



PROCEEDINGS OF ACTION RESEARCH SEMINAR 2016

Bachelor Degree with Honours
Teaching of English as a Second Language
In Primary School (SK)
PISMP TESLR2 (SK) JANUARY 2013 INTAKE



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BACHELOR DEGREE WITH HONOURS
TEACHING OF ENGLISH AS A SECOND LANGUAGE IN
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English Language Unit
Language Department
Institut Pendidikan Guru Kampus Sarawak
Miri, Sarawak

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Institut Pendidikan Guru Kampus Sarawak
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FOREWORD

Thanks be to God the Almighty, with His blessings, the TESL2 teacher trainees of semester 8 have successfully compiled their Action Research studies for The Action Research Seminar 2016. The compilation of this proceeding marks the culmination of arduous months long process involving planning, editing, revising, proofreading, and presenting of action research articles and finally the preparation of the presentation seminar. Through this seminar, trainees were able to share the findings of their research with their peers as well as to reflect critically on their learning and teaching practices and to emulate good teaching practices in their future endeavours. Congratulations to all trainees for their hard work and dedication in seeing everything to completion. Thank you as well to all the English lecturers who supervised the action research and their dedication and hard work in helping out one way or the other. Once, again, a big thank you to everyone for making everything a resounding success.

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WRITING SIMPLE SENTENCES CORRECTLY USING COLOURFUL SUBSTITUTION TABLE

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CAMILLUS ONG HOCK SIEW²

ABSTRACT

The aim of this action research is to improve writing simple sentences by using substitution table among Year 2 pupils. 4 respondents were selected as the result of the information that required from the interview, observation and document analysis. All the respondents are the pupils from an urban school in Miri. This action research focused on the use of substitution table to improve correct simple sentences writing among the low and average pupils. The action research model suggested by Kemmis and McTaggart (2000) has been used throughout the whole process. During the research, there is 3 collection method has been used which were the interview, observation, and document analysis. The results of the study showed the effectiveness of using the substitution table with different colours of verbs and nouns to help the pupils to write simple sentences correctly.

Keywords: substitution table, simple sentences

ABSTRAK

Tujuan kajian tindakan ini dijalankan adalah untuk memperbaiki kemahiran menulis ayat mudah menggunakan teknik substitution table dalam kalangan murid-murid Tahun 2. Seramai 4 orang murid telah dipilih sebagai responden yang dipilih melalui teknik temuduga, pemerhatian dan analisis dokumen. Semua respondent berasal dari sebuah sekolah yang sama dalam bandar Miri. Kajian tindakan ini memberi tumpuan kepada penggunaan teknik substitution table untuk memperbaiki kemahiran menulis ayat mudah dalam kalangan murid yang mempunyai tahap kemahiran lemah dan sederhana. Model kajian tindakan yang dicadangkan oleh Kemmis dan McTaggart (2000) telah digunakan sepanjang kajian tindakan ini dilaksanakan. Hasil kajian menunjukkan keberkesanan menggunakan substitution table dengan kata kerja dan kata nama yang berlainan warna dalam membantu murid untuk menulis ayat mudah dengan betul.

Kata kunci: substitution table, ayat mudah

INTRODUCTION

English is a language which also involves writing. One of the problem pupils faced in writing is they are not able to write simple sentences correctly. The subject-verb-object (SVO) sentence pattern is one of the basic patterns which needed for developing pupils writing skills. The mastery of subject-verb-object (SVO)

should be emphasized at the start of their learning in writing simple sentences during Year 2 level.

TEACHING AND LEARNING REFLECTIONS

During my teaching practice, there were some problems that I found regarding pupils' difficulty in learning English. One of the problems that I find is pupils cannot write simple sentences. It probably because they do not know which subject or object that can be used in writing the simple sentences. They also have difficulty in choosing the correct verb for writing simple sentences. Furthermore, these pupils usually repeat the same noun or verb in their sentence writing. From my observation, they have difficulty to choose suitable verb to write simple sentences. This situation makes me realize that I can use substitution table technique to help the pupils in writing simple sentences.

RESEARCH FOCUS

The focus of this research is to help pupils develop their skill in writing simple sentences by using colourful substitution table. Dr. M.E.S. Elizabeth (2007) has mentioned that "substitution table is an important aid in the hands of the teacher. The teacher can prepare the substitution table by taking up one structure". My objective for using this teaching technique is to develop pupils' skill in writing simple sentences. The use of subject-verb-object (SVO) sentence pattern is also because it is easier to construct simple sentences using SVO patterns. The use of colourful substitution table and SVO sentence patterns enable the pupils to learn writing simple sentences faster.

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

This action research has one objective only:

- I. Improving pupils' skills in writing simple sentences by using the colourful substitution table.

To achieve above objective, a research question will be used to elaborate on the issues:

- I. How does colourful substitution table help pupils in improving their writing of simple sentences?

TARGET GROUP

The respondents chosen for this research were chosen through 3 methods of data collection which were the interview, observation and document analysis. There were 4 respondents from Year 2P class which consists of 2 male pupils and 2 female pupils. One pupil is Malay, one is a Chinese, and another two is a mix percentage of Kenyah - Chinese, and Malay – Iban.

PROCEDURE OF ACTION

This action research was assess based on the Kemmis and McTaggart research model (2000) that involve 4 main processes start with planning, then action, analyse and lastly reflection. There were 2 cycles that carried out in this action research. All of the 4 respondents were involved with both cycles.

During the planning stage, I have planned some activities or lessons which focus on the use of substitution table in writing simple sentences. All these activities were implemented during the teaching and learning session of the English subject. The implementation of the substitution table technique was conducted during the one-hour lessons which have been allocated for the English subject that was done 2-3 times a week.

For the analysis stage, the process was done by going through the data collected after the implementation of the plan. The data was obtained by using three data collection methods which were interviews, observation and document analysis that carried out during the implementation stage (Karpesh, 2015). The final stage, reflection is done by discussing with the mentor who supervised my practicum to detect the strengths and weaknesses of all the action taken.

RESEARCH FINDINGS

The findings of this action research were taken from the data that collected from interviews, observation and document analysis (Kawulich, Barbara B, 2005). All the data were analysed based on the two research questions that mentioned before. The following elaborations are the summary of the data collection which derived from each respondent through three data collection methods.

Respondent 1 is a male student who is quite energetic who usually always wrote anything and did not leave the exercise incomplete. Usually, he asked his friends when he did not understand. But since I introduced the substitution table technique, I see some improvements as he started to ask me whenever he did not understand. He also started to complete the exercise that I gave to him by trying to write correct simple sentences rather than just fill in

the answer sheet like before with unrelated answer. As I checked his exercises, I found that he had improved in writing simple sentences as he able to write simple sentences based on the verbs and nouns that I gave. From my interview with him, he also stated that the substitution table helped him simpler methods of writing simple sentences.

Respondent 2 is also a male who is quite energetic in my classroom. Before the use of substitution table technique, he cannot write simple sentences properly. He always changed the position of verbs and nouns. For example, he wrote "Buys Jack some books" or "Plays Danny in the playground". He also usually repeated the same noun or verb in his sentences. For example, "Danny cooks chicken", "Danny cooks vegetable ", "Jimmy cooks Chicken", and so on. However, after the use of substitution table technique, he started to write simple sentences more correctly. It is also done in different verbs and nouns in his sentences. For example, "Johan plays badminton"; "Esah talks with his sister", "Aliya kicks a ball". He stated that substitution table helped him recognize between verbs and nouns more correctly.

Respondent 3 is a female pupil who is able to differentiate between noun and verb better than the other 3 respondents. However, she cannot write simple sentences properly as she always places the verbs and nouns in the wrong places like Respondent 2. For example, "Aliya books buy in the bookshop", "I like chicken eat", "chicken fried eat good" and so on. Even she made some mistakes in writing simple sentences, she able to use different verbs and nouns in her sentences. After using substitution table technique, most of her sentences are written correctly. For example, "Aliya buys the book in the bookshop", "I like to eat chicken", "Fried rice is delicious" and so on. She has improved in her writing of simple sentences as she did not mix the verbs, nouns, and subjects altogether like before.

