

Abstract

English instructors who are teaching in school in Thailand are the persons who did not major in English and teaching materials used are also not interesting to students. Therefore, most students do not feel interested in English and have poor performance. English Vocabularies become so hard to students, but they are essential in learning languages. Multimedia have been studied and found that they are excellent media which make students more interested in learning. However, research shows that students are novice to know where to focus in the material. When they are in the classroom, teachers may direct students' attention to particular points whereas students who study with electronic media will not have anyone to direct to particular points. Therefore, a tool in electronic learning material may be helpful to students in learning such material. There are several techniques that can be applied to direct student attention in multimedia learning materials. Some techniques have been examined and found that they could draw student attention in learning material.

This research is another study which aims to compare two techniques used to direct student attention to learn English vocabularies. The masking and highlighting were compared to determine which was the better technique in guiding student attention to learning presentation of English vocabularies.

The guiding attention techniques were studied with the presentation voice. The 3 (control, masking and highlighting) x 2 (voice and no-voice presentation) between-subject design was employed. The experiment was conducted with 60 primary school students. The result of analysis of variance showed that the students who learned English vocabularies from material with masking and highlighting had post-test scores significantly better than who studied material without attention guiding. The presentation voice also had an impact on student performance at the significant level 0.05. Additionally, the result of student satisfaction at learning materials indicated that the material with presentation voice was more satisfactory than the one with no voice significantly at 0.05.