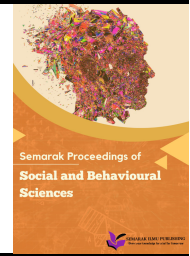




## Semarak Proceedings of Social and Behavioural Sciences

Journal homepage:  
<https://semarakilmu.my/index.php/spsbs/index>  
ISSN: 3083 - 9823



# Effectiveness of the Shout Out Method in Enhancing Interest and Interaction during Teaching and Learning Sessions Year 2 Students

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### ABSTRACT

Primary schools in Malaysia often rely on teacher-centred instruction, resulting in passive learning, low interaction, and declining student interest. These issues contradict the aims of PAK21 and the PPPM 2013–2025, which emphasise active, student-centred engagement. A qualitative research design was employed involving 45 students in a primary school in Kerteh, Terengganu. Data were collected through classroom observations, student questionnaires, and teacher interviews, then validated using triangulation. Descriptive and thematic analyses were applied to identify behavioural patterns and teacher insights. Findings show that the Shout Out method substantially increased student interest (97.78%–100%) and interaction (80%–86.67%). Students were highly motivated, eager to respond, and consistently engaged during lessons. Comprehension also improved, with 97.78%–100% agreeing that expressing answers aloud and interacting actively helped them understand content more effectively. Teacher observations supported these outcomes, noting strong participation and two-way communication. Although a small group of shy students preferred less spontaneous methods, the overall response was overwhelmingly positive. In conclusion, the Shout Out method is an effective, energetic, and developmentally appropriate strategy that enhances Year 2 learning and aligns strongly with 21st-century pedagogy. Its low cost, low preparation approach also makes it particularly suitable for resource limited primary school settings.

**Keywords:** Shout Out method; student interaction; active learning; constructivist pedagogy

## 1. Introduction

Teaching and learning (T&L) in primary schools in the 21st century demands approaches that go beyond merely delivering knowledge but it must also stimulate students' interest and active engagement. For Year 2 students in particular, the ability to maintain focus, motivation and consistent interaction in the classroom is strongly influenced by the pedagogical strategies employed by teachers. Research conducted by Ryan *et al.*, [1] indicates that a high level of interest in learning activities can enhance intrinsic motivation and consequently the academic achievement of primary school students. The Malaysia Education Development Plan (PPPM) 2013-2025 also emphasizes the need to incorporate elements active, responsive and student-centered learning as a foundation for quality teaching as reported by the Ministry of Education [2]. This approach aligns with the goals of 21st Century Education (PAK21), which prioritizes critical thinking skills through continuous

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interaction. Without such strategies, students can easily lose interest after the first few minutes of the lesson.

However, the reality of T&L in lower primary classrooms still reflects a tendency toward traditional teacher-centered methods. Recent studies in Malaysia highlight that student-centred approaches significantly improve engagement and comprehension, particularly in lower primary classrooms [15]. Such approaches often result in students becoming passive, less interactive and showing inconsistent interest, as reported by Chandran [3]. For example, teachers typically rely on long lectures or direct questions to a single student, leaving others bored and disengaged. Thang *et al.*, [4] found that classroom interactions in primary schools generally involve only a few active students, while the majority remain largely uninvolved. This situation makes it difficult for teachers to accurately assess students' understanding, while also reducing the effectiveness of learning. Moreover, this engagement gap can lead to long-term motivational problems, where the students begin to perceive learning as a boring task.