The last respondent, Respondent 4 is also a female. Before the substitution table technique is applied, she cannot write simple sentence completely. She cannot differentiate which one is the verb and which one is a noun. For example, between "talk" and "table", she probably says that "talk" is a noun and "table" is a verb. Like Respondent 1, she also never leaves her exercise empty and tries her best to write whatever answer she thinks is suitable. Sometimes, she even wrote the questions on the answer sheet provided because she did not how to answer it. But, after the use of substitution table, she began to write more suitable answers even they still wrong in spelling and incorrect use of verbs or nouns. Moreover, she started to use different verbs or nouns in her sentences and less repetition rather than before. For example, "Jenny make curry", "Jenny eat burger", "Eat Irfan chicken" and so on.

REFLECTIONS OF RESEARCH FINDINGS

Based on the data findings that I collected, the substitution table has helped the pupils to improve their simple sentences writing skills. Firstly, the substitution table showed to them how to write simple sentences correctly by introducing to them the nouns, verbs, and object of the sentences. It is because the nouns, verbs, and objects are placed in their respective section in the substitution table. So it helped the pupils to identify which word classes that they should put in the given section. Next, this technique also has helped the pupils to write simple sentences according to the subject – verb – object (SVO) sentence pattern that I introduced to them. The substitution table also showed to them which verbs and nouns should be written in the writing sentences.

Furthermore, the colourful word cards in the substitution table help pupils to construct simple sentences. It helped them to construct sentences easier than just write it straight away. One of the main elements in the colourful substitution table is pupils can see the noun (subject), verb and object of the sentences more clearly. The pupils said they can see the differences between noun and verb obviously, so it helps them to write simple sentences. This method also helped them to construct simple sentences more correctly as they understood which verbs and nouns suitable to use. They also write more words in the sentences such as “Azhar is playing with his father”, “Jenny is cooking the chicken rice”, “Altamis likes to learn in the library” and so on. The different colours of word cards that I used for the substitution table enable them to differentiate which one are the verbs and which one are the nouns correctly. The pupils also use different words of nouns and verbs in their simple sentences. They did not repeat the same verbs and nouns like they do before I introduced to them the colourful substitution table techniques.

FURTHER RESEARCH

For further research, instead of limiting to subject-verb-object (SVO) sentence patterns only, I should introduce and use other sentence patterns as well. By this way, pupils will be exposed to different kinds of sentence patterns and do not depend on one sentence pattern only in their writing. Perhaps this will enable them with different sentence structure and variety in writing sentences.

Furthermore, improvements can also be made on the teaching aid itself. One of the ways is by making some modifications such as using pictures to describe the verbs in that particular substitution table. The teacher can also ask the pupils to prepare their own substitution table to help them understand it better rather than teacher prepared the entire table by himself.

The cycle also can be done in more than 2 cycles such as 3 cycles. This is because, during the first cycle, the plain black and white substitution table has been used. Then during the second cycle, the colourful substitution table has been introduced and practice during the lesson. So, there should be the third cycle which the plain black and white substitution table will be introduced again. By this way, pupils will not depend much on the colour to write their sentences. By this way, it will ensure these pupils able to write simple sentences of their own without the assistance of the colourful substitution table in the future.

CONCLUSION

The use of colourful substitution table could improve pupils' skills in writing simple sentences correctly. Their learning of subject-verb-object (SVO) sentence patterns also enables them to write simple sentences with different verbs and nouns, as well as improving their writing skills.

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USING PICTURES TO IMPROVE THE SPELLING OF VERBS

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NORSARIHAN AHMAD²

Abstract

The aim of this action research is to improve the spelling of verbs among Year 5 pupils by using pictures. Six respondents of Year 5 with the low and average level of proficiency were selected based on an observation in an urban school in Miri. This action research was conducted based on the Kemmis and McTaggart (2000) Action Research Model. During the research, data collection was collected through interview, document analysis and observations. The data collected and analyzed were based on the correct spelling of verbs in the document analysis, while coding and themes were derived from the unstructured observations and interviews. The results of the study showed the use of pictures are able to improve the spelling of verbs and increase the interest of the pupils to spell verbs correctly.

Keywords: spelling, verbs, improve, interest

Abstrak

Kajian ini adalah bertujuan untuk meningkatkan ejaan kata kerja di kalangan pelajar Tahun 5 dengan menggunakan gambar. Seramai 6 orang responden tahun 5 yang mempunyai tahap penguasaan yang lemah dan sederhana telah dipilih berdasarkan pemerhatian di sebuah sekolah bandaraya Miri. Kajian ini dijalankan berdasarkan model Kajian Penyelidikan Kemmis dan McTaggart (2000). Sepanjang kajian dijalankan, data telah dikumpulkan dengan menggunakan kaedah temuduga, analisis dokumen dan pemerhatian. Data dikumpulkan dan dianalisa berdasarkan ejaan kata kerja yang betul dalam analisis dokumen manakala, pengekodan dan tema diperolehi melalui pemerhatian tidak berstruktur dan temu bual tidak berstruktur. Hasil kajian ini telah menunjukkan penggunaan gambar dapat meningkatkan prestasi murid untuk mengeja kata kerja dan menarik minat pelajar untuk mengaplikasikan ejaan kata kerja dengan betul.

Kata kunci: ejaan, kata kerja, meningkatkan, minat

INTRODUCTION

In Malaysia's Education system, English is placed as the L2 in line with the education policy 'To Uphold Malay and Strengthen English (MBMBI)' (Taib, 2016). Learning a new language also

requires four basic communication skills – listening and speaking, reading, writing and grammar. It is necessary to master these skills as it can build up effective communication, especially to learner and primary school pupil who want to learn new language. One of the toughest skills to learn in the English language is writing. Speaking and writing skills are two different things in many ways (Cleland and Pickering, 2006) as it differs in many ways. For example, spoken language tends to be full of repetitions and incomplete sentences while written language tends to be more complex with longer sentences, punctuation and also grammar. However, it is a challenge to teach English among non-native ESL learner as L2 and Malay as the national language at the same time. Hence, a teacher needs to be analytical and critical to identify the problems among the pupils for a better teaching and learning process.

TEACHING AND LEARNING REFLECTIONS

Throughout the duration of my teaching practice, I have identified from the discussion with my guidance teacher as well as my own observation that the pupils were having issues with spelling. Based on a number of lessons conducted with these pupils, I had observed that when they were asked to spell certain words, they were hesitating to spell loudly and gave negative responses such as “I am not sure, teacher.”, “I don’t know. I don’t remember.” or “Spelling is not important as long as I finish my worksheets.” Besides that, the pupils with low proficiency were unable to spell verbs correctly and used unsuitable verbs when writing sentences as they do not know the correct spelling of it which also affect the meaning and the ideas of their writing. Hence, I came out with a technique to improve the spelling problem of verbs by using pictures as a teaching aid. It is also to improve the spelling knowledge among the pupils. Increased spelling knowledge also was associated with improvements in word-recognition skills (Johnson, 2013).

RESEARCH FOCUS

This research is focused to improve the misspelling of verbs among the pupils by using pictures. Based on the researcher experience, the researcher found out that the pupils were unable to remember the spelling of verbs as they were lack of interest and word-recognition skills. Based on the conditions given, the researcher used pictures into a spelling game to teach the spelling of verbs. It is also used to increase the interest of the pupils to learn the spelling of verbs. The spelling game consists of pictures to improve their spelling and interest in learning the correct spelling of verbs. In the spelling game, pictures were used as flash cards. Pictures also included in

their worksheet as a repetition drill. According to Mitchell and Myles (2004), motivation is one of the factors which affect English as the second language acquisition. Researcher used pictures and game as a motivation. Pictures are the media that can be used to motivate the pupils to learn based on the illustration of the general idea and forms of an object or action which are being taught while game to gain their interest in learning the spelling of verbs. Hence, the pictorial spelling game can act as a memory aid and repetition drill of spelling verbs

RESEARCH OBJECTIVE AND QUESTIONS

The focus of the research in this research is based on the spelling of verbs as it is a part of the writing skills in English language. The researcher will focus on improving the spelling of verbs and interest among the pupils. The two research objectives of this research are:

1. Improving pupils' spelling of verbs by using pictures.
2. Increase pupil's interest to learn the spelling of verbs by using pictures.

