. Whereas students who were in the middle class were taught grammar on **preposition of location/direction** in Malay language. At the end of the lesson, assessment was conducted and data gathered were analysed.

2.2 Location of the Study

This study was done in two schools; Sekolah Kebangsaan Serdang and Sekolah Kebangsaan Dengkil, Selangor. The samples of the study were the Form Five students from both schools. The students were chosen from the first and middle class that consist of 20 students.

2.3 Method of the Study

In this study, survey method was prioritised for the entire research.

2.4 Instruments of the Study

- i. Test
- ii. Interview
- iii. Visit and Observation

2.5 Data Analysis

- i. SPSS: Data gathered based on the questionnaire were transferred to the SPSS programme. The data were analysed by using a format that is in line with the research categories conducted. The data collected were analysed quantitatively.

2.6 Theory of the Study

Based on this study, researchers used the Theory of Mentalist as the general theory to guide them in formulating the objectives and anticipating the research findings. This Theory of Mentalist sees language as a mental activity which has become the natural and special ability of a human being. It looks to a language as knowledge created by a process in the brain and nerve. This can happen after the brain receives some inputs from a book in a form of stimulant from the ears, eyes and other senses. What needs to be studied is the process in the brain and nerve that can really shape and produce the language.

The Theory of Mentalist also emphasizes on 'meaning' and the hidden processes that are involved in the production of a language. According to this theory, all fields of language analysis must be based on logic, because something that is meaningless is not meaningful and cannot be accepted. From the aspect of language

learning, Theory of Mentalist emphasizes on one's knowledge. It considers that the knowledge of a student about the structure of the language learned is important because it is believed that this knowledge can ease the language learning itself. This Theory of Mentalist also highlighted a few important criteria:

- a- Humans have obtained the ability of mastering a language since they were born and this phenomenon is natural.
- b- There are two important sections in the process of mastering a language. First is the ability or efficiency and second is performance
- c- Language has a very tight connection with thought. Language mastering has so much connection with mental ability.
- d- Language has unity value.
- e- Language has creativity elements.
- f- In language teaching and learning, the aspects of thinking, knowledge and meaning have been emphasized and not in the form of habitual exercises.
- g- Language is being analysed through the transformation-generative
- h- Students' errors are not their failures but they are the tested hypotheses.

3. Definition of Terms

3.1 Explication

When structure and rules of L2 are explained to the students by using their mother tongue, the process is called Explication. With this process, students are expected to understand and know how to use the L2. Nevertheless, not all L2 can be learned from this explication way because syntactic rules in certain languages are complicated and abstract to be understood. Only those who have high maturity of intellect can comprehend although the teacher has given a very explicit explanation. No doubt that there are structure and rules of an L2 that are easy to be taught to the adult learners with this technique of explication. Students who learn English can be told that there are arrangement of constituents in a sentence; subject + verb + object or English sentence sometimes needs an adverb of frequency (this, these etc) in order for the discourse marker to be added.

3.2 Teaching of English with the Explication Method

Through the explication method, the teaching of English that is related to the structure and grammar is being explained to the students by using their mother tongue (L1). To the students in these two schools, SK. Serdang dan di SK. Sri Serdang, their L1 is Malay language. The teacher is on the other hand, has a specialization in the English language.

For this study, the first step in teaching is to choose the language data to be used. The identified data to be used in this study is *preposition / location*. After the students have understood about the structure and usage of the preposition / location (*through, in, to, down, from, up, at, with dan of*), the teacher shows the grammar part and examples of sentences by using the power point presentation and sentence cards in English. Students are required to read, understand and apply these sentences through the process of memorizing the sound and meaning

The teaching process is conducted in 180 minutes (3 hours); 60 minutes every day and lasts for three days in a row. The pre and post test are done for 20 minutes.

In order to achieve the teaching objective, teacher provides a grammar book, flash cards, and table on how words are changed to sentences, exercises and enrichment. Students are required to do the exercises in the class with guidance from the teacher. For the enrichment, students can finish it at home. The teacher will check the students' work and ask them to do corrections to the wrong answers.