Consequently, immediate response techniques, such as the Shout Out method, are increasingly gaining attention as a teaching strategy with the potential to enhance simultaneous student engagement in primary school classrooms. The Shout Out method is an immediate response technique that effectively enhances interest and interaction among Year 2 students during T&L sessions. This technique allows students to provide rapid responses verbally or using signals, ensuring the active engagement of all students simultaneously. Chien *et al.*, [5] stated that classroom response systems such as Shout Out facilitate formative assessments with immediate feedback, helping to increase accountability and reduce students' reluctance or embarrassment to try. Additionally, Aljoloud *et al.*, [6] found that this method stimulates students' cognitive engagement and allows for deeper peer discussion following individual responses. However, there remains a lack of studies specifically within the context of Year 2 students in Malaysia examining the effectiveness of the Shout Out method in stimulating interest and interaction, making this topic relevant for further studies. This technique is particularly important because age 7-8 represents a critical period of cognitive development, requiring appropriate teaching strategies to promote active learning and sustained interaction

Beyond the pedagogical aspects, practicality is also an essential factor influencing teachers' willingness to adopt new strategies. In addition to its pedagogical benefits, the Shout Out method is also a highly practical strategy for teachers because it does not require technological devices, costly materials or complex preparation. Compared to the digital classroom response system, Shout Out provides the same immediate response advantages but at almost zero cost, making it suitable for schools with limited resources, reported by Ministry of Education [2]. The method is also time-efficient, as teachers can initiate the activity instantly without additional setup, planning tools or technological troubleshooting. Studied by Norazmi *et al.*, [7] reported this simplicity reduces teacher workload while ensuring that active engagement can still be achieved in line with PAK21 learning requirements, aligning with active learning strategies that emphasize simple, high-response activities that do not require expensive instructional material.

Therefore, this study was conducted to empirically evaluate how the Shout Out method can enhance the interest, motivation and interaction of Year 2 students in the classroom. Accordingly, the study focuses on assessing the effectiveness of the Shout Out method in increasing students' interest and motivation during T&L sessions, identifying the level of student engagement or interaction during the implementation of the Shout Out method and analysing students' feedback regarding their experiences using this method. The findings of this study will not only contribute to the improvement of pedagogy in primary schools but also provide practical guidance for teachers.

Ultimately, this research can serve as a foundation for a more inclusive teaching and learning curriculum at the national level.

## **2. Methodology**

### *2.1 Research Design*

The effectiveness of the Shout Out method in increasing Year 2 students' interest, interaction, and comprehension were evaluated in this study using a qualitative research design. The qualitative approach was chosen because it enables researchers to comprehend students' experience in actual teaching and learning environments through observation, questionnaires, and interviews. In keeping with Cresswell *et al.*, [8] belief that a qualitative method is appropriate for thoroughly examining educational phenomena, this design also offers a chance to directly analyse changes in student behaviour.

### *2.2 Participants and Setting*

This study was conducted at a primary school in Kerteh, Terengganu and involved 45 Year 2 students learning the topic of Animal Reproduction and Growth for the Science subject. This age range of students was chosen because they can participate in immediate response exercises loudly like Shout Out with ease. The teachers also served as respondents to confirm the effectiveness of the strategy through reflection on the implementation of T&L. An accurate representation of the method's efficacy in the classroom is given by this selection of participants and location.

### *2.3 Data Collection Procedures*

Three primary methods were used to collect data, that is classroom observations, student questionnaires, and teacher interviews. Shout Out observations were used to see the level of student participation in T&L. After the activity was completed, questionnaires were used to measure the level of student interest, interaction and comprehension. Meanwhile, to learn more about the strengths and challenges of this method, teacher's interviews were conducted. The use of these various instruments allowed for data triangulation and strengthened the study findings.

### *2.4 Validity and Reliability*

Before data collection, the instrument's validity was confirmed by expert review. To make sure the results were more reliable and not reliant on a single source, data from observations, questionnaires, and interviews were combined in triangulation. Data triangulation was employed to enhance reliability, in line with the recommendations of Patton *et al.*, [9].