As a guideline, two research questions are used during the implementation of the research.

1. How does the use of pictures help to improve pupils' spelling of verbs?
2. How does the use of pictures increase the pupil's interest to learn the spelling of verbs?

TARGET GROUP

The research involved 23 pupils of a Year 5 from an urban school in Miri. 6 pupils consist of 3 boys and 3 girls were selected to be the respondents. They were selected based on their low proficiency in English. The pupils are from different background. Their first language and preferred language are mostly in Bahasa Malaysia and Bahasa Melayu Sarawak. Besides that, they were selected based on their behaviours and level of interest in learning English during the teaching and learning.

PROCEDURE OF THE ACTION

This action research was based on the Kemmis and McTaggart research model (1988) which consisted of steps starting from planning to action, analysis and reflection. This research was conducted in two cycles. During the planning stage, I have planned a series of lessons which focuses on the spelling of verbs using

pictures. The implementation of the plan had launched during the teaching and learning session for the English subject. At this stage, I had carried out all that has been planned. The implementation of the technique was conducted during the one-hour lessons which have been allocated to the English subject. The reflection stage was carried out by analyzing the strengths and weaknesses of the cycle 1 for better improvisation in Cycle 2. During the analysis, it was done by going through the data collected after the implementation of the plan. The data were obtained through interviews, observation and document analysis from the action carried out during the implementation stage.

RESEARCH FINDINGS

In cycle 2, all of the respondents showed improvements based on the results of the document analysis. Each respondent was able to spell all of the verbs correctly when pictures were included in their worksheets. The pictures from the spelling game acts as a repetition drill for them to learn the spelling while the pictures on their worksheets help the pupils to recalled back their previous knowledge and experience of learning the spelling through the game.

The observation made also shown improvement in their participation as they are more engaged to learn the spelling of the verbs through the pictorial game. The pupils are more disciplined, became less in teasing those who make mistakes and paying attention to the explanation of the teacher. The shy respondent also becomes more confident by volunteered to spell orally as well.

Respondent 2 volunteered to spell actively and did not tease R5 when R5 spelled incorrectly during the oral spelling. R5 was not upset but keep on saying that he will remember the correct spelling. Both respondents 1 and 2 also less playful and did not interrupt my explanation with jokes as before. Respondent 6 who is a shy and quiet in the class also tries to speak in English and raising her hand to spell orally.

-Observation made by me

The respondents also gave positive feedback by asking for more spelling activities using pictures and flash cards. They also prefer to play and learn the spelling of verbs by using the game as it is more colourful, different, fun and challenging compared to the previous spelling activity.

"I like it the activity. I like to learn using the pictures. I can remember the verbs better because the pictures showed the action of the verbs. The game also helps me to remember the spelling because it is an easier way to learn the spelling and I can compete with my friends. Besides that, the worksheet also includes pictures as well. Teacher, can we have this kind of activity again?" – Respondent 1 (group interview)

REFLECTIONS OF RESEARCH FINDINGS

How does the use of pictures help to improve pupils' spelling?

The chosen respondents were visual learners and showed interest by participating actively when I used pictures as the main teaching material. Visual learners are most comfortable with pictures, images and graphs while studying and retaining information. I also used pictures to create flash cards of verbs, picture card and a pictorial board game. I also included pictures in their spelling worksheet. As stated by Shabiralyani, Hasan, Hamad and Iqbal (2015), visual aids arouse the interest of learners and help the teachers to explain the concepts easily. Therefore, I used pictures repetitively in both game and worksheet as a repetition drill to learn the spelling of verbs.

How does the use of pictures increase the pupil's interest to learn the spelling of verbs?

The game also helps the researcher to encourage respect among the pupils as some of them discouraged when losing or misspelled which leads to argument and teasing. Throughout the game, they were exposed to rules and learn to interact in a polite manner. Based on the observation, the respondents were having fun in learning although they did not win but they were competitive in improving their learning of English which also contributes to a better classroom management and positive learning environment. The spelling game with cards made with pictures also acts as a motivation to learn the language. The pupils had to learn the correct spelling to gain marks and win the game. Hence, the use of pictures as a spelling game and worksheet help the children have fun and at the same time acquire a language (Vernon, 2009) which is fulfilling for both teacher and the respondents.

FURTHER RESEARCH

The use of pictures into a game can be used for further research to teach vocabulary. According to Huyen & Nga (2003) in Aslanaabadi & Rasouli (2013), vocabulary games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way.

CONCLUSION

The respondents of the research showed improvement in their spelling of verbs when taught by using pictures. They were able to spell verbs correctly without any error. The technique gains their interest to learn the spelling of verbs. Besides that, the negative response and attitude changed into a positive outcome which contributes to active participants and the fun - learning environment.

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A WORD A DAY' WILL GET YOU AN 'A'

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ABSTRACT

The action research was conducted to help Year 3 pupils to improve their ability and interest in learning vocabulary by using 'A Word a Day' and the tool that was used is Wordbook. This research used Stephen Kemmis (1983) action research model. Five pupils were selected from a primary school in Miri as the respondents for this study. The data was collected using three instruments which are document analysis, observations and interview. Documents were analyzed based on ability to use the correct vocabulary in the worksheets. Pupils' responses were observed and recorded based on the checklist while completing the worksheet. Interviews based on scripted questions were transcribed from the audio. The findings have shown that the technique is able to increase the respondents' ability and interest in learning vocabulary.

Keywords: A Word A Day, Vocabulary, Wordbook

ABSTRAK

Penyelidikan tindakan ini dijalankan untuk membantu murid - murid Tahun 3 dalam meningkatkan kemahiran dan minat dalam pembelajaran perbendaharaan kata menggunakan teknik 'A Word A Day' dan alat 'Wordbook'. Penyelidikan tindakan ini menggunakan model penyelidikan tindakan Stephen Kemmis (1983) . Lima orang murid dari sebuah sekolah rendah di kawasan Miri telah dipilih sebagai responden dalam kajian ini. Data dikumpul melalui tiga teknik iaitu analisis dokumen , pemerhatian dan temu bual. Data analisis dokumen dianalisis mengikut kemahiran responden dalam menggunakan perkataan yang betul dalam lembaran kerja. Data pemerhatian direkod berpandukan senarai semak mengikut respon murid semasa membuat lembaran kerja. Data berdasarkan soalan temu bual direkodkan secara transkripsi dan audio. Dapatan kajian menunjukkan perubahan amalan yang dipilih dapat meningkatkan penguasaan responden dalam penggunaan perbendaharaan kata yang betul.

Kata Kunci: A Word A Day, Perbendaharaan Kata, Wordbook

INTRODUCTION

Malaysian is known as a heterogeneous country that is rich with various cultures, religions and languages. Until schooling age, most Malaysian children socialized with members of an ethnic group of their own. Education serves as a common platform upon which all ethnic groups can come together and interact with each other in order to achieve a significant degree of understanding and tolerance (Keow, 2008). Keow also said it is only logical that the pupils especially in Sarawak use their mother tongue when communicating with others in the classroom. Thus, learning the English language can be a struggle for some. In order to improve English, the thing that needs to be emphasized is the vocabulary mastery. As Williams, (2013) said developing a solid vocabulary is essential to gaining proficiency in the pupils' target language. Therefore, I decided to focus on vocabulary using the technique A Word A Day and the tool wordbook.

TEACHING AND LEARNING REFLECTIONS

During the three sessions of practicum, I found that my pupils have problems in speaking and writing. They did not know many of English words; they usually replaced the words that they did not know with their first language. The pupils did not know how to spell most of the words when I did the spelling test. When I asked them to spell the word *paddy field* and I explained the meaning of the word, there was a pupil who spelt it 'pedifil'. It shows that they recognized the sound, but unable to spell it correctly. They also cannot construct simple sentences on their own. They can write if there is guidance for instance, they have to copy from somewhere and write in their book. Sometimes even they copied the sentences from any sources; there will still be some spelling error.

