


Chapter in Book

# Speak with Aladdin's 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 game with reward, 'Aladdin's 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 'Aladdin's 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 'Aladdin's 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. 'Aladdin's Bottle' has high commercialisation value as the cost of producing 'Aladdin's Bottle' is only RM3.90. It can be sold from RM8.00 to RM10.00 per Aladdin's Bottle. Apart from using 'Aladdin's Bottle' for teaching pronunciation, it can also be used to teach other subjects that involve memorisation of facts such as Science, History and Geography.

*Keywords:* Methodology; Educational game; 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, Melor and Harwati (2018). In addition, since 2016, speaking skills is one of the main skills tested in Malaysia PBD Assessment (DSKP, 2016). In 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. Thus, there is a need to improve speaking skills among Malaysian students.

In addition, there is lack of motivation in learning English among Malaysian students as it seems to be a difficult subject for most of them. According to Puah (2020), Malaysian students are more extrinsically motivated rather than intrinsically motivated in learning English. In other words, students should be given rewards in the process of learning English.

According to Wibawa (2014), Vietnam (2015) and Diyah 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, Melor, 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 'Aladdin's Bottle' was developed to teach pronunciation to the students. Apart from using rewards as external motivation 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 'Aladdin's 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 'Aladdin's Bottle' is indeed an effective tool in teaching pronunciation to students.

### 1.1 Research Objectives

This research 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

### 1.2 Specific Objectives

It is hoped that through the use of 'Aladdin's Bottle', students will be able to pronounce the words with the correct pronunciation and score higher band in PBD Speaking Test Assessment.

## 2. METHOD AND MATERIAL

### 2.1 Method

In this game, students were taught to remember the pronunciation of words through 'Aladdin's 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.** 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

(Source: Crawford, 2016)

Students then played the language game ‘Aladdin’s Bottle’. As they sat in a circle, they passed the ‘Aladdin’s Bottle’ around with the music on. The music was then stopped. The student who was holding the ‘Aladdin’s Bottle’ took out a piece of paper from the bottle. The student would either get a reward or had to read and 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 water bottle with lid, presents and color papers printed with sentences that consist of the words that the teacher is teaching to the students.

<p><u>Aladdin’s Bottle Used in This Research</u></p> <p>Water Bottle-RM2.40</p> <p>Colour papers-RM1.50</p>
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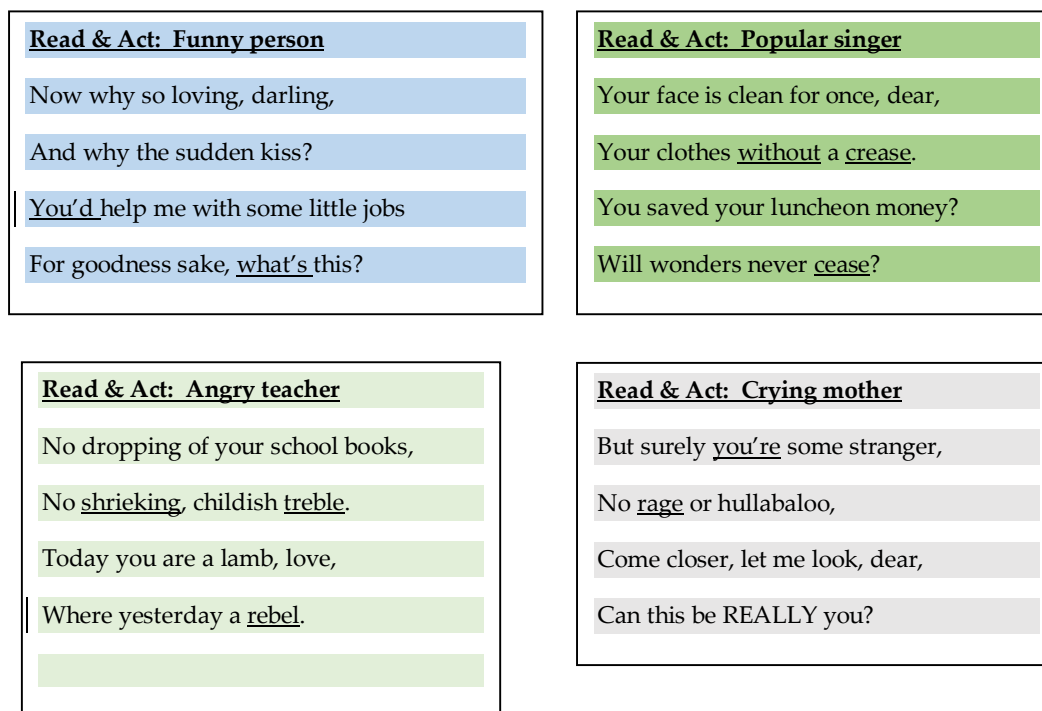


**Figure 1.** Aladdin’s bottle used in this research

The words that the teacher wants to teach are underlined.