### *2.5 Data Analysis*

Descriptive analysis was used to examine the data. While questionnaire data were analyzed using the percentage of student agreement frequency for each item related to interest, interaction, and comprehension, observation and interview data were analyzed thematically. Descriptive analysis was chosen because it allowed researchers to describe student response patterns clearly and understandably, in line with the nature of the study which aimed to evaluate pedagogical effectiveness through student responses, consistent with the approach adopted by Aljaloud [6]. In

order to make the analysis easier to understand and to give the researcher's interpretation visual support, the results were presented graphically.

## 2.6 Ethical Considerations

This study complies with research ethics by getting permission from the school, keeping participant identities confidential, and ensuring that instruction and learning are not disrupted. According to the guidelines of the Ministry of Education Malaysia [10], all data is utilised exclusively for academic purposes.

## 3. Results and Discussion

### 3.1 Significant Increase in Student's Interest with the Shout Method

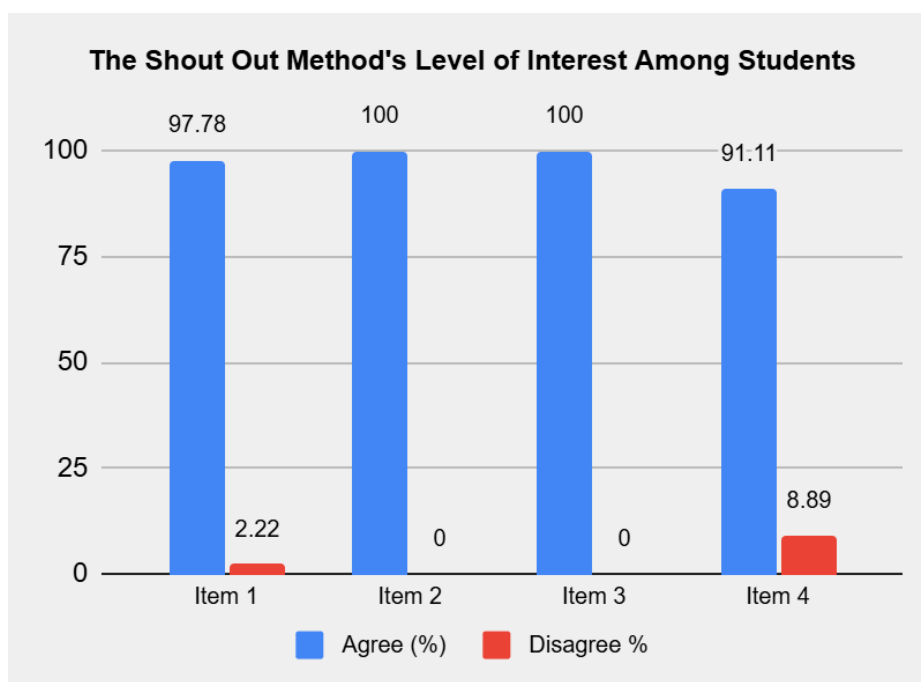


Fig. 1. The Shout Out Method's level of interest among students

The findings indicate that students demonstrated an exceptionally high levels of interest during the implementation of the Shout Out method, with agreement scores ranging from 97.78% to 100% across all four items related to interest in Fig 1. Specifically, 100% of students agreed that they felt more engaged and enjoyed the lesson when the Shout Out method was implemented (Items 2 and 3). Even the lowest agreement was high, with 91.11% of students affirming that the method helped them maintain consistent attention (Item 4). This overall high level of agreement with only 2.22% to 8.89% disagreement, shows that the method significantly increased students' motivation to learn.

This result strongly aligns with the teacher observation data, where students were seen as "happy", "eager to answer" and consistently responsive to the cue "3...2...1...Shout Out!" which all rated Very Good in the Teacher Observation Form. Such behaviours reflect heightened intrinsic motivation, supporting Ryan *et al.*, [1] assertion that engaging and enjoyable learning activities promote intrinsic interest and deeper involvement.