RESEARCH FOCUS

This study focuses on improving the pupils' vocabulary where the pupils are required to write sentences using the correct words. As in the learning standard for year 3 consists of construction of simple sentence, it is a must for them to able to write simple sentences with correct usage and spelling of words at their age. Referring to the content standard and learning standard of writing for year 3 which are:

Table 1: Content Standard and Learning Standard

Content Standard	3.1: By the end of the 6-year primary schooling, pupils will be able to form letters and words in neat legible print including cursive writing.
Learning Standard	3.1.1: Able to write in neat, legible print with correct spelling: (a) phrases (b) simple sentences

This study used wordbook for pupils to write a word a day with the definition. The book of words will be read by the pupils every day and improve their vocabulary as quoted by (Duke & Carlisle, 2011) "Vocabulary, in particular, is very highly correlated with reading comprehension in the upper elementary years," thus reading is a great way to enrich vocabulary. Constructivism theory as cited by Cullata,2015 was referred to in the study when I asked the pupils to draw what they understand from the words in the wordbook.

RESEARCH OBJECTIVE AND QUESTION

Research Objective:

1. To improve pupils' ability and interest learning vocabulary using wordbook.

Research Questions:

1. How does wordbook help pupils in learning vocabulary?

TARGET GROUP

The participants of this research consist of 41 pupils from Year 3 Bestari, which will be of average achievers of English. From the 41 in the class, I chose five respondents through observation and interaction. The characteristics of the respondents can be referred to the table below:

Table 2: The Summary of Respondents' Details

Respondent (s)	Gender	Race	Diagnostic Test Result	Level Of Proficiency
1	Female	Malay	C	Average
2	Male	Iban	D	Average

3	Female	Melanau	C	Average
4	Female	Iban	E	Below average
5	Male	Kayan	E	Below average

PROCEDURE OF ACTION

This action research is done using Stephen Kemmis and McTaggart's model of the cyclical nature which consists of four basic steps namely planning, acting, observing and reflecting (Burns, 2010). Before intervention, I identified the aspect of teaching and learning practice to be improved and collect and analyze data (previous exercise, worksheet and interview) in the planning stage. I used the text as the exposure before conducting spelling test. Then I gave them the wordbook and conduct the lesson using the technique A Word A Day in the action stage. After that, I observed the effect and improvements from the analyzed data. Next, I reflected on the strength and the drawback of the whole cycle before I analyzed the data and findings from the observation. The result was three respondents were still unable to master the usage of A Word A Day technique. I repeat the same process after the intervention with the additional of drawing. I taught the pupils to draw based on the words and to write simple sentences using the words. Then I observed the effect and improvements from the action before analyzing the data. After the intervention, all of the respondents showed significant improvement in spelling the words and using it in writing simple sentences.

RESEARCH FINDINGS

I used document analysis, observation and interview in collecting data on the pupils' ability in learning vocabulary using A Word A Day. Based on the data, all respondents showed improvement in learning vocabulary.

Wordbook Help Pupils In Learning Vocabulary

Table 3: The Result of Spelling Test

No. of words spelled correctly	Cycle 1	Cycle 2
	Worksheet 1	Worksheet 2

0	-	-
1-5	R1, R2	-
6-10	R3, R4, R5	R1, R2, R3, R4, R5

Before intervention, the respondents were asked to write the words and the meaning of the words in the wordbook. R1 and R2 were still unable to spell the words correctly. After intervention, drawing was used where the respondents were asked to draw what they were able to understand and remember. Based on the findings, the respondents showed an improvement.

R2 can spell 'suddenly' correctly

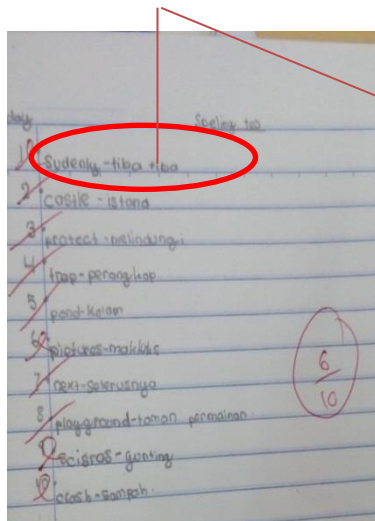


Figure 1: R2 At The Beginning The Cycle

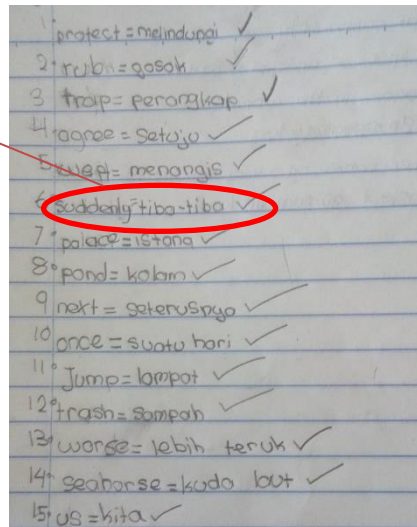


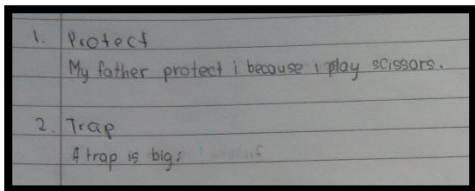
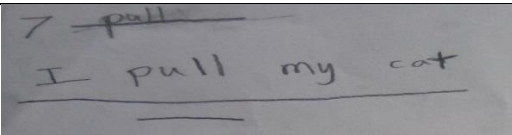
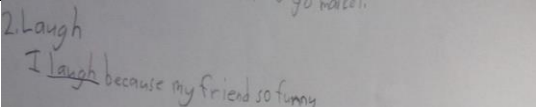
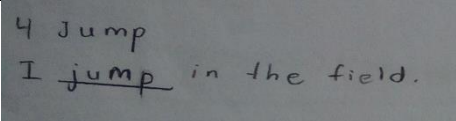
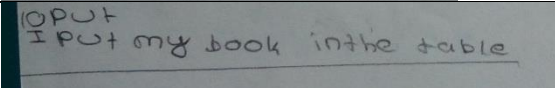
Figure 2: R2 At The End Of Of Cycle

All the respondents also stated that they can spell the word better since they use the wordbook in the A Word A Day techniques. Five of the respondents said 'yes, easy' in the interview. This showed that the technique helps in learning vocabulary.

Wordbook Improves Year 3 Pupils Construction Of Simple Sentences

After intervention, the respondents were taught on writing simple sentences using the words in the wordbook to convey meaning. The respondents are able to write simple sentences using the words even though their sentence structure is not correct.

Table 4: Respondents' Result in Writing Simple Sentences

Respondents	Sentences
R1	
R2	
R3	
R4	
R5	

In the interview, the respondents also said that they found writing simple sentences to be easier after using the wordbook and A Word A Day technique. The transcription can be seen as below:

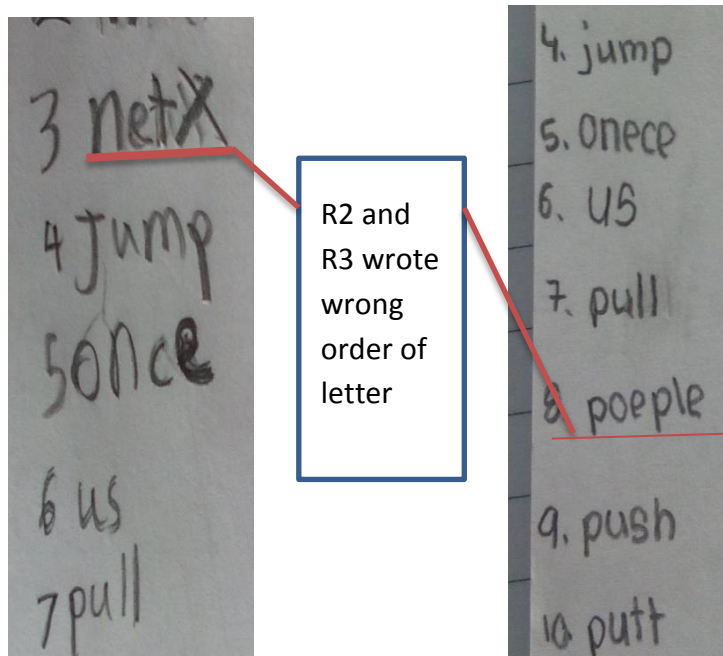
Table 5: Responses from respondents after intervention