<p><u>Read &amp; Act (Angry Teacher)</u></p> <p>If <u>you’re</u> aged 8-15, this is the place for you!</p>
<p><u>Read &amp; Act (Happy Kid)</u></p> <p>After a diving lesson at the aquarium, <u>I’m</u> going swimming with real sharks!</p>
<p><u>Read &amp; Act (Popular Singer)</u></p> <p>Visiting the <u>aquarium</u> is quite expensive, but <u>it’s</u> a good idea for a birthday present.</p>
<p><u>Read &amp; Act (Crying Little Girl)</u></p> <p>Unicorns are magical lambs from legends, but this theme park <u>isn’t</u> very magical.</p>
<p><u>Read &amp; Act (Angry Monster)</u></p> <p>This <u>isn’t</u> like swings you find in children’s playgrounds. <u>It’s</u> very high and really scary.</p>
<p><u>Read &amp; Act (Proud Student)</u></p> <p>The sharks <u>aren’t</u> very big and they <u>aren’t</u> dangerous.</p>

**Figure 2.** Sentences used in the magic bottle (1st cycle)



**Figure 3.** Sentences Used in The Aladdin's Bottle (2nd Cycle)

### 3. FINDINGS

The effectiveness of 'Aladdin's Bottle' had been tested on a group of students. The 27 students were of weak proficiency. The data from this research was analysed using several methods presented below. They include observation, interview, pre-test and post-test and also PBD Assessment Reports (Speaking Skills). See Appendix.

#### 3.1 Findings from Observation

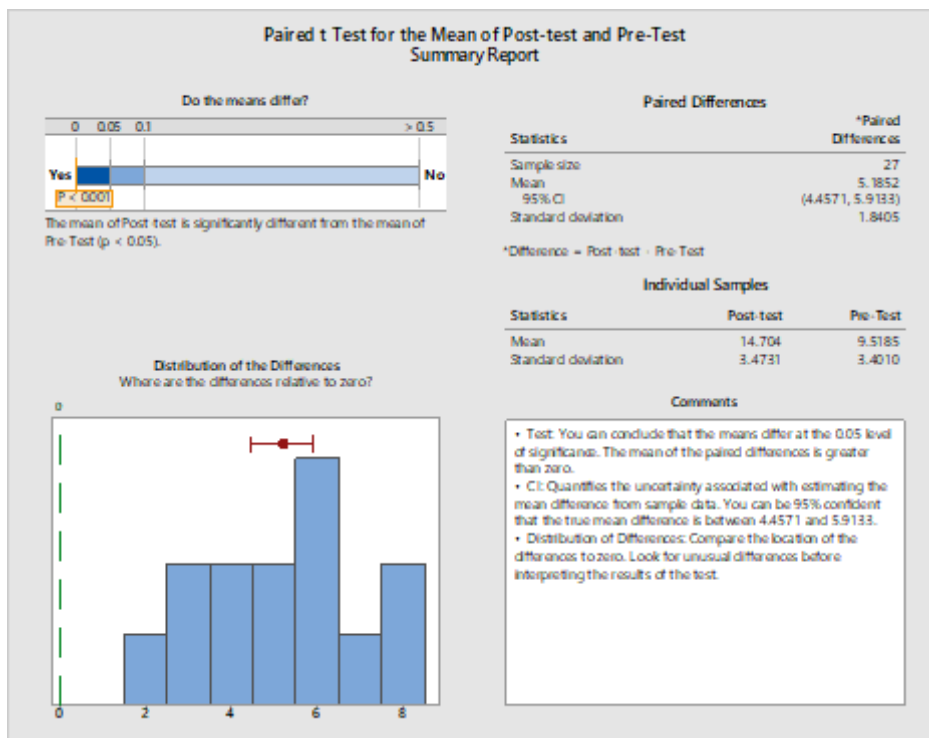
Before the use of 'Aladdin's Bottle', students were extremely quiet every time during speaking lesson as they were afraid of making mistakes. Nobody would volunteer to present in front of the class. They would push to each other the job of presenting or reading aloud in front of the class. However, students had shown more confidence in speaking activities after 'Aladdin's 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 Findings from Interview

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 'Aladdin's 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 'Aladdin's Bottle'. See Appendix 2.



**Figure 4.** T-test conducted to show the differences between the Pre-Test and Post-Test (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 articulations of the words from the activities conducted in the 'Aladdin's 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. See Appendix 3.

## 4. CONCLUSION

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

## 5. CONCLUSION

'Aladdin's 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. 'Aladdin's Bottle' can be used to teach other language items that emphasize on repetition and memorization such as grammar rules.
- ii. 'Aladdin's 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 NI 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	Nithesh Dev Rames	1	1	1
12	Tan Lin Xing	1	1	1
13	Tan Yee Chuan	1	1	1
14	Tarun Roshan NI 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 Khir	1	1	1
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

No.	Pupil's Name	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 NI 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**

No.	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 Habiburillah Bin Ruzaiman	4
10	Muhammad Thaqqif 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