

**THE EFFECTS OF THE COMPUTER ASSISTED LANGUAGE
LEARNING ON VOCABULARY ACQUISITION ON THE LEVEL
TWO STUDENTS OF SK SG. MAONG HILIR, KUCHING**



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Abstract

This study investigated the effects of computer-assisted language learning on vocabulary acquisition on the students of S K Sg. Maong Hilir, Kuching. Thirty subjects were randomly assigned to two groups and each group was randomly assigned to one of the two treatments. The experimental group was taught using the multimedia annotation. There were twenty low frequency words. The words were the names of buildings and places. The words were annotated with text, sound and pictures. The control group was taught using the traditional method that is chalk and talk. The teacher explained the words and drew the pictures on the blackboard. The students were encouraged to jot down notes and draw the pictures of buildings and places to enhance the long term retention.

The subjects were given a pre test before the lesson to check whether they were familiar with the words. After the lesson, an immediately post test was administered to see the effects of the computer assisted language learning. Two weeks later, another test was given. This was to determine the long term retention.

The study produced evidence that students learnt vocabulary better when they watch the pictures and listen to the definition of the words with text. In addition, annotations containing text, sound and pictures were found to be more helpful for vocabulary learning than the traditional method. However, in order to obtain a more reliable and generalizable result, a replication study with a bigger number of subjects is needed.

TABLE OF CONTENT

	PAGE
TITLE PAGE	i
LETTER OF APPROVAL	ii
AKNOWLEDGEMENS	iii
ABSTRACT	iv
ABSTRAK	v
TABLE OF CONTENT	vii
LIST OF FIGURES	x
LIST OF TABLES	x

CHAPTER ONE: INTRODUCTION

1.1 Introduction	1
1.2 Background	1
1.3 Objectives of the Study	3
1.4 Statement of Problems	3
1.5 Research Questions	4
1.6 Research Hypotheses	5
1.7 Significance of the Study	5
1.8 Delimitation	6
1.9 Limitation	7
1.10 Definition of Terms	7
1.11 Conclusion	8

CHAPTER TWO: RELATED LITERATURE REVIEW

2.1 Introduction	9
2.2 Importance of Vocabulary	9
2.3 Computers and Language Learning	11
2.4 Vocabulary Learning via Multimedia Course Ware	13

Chapter One

Introduction

1.1 Introduction

This chapter introduces the background of the study, followed by the statement of problems, research questions, hypotheses, theoretical framework, and definition of the terms, significance of the study and the limitations of the study.

1.2 Background

Recently, there has been a hot issue saying that there are many graduates unemployed because of a poor command of English. Generally, Malaysians are solely lacking in their command of English and that this is a structural deficiency that needs to be urgently corrected. To improve the standard of English among Malaysians is an increasingly globalised need where English is by far the most common language used. With nations having to compete on the global front, it is crucial for its people to effectively communicate with those of other nations.

That is the reality of today's environment, the mastery of English is important if we are to progress. If we do not want to be left behind in the economic race, we have to be proficient in English, the sooner the better. The latest set of measures to improve the teaching of English in the country's primary schools is a significant step forward. Based on the feedback from the ground where by the schools had to fill in a survey form on how many teachers were able and willing to teach in English, the committee recommended Science and Mathematics classes to be taught entirely in English