Question: senang tak tulis ayat guna wordbook ni? Give me an example. (Does wordbook help you in writing? Give me an example).	
Respondents	Response
R1	Yes. the castle is big
R2	Senang, Aaa Sarah healthy because eat many meat.
R3	*Nods* The king and queen live in a castle
R4	Senang (nods) Queen lives in the palace?
R5	Senang (nods) my brother in the pond

REFLECTIONS OF RESEARCH FINDINGS

Workbook Help Pupils In Learning Vocabulary

The respondents still made some mistakes in spelling at the end of the intervention. According to Thornburry (2002) “spelling mistake result from the wrong choice of letter (*shell* for *shall*), the omission of letters (studing for studying) or the wrong order of letters (*littel* for *little*)”. It can be seen in the figures below:



Workbook Improves Year 3 Pupils Construction Of Simple Sentences

Some of the respondents commit mistakes in writing simple sentences when the sentences that they wrote have ambiguous or no meaning at all. R3 misused the word ‘once’ in writing simple sentence maybe because R3 doesn’t know what is the meaning of the word or R3 thought it was the word ‘us’.

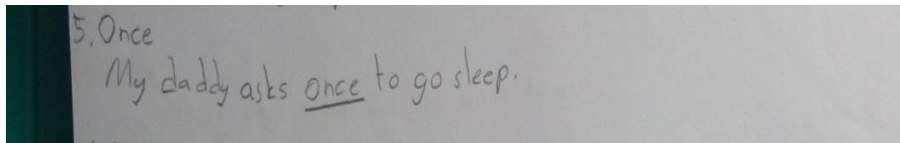


Figure 5: R3 misused the word 'once'.

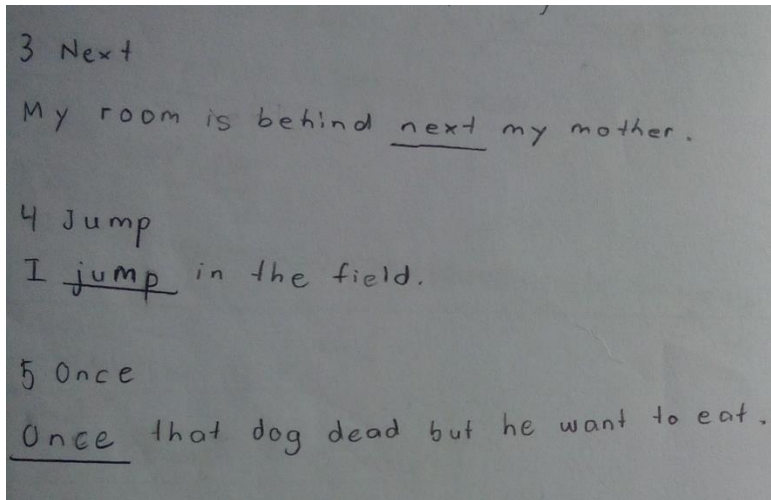


Figure 6: R4 Wrote ambiguous sentences

Based on the figures above, R4 failed to convey meaning in the sentence number 3 and 5. She does not know how to arrange the sentence in the correct structure so that it can convey meaning. As said in a book entitled *Grammar Alive! A guide for teachers*, (Haussamen, 2003) "There are differences in written conventions, such as punctuation and capitalization between English and other languages that made the learners to have problems in writing it."

FURTHER RESEARCH

A Word A Day can be a useful tool for teachers to teach vocabulary. In order to improve this research, teaching of simple sentences could be done in the wordbook itself. As what I did after intervention, I only taught them how to write the simple sentences using the whiteboard as teaching aids and they have to copy in their exercise book. However, to make it more effective, teachers can provide examples of simple sentences and can be written in the wordbook with the picture and word.

A Word A Day not only can be used to teach writing, but it also can be used to teach reading. The teacher can ask pupils to exchange their wordbook and read their friends' wordbook. That will indirectly enhance their reading skill.

CONCLUSIONS

In conclusion, the use of the technique A Word A Day is proven to improve the pupils ability to learn vocabulary and using wordbook can help in the construction of simple sentences. With this, the research objective which is to improve the pupils' ability and interest in learning vocabulary using wordbook is achieved. Learning vocabulary is a very important part of learning a language. The more words pupils know, the more they will be able to understand what they hear and read; and the better they will be able to say what they want to when speaking or writing.

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3-TRICK METHOD: GET IT RIGHT, START TO WRITE!

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HAIRANI BINTI BUJANG²**

ABSTRACT

This action research was conducted to help Year 3 pupils at a primary school in Miri, Sarawak to write meaningful and correct sentences in logical sequence to ultimately produce a coherent text. This research was based on Kemmis and McTaggart Model. Nine respondents were selected based on participant observation and their performance during Monthly Test 1 for English Paper 2. This study focused on the use of the "3-Trick Method" technique in improving the teaching and learning process to improve Year 3 pupils' writing achievement. Respondents' writing achievement was measured using participant observations, unstructured interviews and document analysis. The findings of this action research indicated that using the technique, the respondents were able to expand words and phrases into sentences correctly and ultimately write coherent texts. In the future, the method can also be implemented to guide Year 3 pupils to develop their creative writing skills for longer composition. The technique can also be extended to develop Speaking skills among Year 3 pupils.

Keywords: meaningful sentences, logical sequence, coherent text

ABSTRAK

Penyelidikan tindakan ini dilaksanakan bagi membantu murid Tahun 3 di sebuah sekolah rendah di Miri, Sarawak untuk menulis ayat dengan tepat dan bermakna mengikut susunan ayat yang logik bagi menghasilkan teks yang koheren. Kajian ini dilaksanakan berdasarkan model kajian penyelidikan Kemmis dan McTaggart. Sembilan responden dipilih berdasarkan pemerhatian pengkaji serta berdasarkan pencapaian mereka semasa Ujian Bulanan 1 bagi ujian Bahasa Inggeris Kertas 2. Kajian ini bertumpu kepada bagaimana teknik "3-Trick Method" dapat meningkatkan kualiti proses pengajaran dan pembelajaran. Pencapaian responden direkod menerusi pemerhatian turut serta, temu bual tidak berstruktur serta analisis dokumen. Hasil dapatan kajian ini menunjukkan bahawa responden sudah boleh mengembangkan perkataan atau frasa kepada ayat yang tepat untuk menghasilkan teks yang teratur. Di masa hadapan, teknik ini boleh digunakan untuk mendedahkan murid kepada aktiviti penulisan kreatif untuk penulisan teks yang lebih panjang. Pengaplikasian teknik ini juga boleh digunakan untuk mengajar "Speaking Skill" bagi murid Tahun 3.

Kata kunci: ayat yang bermakna, susunan ayat yang logik, teks yang koheren

INTRODUCTION

Being a practitioner in a classroom filled with pupils of mixed abilities tests our credibility and accountability as teachers. Regardless of pupils' cognitive development and physical ability, all pupils have the right to get an education in a conducive learning environment (Mok Soon Sang, 2011). Thus, teachers should take considerations and actions to plan teaching and learning sessions that fulfill the needs of a diverse classroom towards developing each pupil to their full potential.

English language has been taught in schools since the establishment of formal educational institutions in our country. Today, English language is used worldwide. As such, it is crucial for the pupils to know how to read and write in English in order to be able to compete in all aspects of life in this modern and challenging world.

In writing, as the expression is not shown by the writers in real, the context is important to enlighten the readers on the meaning of the writing piece. To grasp the intended meaning of the writers, the writers should write complete sentences, a coherent text and adhere to the writing context to produce a meaningful text. Only then, the function of the language as the mean of communication is a success.