Later, teacher will perform the pre-test which consists of 15 questions to the first 10 students for 20 minutes. The results of the test are analysed. The teacher then continues her teaching for 60 minutes. The emphasis is given to the items that have low scores or wrong answers. Again, the students are explained about the grammar and sentence structure correctly. They are given another exercises and enrichment work that need to be done in the class. This time around, the teacher marks the students' work in front of the students themselves.

After everyone has understood, on the next day, the teacher conducts a post-test. The results of the test are analysed and compared to the previous results (pre-test). The data for both pre and post tests are analysed to determine whether the teaching and learning objectives of this English language Explication process works achieves or not.

3.3 Teaching of English without the Explication Method

Through teaching of English without the Explication method, the explanation of grammar and the English language structure is explained by using the English language itself. The teaching and learning for those two schools; SK. Serdang and SK. Dengkil are conducted by the qualified English language teacher who specialised in that language. The teaching and learning are done in 180 minutes (3 hours) for three days. The data chosen are similar to the Explication method; *Preposition/location (through, in, to, down, up, at, with dan of)*.

The first step is, teacher portrays grammar and sentence structure in the power point presentation, table on how words are changed to sentences, sentence cards, flash card and grammar book. At the same time, the teacher explains the related grammar part and how it is used in sentences.

The second step is, students are required to read, understand and memorise the sentence structure and its usage. Later, the students are asked to complete the table, construct sentences and finish up the exercises in the class. The enrichment or extra exercises in a format of fill in the blanks need to be done at home. The students' work are checked. If there are any mistakes or errors, students are required to correct them with the help of the teacher and other students.

The third step is, teacher conducts the pre-test to the same 10 students (which were taught by using the explication method previously). The items are 15 and the time allotted is 20 minutes. Teacher marks and analyses the test. If there are many errors made by the students, the teacher will plan her teaching accordingly and put the emphasis on the low scored items.

The fourth step is, teacher repeats the lesson by giving more focus on the grammar and structure of the English language which are less mastered by the students. Every word and how it is used are explained clearly until the students really understand and can apply them in the exercises as well as the enrichment activity. They need to do both exercises in the class. If there are still errors, the teacher will guide and ask other students to do the correction.

The fifth step is, teacher conducts the post-test. There are 15 questions and time allotted is 20 minutes. Answers given by the students are checked and recorded in the class performance record as well as individual performance record.

The sixth step is, teacher does the analysis about the overall performance between the pre and post test. The analysis is done to determine whether or not there is a progress or decline in both performance of the test as well as the effectiveness of the teaching and learning the English language without using the Explication method in both schools SK. Putrajaya 2 (urban school) and SK. Bukit Tampoi(A) (rural school).

4. Findings of the Study

- i) To determine whether the Explication method used can help in enhancing the performance of the Malay students in the English language vocabulary.

To learn the structure and rules of the L2, these four factors need to be considered; explication, induction, remembrance and psycho-motor. From the planning and Theory of Mentalist, it has been proven that the Explication aspect can help in enhancing the performance of the Malay students in the English language vocabulary. Children in school have a variety of language mastering levels. Their results in the examination proved that actually. (Refer to Table 1-4 Analysis and graph for the findings).

- ii) To suggest methods of teaching L2 effectively especially to teach students from urban and rural area and to list the findings of the research in the form of obstacles in teaching and mastering the L2.

The action taken by the teacher in the classroom is important. The teaching and learning of L2 by using the vocabulary method of direct translation will make the students understand the vocabulary of a language easier and will train the students to write by using the correct language. This method also allows the students to translate foreign language to their mother tongue and vice versa. This method is suitable to those who have not mastered the second language fully. Through the explication process, the students are taught and explained the English vocabulary and structure in their mother tongue. Finally, the students are also encouraged to memorise and learn directly.