Furthermore, the spontaneous and energetic nature of the Shout Out method where students respond quickly, verbally and movement based confirms prior literature. Aljaloud *et al.*, [6] found that immediate response classroom systems such as the Shout Out method increase student

attention and enjoyment due to instant feedback loops. Thus, this study confirms that Shout Out is a highly effective interest boosting strategy for Year 2 learners, who naturally benefit from rapid and energetic instructional methods. Pavani [13] demonstrated that immediate response techniques, such as student presentation-based effective teaching (SPET), foster higher levels of engagement and accountability among Malaysian students.

### 3.2 Student Interaction Improved through Shout Out Method

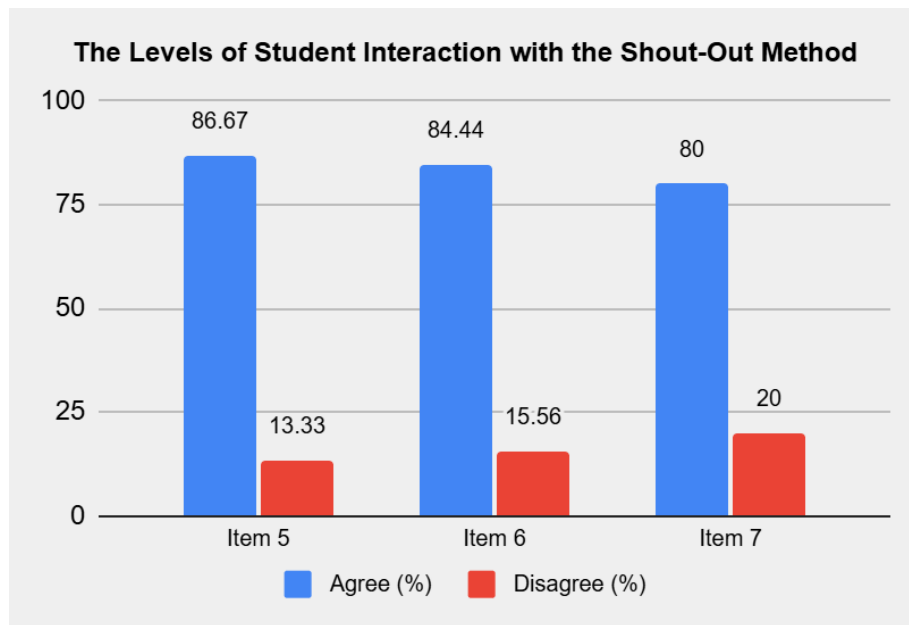


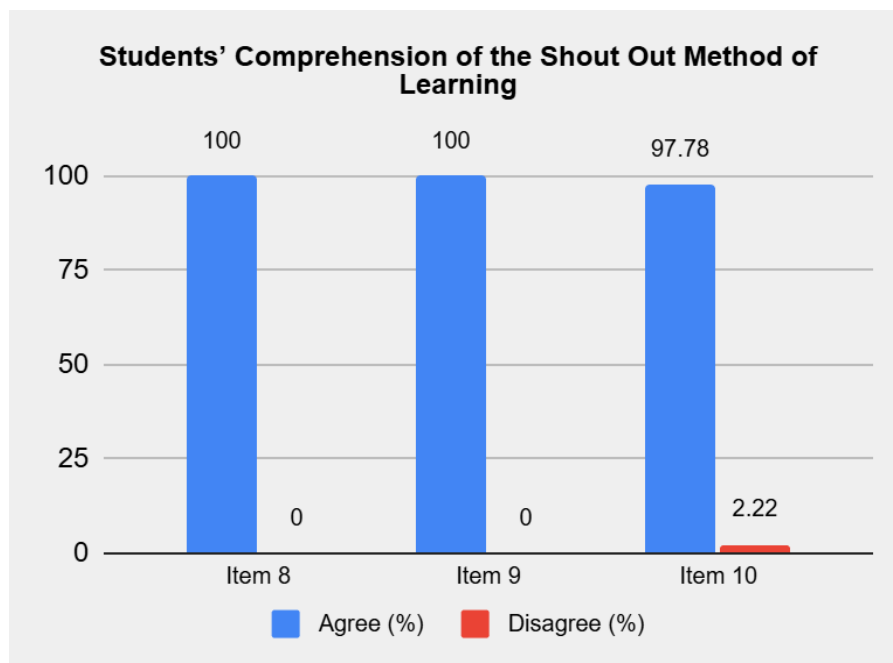
Fig. 2. The levels of student interaction with the Shout-Out Method