TEACHING AND LEARNING REFLECTIONS

There are 27 pupils in my Year 3X class. They are fairly proficient in English in terms of their speaking, reading and writing abilities. Among the population, there are some pupils who have problems in completing linear texts especially writing sentences meaningfully, correctly and within context. The pupils have the tendency to leave out the main verb or important information required to clearly show the context of the sentences when they are asked to fill in the blanks in order to produce a meaningful, coherent text. The omitting of the details leaves the sentences vague. The ideas are also not arranged in logical orders. Thus, the text produced is incoherent as the context is not clearly shown. The pupils have the tendency to copy their friends' work or give repetitive answers for their writing tasks. This is due to the fact that they have limited vocabulary on the particular topic discussed. I did not mark them wrong but the pupils should be exposed to a wider range of vocabulary to increase their knowledge level.

RESEARCH FOCUS

I plan to help the respondents to write meaningful and correct sentences in logical sequence to ultimately produce a coherent text using the 3-Trick Method. The method consists of three integrated writing strategies namely the model text, the Detective Form and the Writing Skeleton. Writing meaningful and correct sentences will allow the words to function as constituents in larger structural units called syntax (Widdowson, 2002). To produce a coherent text, syntax and context of the writing piece should be the writer's concern. To produce a coherent text that has been logically sequenced, every sentence and paragraph are combined to contribute meanings to a text. Coherence itself is the product of two factors namely sentence cohesion and paragraph unity (Kies, 2012). By using the three writing strategies in my technique, I will guide the pupils to identify main points from the model text by giving oral prompts, fill in the non-linear text which is the Detective Form, and complete the Writing Skeleton, the incomplete form of the model text. Respondents need to observe the sequence of ideas in the model text and expand the idea in the Detective Form to form correct and meaningful sentences and ultimately produce a coherent text.

RESEARCH OBJECTIVES AND QUESTIONS

This research is conducted to achieve the research objectives below:

1. Pupils can generate ideas and complete the Detective Form with guidance using written prompts to complete the Writing Skeleton coherently.
2. Pupils will use the ideas in the Detective Form to form correct sentences and complete the Writing Skeleton coherently with reference to the sequence of ideas in the model text.

Below are the research questions prompted:

1. How does using the 3-Trick Method help improve teaching and learning to improve the respondents' ability to generate meaningful ideas to complete the Writing Skeleton coherently?
2. How does using the 3-Trick Method improve teaching and learning to help the pupils to write a coherent text?

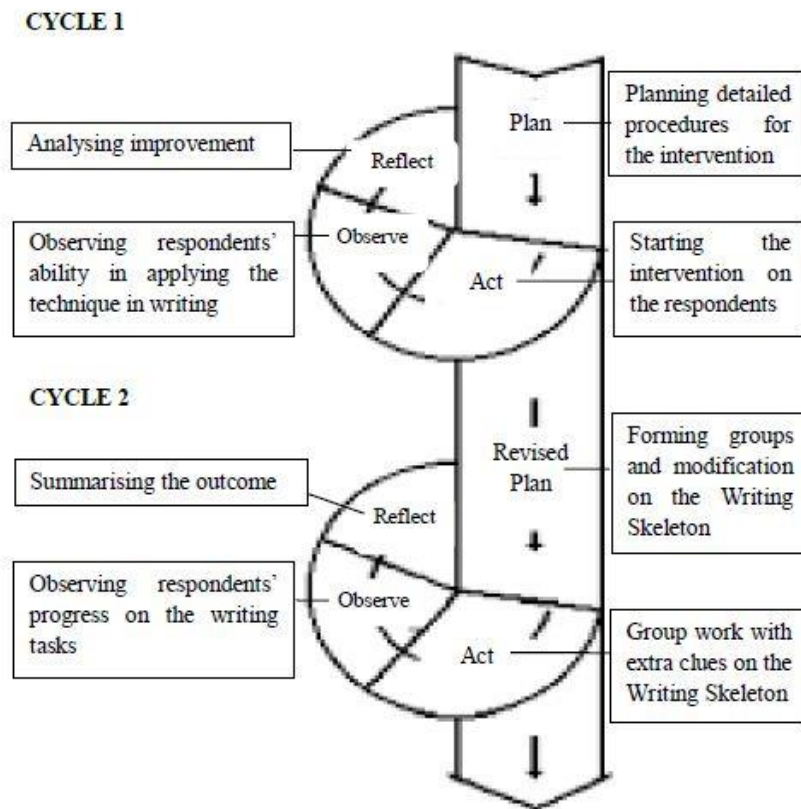
TARGET GROUP

The nine respondents for my research were pupils in Year 3X who had problems in writing meaningful sentences to produce a coherent text. They were made up of four boys and five girls. They

were chosen based on their performance during my English lessons for the first two weeks of my teaching practice and also based on their results for English Paper 2 during their first monthly test.

PROCEDURE OF ACTION

The research was done based on Kemmis and McTaggart Model (1998). There were four stages in the research cycle namely planning, acting, observing and reflecting (Kosthy, 2005).



Source: Kemmis & McTaggart. (1988). *The action research planner – Action research and the critical analysis of pedagogy*. Geelong, Victoria: Deakin University Press

RESEARCH FINDINGS

Ability to generate meaningful ideas for text writing

All respondents were able to complete the Detective Form by writing logical and appropriate ideas based on the stimulus, that were the written prompts and the ideas used in the model text. All respondents were also able to give meaningful points within the context of their writing topic. As they have completed the Detective Form correctly and in line with the requirements of the writing context, the respondents will have some idea of their writing piece when they attempt to complete the Writing Skeleton later on. However, minimal spelling errors were frequently made by a respondent. Sometimes, he spelt the words according to their sounds. Despite that, gradually, all respondents were able to complete the Detective Form with relevant and logical ideas, suitable for the writing context and less or no spelling error.

Ability to expand meaningful ideas in the Detective Form into sentences to complete the Writing Skeleton coherently

Most of the respondents were able to expand meaningful ideas from the Detective Form into sentences to complete the Writing Skeleton coherently. The findings showed that the respondents were able to expand the ideas in the Detective Form from the word and phrase levels into sentence level to form complete sentences. They were also able to sequence the ideas logically by referring to the model text. Other than that, the respondents were able to substitute the main ideas in the model text with their own ideas written in the Detective Form to complete the Writing Skeleton coherently.

Although most of the respondents were able to complete the Writing Skeleton coherently, there was a respondent who was still unable to use the correct personal pronoun to show different gender in his writing but he was able to substitute the main ideas in the model text with his own ideas. That indicated that he had achieved my second research objective. However, the grammar issue should be handled in the future lesson in order to avoid the reoccurrence of mistake.

To cater to the needs of two respondents who were still unable to complete the Writing Skeleton coherently due to the lack of language support given for the tasks, I revised the Writing Skeleton and provided prompts next to each blanks. The respondents were able to transfer the ideas from the Detective Form to the Writing Skeleton and write a coherent text in shorter time. Gradually, the language support was removed. In the end, all respondents were able to complete the Writing Skeleton coherently and independently.

REFLECTIONS OF RESEARCH FINDINGS

Importance of Writing Prompts and Authenticity in Writing

Writing prompts guide and stimulate the learners to write. Prompts – orally or verbally, are used as a tool to groom the writing style and make it more authentic. In addition, Avior (2015) also mentioned that in order to produce an authentic text, the prompts should first be authentic. Authentic prompts make the learners apply their knowledge and real-life experience in writing. Moreover, to make the writing a successful task, it is important to pick prompts that are open-ended and that the learners can connect to. Open-ended prompts require the learners to develop thinking skill and no restricted answers motivate the young learners to write. Plus, young learners will be more interested to write about the topic of their personal level (Laundrie, 2015). Hence, it is best to provide authentic prompts to motivate young children to write authentic texts.

Applying Behaviourism Principles in Writing: Observation and Modelling

Behaviourism is a learning theory that focuses solely on the observable behaviours (Barth, Caine, Caine, & Sullo, 2011). According to Bandura (1978), young learners learn better through observation and modeling. Writing is an observable activity too and because of that, the choice of applying the elements of behaviourism principles into the technique is suitable. The experience of observing the teachers model the writing process enables young writers to understand how conventions are used and how to structure a text grammatically (Bean and Bouffler, 1997: Frost, 2012). Young learners should be guided by concrete and observable examples to help them in developing their writing skill.