4.1 Implications of the Study with the Theory

There are two factors in learning L2; psychology and social. Under the psychology factor, there are a few intellectual processes which include explication, induction, remembrance and psycho-motor. When the structure and rules of the second language are explained to the students by using their mother tongue, this process is called explication. And when the structure and rules of the second language are learned through self discovery, this

process is called induction. Remembrance or ability to remember is important in learning a second language. A person who has a brain damaged due to accident will not be able to learn L1 and L2 properly. To have the correct pronunciation, the person needs to have the ability to control the articulation tools like jaw, lips, tongue and vocal cord. The related-to-articulation psycho-motor should be trained at the earlier stage. Furthermore, under the social factor, there are two situations; natural and classroom situation. In learning the second language, the natural situation is more suitable to the children because they are more exposed to the social activities among peers where majority of them will be using the L2. On the other hand, the classroom situation is more suitable to the adults because they are matured enough with the formal learning surrounding.

There are five dimensions in learning the second language. The five dimensions are Language Mode: Speaking-Reading; Meaning: Actual Object/ Situation-Translation; Vocabulary: Induction-Explication; Psychology: Mentalist-Behaviourist; and Linguistics: Mentalist-Structuralism. These dimensions do not cover all of the other aspects and language theory but they have been proven to have the main principles that need to be observed in the second language.

5. Conclusion

The findings of the research are referring to the topic on how far the explication aspect can help in enhancing the performance of the Malay students in the English vocabulary at both the rural and urban primary schools. It has been proven that to learn the structure and rules of the L2, these four factors need to be considered; explication, induction, remembrance and psycho-motor. From the planning and Theory of Mentalist, it has been proven that the Explication aspect can help in enhancing the performance of the Malay students in the English language vocabulary. Children in school have a variety of language mastering levels and they are different from one and another. Their results in the examination proved that actually. Therefore, such awareness urges researcher on doing a research to identify the mastering levels among the subjects in the research. The action taken by the teacher in the classroom is important. The teaching and learning of L2 by using the vocabulary method of direct translation will make the students understand the vocabulary of a language easier and will train the students to write by using the correct language. This method also allows the students to translate foreign language to their mother tongue and vice versa. Based on the data gathered from the Form Five students, it was found that the explication aspect can help in enhancing the performance of the Malay students from the aspects of English language grammar and vocabulary. The conclusion of this study was done based on the data collected and analysed in two schools; Sekolah Kebangsaan Serdang and Sekolah Kebangsaan Dengkil.

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Table 1. The analysis of the results for the Test in teaching English with the Explication method for SK. Dengkil, Selangor

No	Item	Correct	Wrong
01	The river flows (through , in, of) a small town.	8	2
02	She puts the books (on, in , by) her bag.	6	4
03	He gave a letter (to, by, at) his teacher.	8	2
04	The ball rolled (down, in, at) the hill.	5	5
05	We got some money (to, from , by) our parents.	4	6
06	We waited for the bus at the bus stop.	8	2
07	They rode their bicycles up the hill.	7	3
08	There are five eggs in the nest.	8	2
09	Salmah walks to school.	8	2
10	The old lady hid the money under the bed.	6	4
11	Father came back from the town.	8	2
12	He hit the ball with the bat.	7	3
13	The postman was at the gate.	1	9
14	The thief climbed in through the window.	1	9
15	A knife is made of steel.	5	5
Percentage		90 /150 =60%	60/150 =40%

Table 2. The analysis of the results for the Test in teaching English without the Explication method for SK. Dengkil, Selangor

No	Item	Correct	Wrong
01	The river flows (through , in, of) a small town.	2	8
02	She puts the books (on, in , by) her bag.	3	7
03	He gave a letter (to, by, at) his teacher.	2	8
04	The ball rolled (down, in, at) the hill.	2	8
05	We got some money (to, from , by) our parents.	1	9
06	We waited for the bus at the bus stop.	3	7
07	They rode their bicycles up the hill.	2	8
08	There are five eggs in the nest.	3	7
09	Salmah walks to school.	3	7
10	The old lady hid the money under the bed.	2	8
11	Father came back from the town.	1	9
12	He hit the ball with a bat.	3	7
13	The postman was at the gate.	0	10
14	The thief climbed in through the window.	2	8
15	A knife is made of steel	1	9
Percentage		30 /150 = 20%	120 /150 = 80%