Interaction levels were also notably high (Fig 2), with agreement scores ranging from 80% to 86.67%. The highest agreement was recorded for Item 5 (86.67%) concerning answering simultaneously and Item 6 (84.44%) related to peer interaction.

These findings are further supported by the teacher's observation which all rated Very Good that students were "confident to answer simultaneously", "interact with peers" such as short discussion and sharing ideas, and engaged in "two-way communications with the teacher". The high interaction level aligns with Chien *et al.*, [5] who argued that immediate response techniques such as the Shout Method reduce anxiety and increase accountability. Similarly, Thang *et al.*, [4] found that collective or simultaneous response strategies increase participation among students who would otherwise remain passive in traditional methods.

However, this method is not entirely appropriate for some students, particularly those who are timid, and lack the self-assurance and bravery to speak out their opinions in a timely and spontaneous answer. It was recorded up to 20% disagreement on Item 7 where the students were less comfortable participating spontaneously. This indicates that although the Shout Out method is highly effective for the majority of students, teachers need to incorporate complementary strategies to support students who are more reserved.

### 3.3 The Shout Out Method Enhanced Students Comprehension

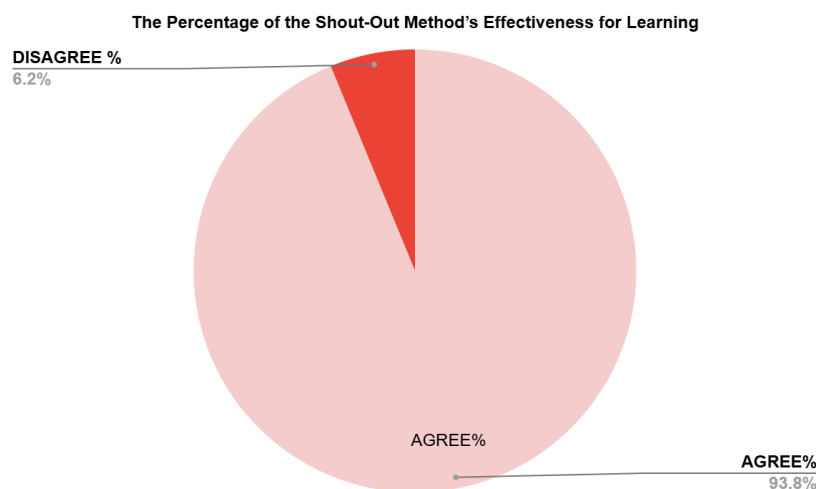


**Fig. 3.** Students' comprehension of the Shout Out Method of learning

The results in Fig 3 showed that the Shout Out method also had a positive impact on students' understanding of the topics learned. Item 8 and 9 shows that 100% of students agreed that the teacher explains clearly the activity steps using this method and it was easier to understand the lesson content when they were actively involved in expressing answers and opinions. Item 10 recorded 97.78% agreement, indicating that students were better able to retain and apply learning concepts as a result of their active engagement in the learning process. As the students agreed that they understood the lesson better when they were actively expressing answers, the teachers noting that students "correctly named habitats", "answered quickly and confidently", and show clear signs of understanding such as nodding and providing consistent correct answers.