FURTHER RESEARCH

The technique can be applied to help pupils in writing a longer composition. The teacher has to provide a longer model text – based on pupils' writing ability, and all the other processes to compose a coherent text will still be observing the procedure that I planned and implemented in this research. Besides that, the technique can also be applied when teaching the Speaking skill. All the procedures remain the same. However, it is just the final product that will be presented through conversation instead of a written product.

CONCLUSION

The integration of the three writing strategies in one intervention technique is a success as the strategies support one another and the technique addresses the needs of my low-achievers respondents. Practicing fun, meaningful and systematic writing process will motivate the learners to ultimately practice and produce a coherent and meaningful text. It also allows pupils to be more conscious of the writing process and with a lot of practice using this method, pupils will be able to apply this method independently without the Detective Form and the Writing Skeleton.

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USING FLASH CARDS TO TEACH VOCABULARY FOR YEAR 2 PUPILS

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NORSARIHAN AHMAD²

ABSTRACT

This action research was conducted to help Year 2 pupils to improve their vocabulary skill by using flash cards. This action research was conducted based on the Kemmis and McTaggart Action Research Model. In this action research, a total of six respondents were selected. Data were collected using three instruments which are including observation, unstructured interview, and data analysis. The findings had shown some positive improvements on the students in mastering vocabulary skill which indicated that using flash cards can improve students' motivation and interest in the learning of vocabulary.

Keywords: flash cards, vocabulary skill, motivation

ABSTRAK

Kajian tindakan ini dijalankan untuk membantu murid Tahun 2 untuk meningkatkan kemahiran perbendaharaan kata dengan menggunakan "flash card". Kajian tindakan ini dijalankan berdasarkan Model Penyelidikan Tindakan Kemmis dan McTaggart. Dalam kajian tindakan ini, sebanyak enam responden telah dipilih. Data telah dikumpulkan menggunakan tiga instrumen iaitu pemerhatian, temu bual tidak berstruktur, dan data analisis. Hasil kajian telah menunjukkan perkembangan yang positif terhadap pelajar dalam menguasai kemahiran perbendaharaan kata yang menunjukkan bahawa menggunakan "flash card" dapat meningkatkan motivasi dan minat pelajar dalam pembelajaran perbendaharaan kata.

Kata kunci: "flash cards", kemahiran perbendaharaan kata, motivasi

INTRODUCTION

Vocabulary is one of the important components in the teaching and learning of second language, the English language learning. One of the problems faced by the pupils when they are learning the English language is on vocabulary. Many pupils have difficulties to understand and use simple English in daily situation as they do not master enough vocabulary in order to express their own ideas as they do not practice vocabulary skill at home and in the classroom. Pupils should master vocabulary skill as a basic competence in order to reach other competencies such as

listening and speaking, reading, and writing. Komachali and Khodareza (2012) argued that vocabulary learning is important because it could help learners to learn as many words as possible so that they could use that vocabulary in their academics needs and performances.

TEACHING AND LEARNING REFLECTION

During my previous practicum, I have found that my pupils have difficulties in understanding vocabulary for example in their writing as they could not recognise the words that they encountered especially for the common nouns. Some of them could not match the correct pictures with the correct words in their worksheet as they tend to forget and confuse on the vocabulary that the teacher taught them during the lessons in the classroom. Some of them did not have motivation and interest in the learning of vocabulary during the teaching and learning process. Sometimes, some of the pupils do not focus on the teacher's instructions in the classroom as they started to get bored with the lesson. As a consequence, many of the pupils did not able to complete the worksheet or the task that the teacher gave them.

After some period of time, I found that my pupils were visual learners as they enjoy learning with pictures. They were more motivated when I used picture cards to conduct my lessons as they were interested in the colourful printed pictures that I have used. So, I came out with the idea of using flash cards in order to help them.

RESEARCH FOCUS

The focus of this research is to introduce the use of the technique of flash cards to improve Year 2 pupils' vocabulary skill. By using this technique, I had use picture cards, word cards and alphabet cards to enable me to teach them vocabulary effectively and in interesting ways. I believed that if the pupils learning is fun and in an interactive way, they are motivated and interested in their learning. Komachali and Khodareza (2012) stated that flash cards consist of words, sentences and pictures on it. Moreover, they had also discovered that flash cards could help learners to acquire words more effectively rather than solely using the word list in order to learn vocabulary more effectively. The presence of flash cards in the teaching and learning activities had increased the amount of communicative discourse in my classroom environment. (Pourhosein, 2012, p.63) Those are the reason I had come out with this technique by combining picture cards, word cards and alphabet cards in order to attract my pupils' attention to learn and participate actively in the

learning process. Besides, the pupils could also be taught to spell the words (vocabulary) that they have learned by using flash cards.

RESEARCH OBJECTIVES AND QUESTIONS

This action research has two objectives:

- I. Improving the teaching and learning of vocabulary through the use of the flash cards
- II. Improving the motivation and interest of pupils in learning vocabulary with the use of flash cards

To achieve these objectives, here are the research questions that will try to elaborate on the issues:

- I. How can I use the flash cards to improve the teaching and learning of vocabulary skill?
- II. How does the use of flash cards could improve the motivation and interest of the pupils to learn vocabulary?

TARGET GROUP

The participants of this action research were Year 2 pupils which are consist of three girls and three boys chosen based on their worksheets. They are an intermediate level and a low level of English language proficiency of pupils. Some of my respondents cannot speak the English language fluently. However, they could understand simple instruction during teaching and learning sessions.

PROCEDURE OF ACTION

This action research was carried out using Kemmis and McTaggart Model (1988). There were 2 cycles used for this action research. Each cycle consists of four stages which include planning, action, observation, and reflection.

In the first cycle, I had created a technique using the flash cards which are consist of picture cards and word cards to teach the pupils on vocabulary. During the lesson, I have pasted the picture cards on the whiteboard and asked the pupils to match the word cards of vocabulary to the correct picture cards. The function of the picture cards and word cards is to introduce new vocabulary to the pupils. I also prepared a worksheet to test their understanding after I had used this technique in cycle 1.

For the second cycle, I had done some improvements for my technique. I had use flash cards and a multipurpose board to help me teach vocabulary. The purpose of the multipurpose board was only to encourage the pupils to use the flash cards maximally by themselves during and after the lesson without the teacher's instruction. In the second circle, instead of using word cards, I changed it with letter

cards in order to teach the pupils on the spelling of the words (vocabulary). These letter cards were jumbled together and the pupils have to rearrange the jumbled letters to form the correct spelling of the words for those specific picture cards. Thus, I have met my pupils' needs and engaged them in the learning. Furthermore, I have made some changes in the worksheet to check their performance and compared it with the first cycle.

I also did an interview session with my respondents after the second cycle and analysed the data that I got from first cycle and second cycle.

RESEARCH FINDINGS

OBSERVATION

As for my observation, I had used field notes to record the changes of the respondents' behaviour, respondents' interest and motivation, respondents' respond, and respondent's achievement in cycle 2 of the research.

Observation	Notes
Respondent 4	<ul style="list-style-type: none"> • Give her attention to the technique that teacher introduced to the class. • Participate actively in the learning session • Able to match picture cards with the correct arranged letter cards (to form words) • Able to discuss the picture cards • Able to arranged the jumbled letters to form a correct vocabulary word for the assigned picture • Help her friend to do the worksheet given

Table 1: Example of field notes for Respondent 4

INTERVIEW

Interview session was also conducted with the 6 respondents. The type of interview that I used was the unstructured interview. This interview is conducted to get the responses from the respondents about the effective use of the technique in helping them to improve their interest and performance in the learning of the vocabulary.

DOCUMENT ANALYSIS

I had analysed the worksheet of pupils for the first cycle and second cycle of the lesson. The respondents had shown an improvement in their vocabulary skill. Most of them were able to recognise the vocabulary that they learned. The changes in the errors that they had made were analysed and summarised in the data analysis. The performance of the pupils was analysed through their ability to answer the worksheet correctly. There are some mistakes in the spelling but the respondents had shown a lot of improvement in their vocabulary and spelling in the second circle.