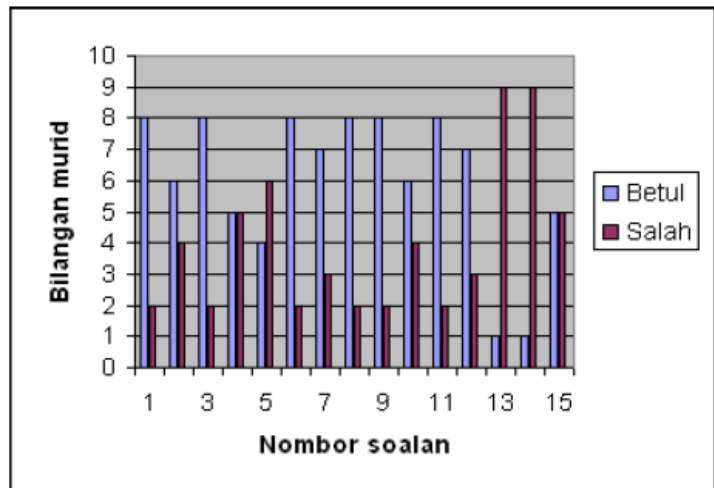
Table 3. The analysis of results for the teaching of English with the explication method in SK. Serdang

No	Item	Correct	Wrong
01	The river flows (through , in, of) a small town.	10	0
02	She puts the books (on, in , by) her bag.	10	0
03	He gave a letter (to, by, at) his teacher.	10	0
04	The ball rolled (down, in, at) the hill.	10	0
05	We got some money (to, from , by) our parents.	10	0
06	We waited for the bus at the bus stop.	10	0
07	They rode their bicycles up the hill.	10	0
08	There are five eggs in the nest.	10	0
09	Salmah walks to school.	10	0
10	The old lady hid the money under the bed.	10	0
11	Father came back from the town.	10	0
12	He hit the ball with a bat.	10	0
13	The postman was at the gate.	10	0
14	The thief climbed in through the window.	10	0
15	A knife is made of steel	10	0
Percentage		150/150 = 100%	0/150 = 0%

Table 4. The analysis of results for the teaching of English without the explication method in SK. Serdang

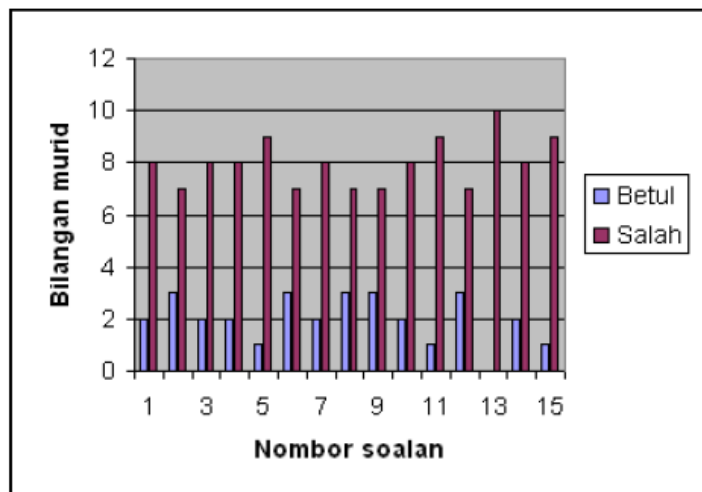
No	Item	Correct	Wrong
01	The river flows (through , in, of) a small town.	10	0
02	She puts the books (on, in , by) her bag.	10	0
03	He gave a letter (to, by, at) his teacher.	10	0
04	The ball rolled (down , in, at) the hill.	10	0
05	We got some money (to, from , by) our parents.	10	0
06	We waited for the bus at the bus stop.	10	0
07	They rode their bicycles up the hill.	10	0
08	There are five eggs in the nest.	10	0
09	Salmah walks to school.	10	0
10	The old lady hid the money under the bed.	10	0
11	Father came back from the town.	10	0
12	He hit the ball with a bat.	10	0
13	The postman was at the gate.	7	3
14	The thief climbed in through the window.	8	2
15	A knife is made of steel	8	2
Percentage		143/150 = 95 %	7/150 = 5 %