These findings align with the literature stating that interactive and verbal reinforcement accelerates knowledge retention. Aljaloud *et al.*, [6] emphasized that immediate response systems enhance retrieval practice, enabling students to process information actively rather than passively. This supports the constructivist learning theory, which posits that knowledge is better internalized when learners actively construct meaning through repeated practice and verbal expression. This is consistent with Martinez and Gomez [14], who reviewed evidence-based active learning approaches and concluded that rapid-response and collaborative strategies enhance motivation and knowledge retention across diverse classroom contexts. Thus, the Shout Out method not only fosters engagement but also strengthens conceptual understanding through active participation, repetition and instant feedback.

### 3.4 Overall Effectiveness of the Shout Out Method



**Fig. 4.** The Percentage of the Shout-Out Method's effectiveness for learning

Overall, 93.8% of students said that the Shout Out approach aided their learning. This high proportion shows that the approach was successful in catching students' interest, fostering a more dynamic learning environment, and motivating them to actively offer feedback. Compared to traditional methods, more passive teaching methods, students felt more self-assured, were more eager to express their opinions, and were able to engage in learning activities on their own. Therefore, just 6.2% of students disapproved of this method. Even though a tiny portion of students gave less favourable answers, this number is extremely small and has no impact on the data's general trend. This disapproval could be caused by things like shyness, a lack of confidence, or a lack of experience with an approach to learning that demands spontaneous answers.

Despite this, the overwhelmingly positive trend suggests that Shout Out is a highly suitable method for Year 2 students, particularly because the age group thrives on quick paced, movement oriented and energetic activities. Teacher interview data further supported these findings. The teacher reported that the Shout Out method is one of the most practical PAK21 techniques because it is low cost, requires minimal preparation and does not increase teacher workload. Teacher interviews further supported the practicality of the method, as it is low cost, time efficient and requires minimal preparation, in line with the findings of Ismail *et al.*, [11]. This perception aligns with the intended purpose of Shout Out as a fast, cost-effective and low burden strategy to stimulate whole class participation. Thus, beyond improving engagement, the method also supports teachers' practicality needs, especially in resource limited primary school settings, consistent with active learning applications that enhance student motivation via low-prep collaborative techniques, as reported by UKM Research Team [12].

## 4. Conclusions

This study demonstrates that the Shout Out method is an effective strategy for enhancing the teaching and learning experience of Year 2 students. The findings reveal that the method successfully increases student interest, motivation, interaction, and comprehension during lessons. Students responded enthusiastically to teacher cues, demonstrated confidence in providing answers, and actively engaged with peers, creating a dynamic and participatory classroom environment. Teacher

observations further reinforced these outcomes, highlighting not only the method's impact on student engagement but also its practicality, as it requires minimal preparation, no additional materials and can be implemented immediately. This makes Shout Out an ideal strategy for schools with limited resources, ensuring active learning is achievable without overburdening teachers. Although a small number of students were less comfortable with spontaneous participation, the method's overall effectiveness suggests that it can be complemented with additional strategies to support shy or reserved learners. In conclusion, the findings of this study confirm that the Shout Out method is a low-cost, high-impact, and developmentally appropriate pedagogical tool. It not only increases student interest and interaction but also strengthens comprehension through active participation. This conclusion is consistent with international evidence that active learning strategies improve student motivation and conceptual understanding [14]. In the Malaysia context, the method complements broader student-centred practices that have been shown to be effective in primary schools [13,15]. Thus, Shout Out provides practical guidance for teachers seeking to implement PAK21 strategies in resource-limited settings.

### Acknowledgement

This research was not funded by any grant. Special appreciation is extended to the headmaster, teachers, and Year 2 students at one of the schools in Kerteh for their cooperation and participation throughout the study. The constructive feedback from academic peers during the instrument validation process is also deeply acknowledged. Finally, the authors would like to thank Pusat Pengajian Pendidikan, Fakulti Pengajian Kontemporari Islam, Universiti Sultan Zainal Abidin and Nottingham Trent University for providing institutional support and resources that enabled this research to be successfully completed.

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