Item	Correct	Wrong
1	8	2
2	6	4
3	8	2
4	5	5
5	4	6
6	8	2
7	7	3
8	8	2
9	8	2
10	6	4
11	8	2
12	7	3
13	1	9
14	1	9
15	5	5



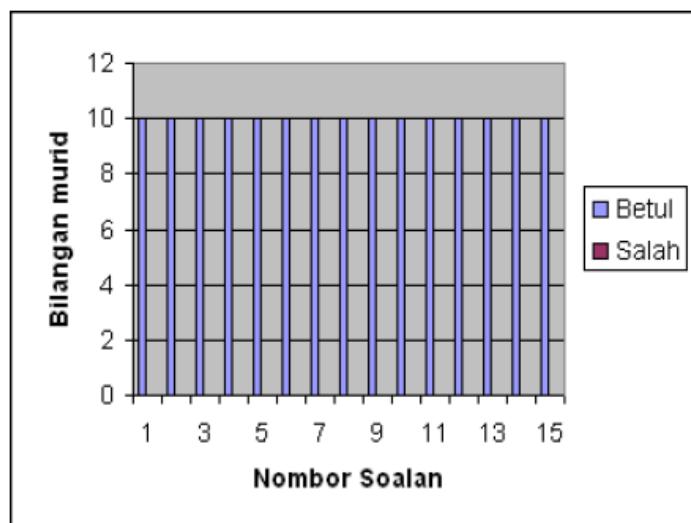
Graph 1. Analysis of the Results for Post-Test of Teaching with Explication method in SK Dengkil

Item	Correct	Wrong
1	2	8
2	3	7
3	2	8
4	2	8
5	1	9
6	3	7
7	2	8
8	3	7
9	3	7
10	2	8
11	1	9
12	3	7
13	0	10
14	2	8
15	1	9



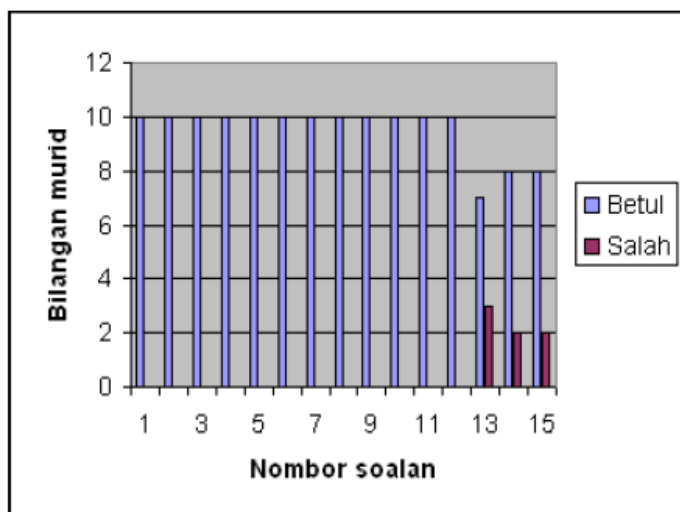
Graph 2. Analysis of the Results for Post-Test of Teaching without Explication method in SK Dengkil

Item	Betul	Salah
1	10	0
2	10	0
3	10	0
4	10	0
5	10	0
6	10	0
7	10	0
8	10	0
9	10	0
10	10	0
11	10	0
12	10	0
13	10	0
14	10	0
15	10	0



Graph 3. Analysis of the Results for Post-Test of Teaching with Explication method in SK.Serdang

Item	Betul	Salah
1	10	0
2	10	0
3	10	0
4	10	0
5	10	0
6	10	0
7	10	0
8	10	0
9	10	0
10	10	0
11	10	0
12	10	0
13	7	3
14	8	2
15	8	2



Graph 4. Analysis of the Results for Post-Test of Teaching without Explication method in SK Serdang