REFLECTIONS OF RESEARCH FINDINGS

Based on the research findings, all of the respondents had shown some improvement in their performance in vocabulary skill in their writing. In the first circle, most of the respondents had difficulty in the learning of new vocabulary. This is because they did not have motivation and interest in the learning of vocabulary during the lesson. Some of them also have difficulties in pronouncing the vocabulary words and many of them made spelling errors in their writing of the worksheet. However, in the second cycle, most of them were able to recognise the vocabulary words and described the pictures related to that vocabulary because of the use of the flash cards in the teaching and learning process as their motivation and interest towards the learning of vocabulary had increased when they were having fun learning the vocabulary. By using this technique, I could vary my activities and style of the teaching the pupils on vocabulary which is more fun and in an interactive way. Yan and Rongchun (2011) had stated that the use of multimedia such as pictures could make the teaching becoming more interesting and are able to stimulate student's interest in learning, improve class efficiency and achieve the satisfactory of the teacher and the pupils in the teaching and learning interactions. As for the conclusion, I can conclude that all my respondents had improved in their motivation and interest towards the learning of vocabulary as the results from the findings that I have collected have shown a lot of improvement in the students' performance in their behaviour and the achievement in their worksheet.

FURTHER RESEARCH

Using flash cards to teach Subject – Verb Agreement in the writing of simple sentence

After conducting this research, I had come out with one suggestion to use the technique of flash cards to teach pupils on

Subject – Verb Agreement in the writing of simple sentence. According to Balliro (2004) as quoted by Rita Wong Mee Mee (2014) in the research entitled *Pictures As A Tool For Sentence Construction*, visuals or pictures could enhance the ability of the pupils to discuss the subjects of their writing and to expand their words into complete sentences through some technique for example discussion and modeling. The use of flash cards is to provide a series of pictures and some important words or vocabulary to guide pupils to construct a complete simple sentence.

CONCLUSION

In conclusion, the action research was successfully done and the objectives of the research had been achieved. The technique that I have created is able to improved pupils' performances and increase pupils' motivation and interest to learn vocabulary. The findings had proved that the respondents were able to learn vocabulary with the help of flash cards.

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SENTENCE FRAMES TO IMPROVE WRITING IN YEAR 3

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ABSTRACT

This research aimed to assist Year 3 pupils in improving their sentence writing skills with the use of sentence frames in answering question. The purpose of this research was to improve the pupil's writing skills in answering question with a complete sentence. A total of 8 pupils were selected as respondents. Interviews, observation and document analysis were used to collect data. Kemmis and McTaggart model (1988) was chosen for this research. The results of data analysis show changes and improvements in respondent's writing of answering questions in complete sentences with correct sentence structures, grammar and punctuation. The future study suggested that sentence frames can be carried out in listening and speaking skills. Sentence frames will provide models of sentence construction, language structures, and vocabulary for the pupils to use orally within a topic context.

Keywords: sentence frames, writing skills, answering question, complete sentence, Year 3

ABSTRAK

Kajian ini bertujuan untuk membantu Murid-murid Tahun 3 dalam meningkatkan kemahiran menulis ayat dengan menggunakan bingkai ayat dalam menjawab soalan. Tujuan kajian ini adalah untuk meningkatkan kemahiran menulis murid dalam menjawab soalan dengan ayat yang lengkap. Seramai 8 orang murid telah dipilih sebagai responden. Temu bual, pemerhatian dan analisis dokumen digunakan untuk mengumpulkan data. Kemmis and McTaggart model (1988) telah dipilih untuk kajian ini. Hasil daripada analisis data menunjukkan perubahan dan penambahbaikan secara bertulis responden untuk menjawab soalan di dalam ayat yang lengkap dengan struktur ayat, tatabahasa dan tanda baca yang betul. Kajian ini selanjutnya mencadangkan bahawa bingkai ayat ini boleh dijalankan di dalam kemahiran mendengar dan bertutur. Bingkai ayat ini akan menyediakan model pembinaan ayat, struktur bahasa, dan perbendaharaan kata untuk digunakan oleh murid-murid secara lisan di dalam konteks topik.

Kata Kunci: bingkai ayat, kemahiran menulis, menjawab soalan, ayat lengkap, Tahun 3

INTRODUCTION

From all the basic communication skills in English, writing is one of the toughest skills to learn apart from reading, listening and speaking. For example, speaking tends to be full of repetitions and incomplete sentences while written language tends to be more complex with sentences, grammar, capitalisation and also punctuation.

TEACHING AND LEARNING REFLECTIONS

After looking through each of the pupil's worksheet, nearly half of them were unable to answer the questions in complete sentence. Most of them had written their answers in incomplete sentences. Besides that, I also faced the struggle as I did not have any teaching aids to guide them to answer the questions. I had to depend on the examples in the textbook to guide them to write throughout the lesson.

RESEARCH FOCUS

I found out that eight pupils were weak in writing sentences. They did not write their answers in complete sentences. Rajczak (2013) explained that a complete sentence gives the reader a clear understanding what the writer wants to say. Sentence frames were chosen because it provides pupils with the frame to start their sentences and then fill in with answers. It also helps them in seeing the relationship between their writing and the answer they have chosen. Besides that, sentence frames are used as my teaching aids to guide them to write their answers in complete sentences.

RESEARCH OBJECTIVES AND QUESTIONS

This action research has two objectives:

- i. Improving pupil's sentence writing in answering questions through the use sentence frames.
- ii. Increase pupil's interest in answering questions through the use of sentence frames.

This research was carried out to answer the following research objectives:

- i. How does the use of sentence frames improve pupil's sentence writing skills in answering questions?
- ii. How does the use of sentence frames increase pupil's interest in answering questions?

TARGET GROUP

I had chosen 8 out of 34 pupils as respondents. They were chosen based on their writing performances in the worksheets given during the pre-action stage.

PROCEDURE OF ACTION

Action Procedure

In identifying the aspects of practices, respondents were chosen through the significant mistakes that they did in answering the questions. They were able to answer the question but not in complete sentences. Besides that, I found out that the teaching practices that I practised did not aid the pupils in the sentence writing of answering questions on the topic that was being taught. I thought that through referring to the examples in answering questions from the textbook, the pupils were able to apply the same structure to their own writing.

In planning, I set up a frame for answering the question. I started a sentence and left blanks for pupils to fill in with their answers. The blanks can also be placed everywhere in the sentence - in the middle or at the end of sentences.

During implementation, I used the technique for one hour lesson. First is the reading and discussion activity on the speech bubbles. Then, I demonstrate on answering the question and gave examples. The sentence frames consist of blanks that required the pupils to answer questions in complete sentences. After that, I asked the pupils to discuss with their friends and coming out with a sentence of their own. Next, all the pupils came to the whiteboard and wrote their answers. We discussed at each of the answers written. Lastly, I distributed worksheet to each one of them for the individual assessment.

In data collection, I collected data from the respondent's behaviours through observation during the lesson. After the lesson, I conducted interviews with them and analysed their writing (sentence structure, grammar and punctuation) in their worksheets that I had given to them.

After analysing the collected data, I did the reflection on the strengths and weaknesses of the sentence frames that I used.

Data Collection Procedure

Observation

Observation was used to identify respondent's behaviour, interest and their understanding before, during, and after the implementation of the sentence frames. I used field notes to collect their behaviours throughout the lesson.

Interview

I used unstructured interview to get in depth feedbacks related to objectives of the research from the respondents and also to obtain results. I set questions for the respondents that required them to speak out their opinions on the lessons that had been carried out. I had recorded the respondents' answers by using field notes.

Document analysis

I referred to the respondent's writing in the worksheets given during the lesson. I analysed their writing by referring to the aspects that I had listed – sentence structures, grammar and punctuation in their answers.

Data Analysis Procedure

Observation analysis

I analysed the field notes that had been recorded to observe changes that occurred before, during and after the implementation of the technique. Then, I made comparisons of the changes that had happened from both cycles.

Interview analysis

Each of the respondent's answers is analysed. The data from the analysis would be analysed manually through coding. The analysed results from the interview enable me to identify the respondent's interests, teaching style and level of achievement of the pupils at using sentence frames in sentence writing of answering questions.

Document analysis

I analysed the respondent's worksheets to assess their writing performances based on the aspects that I wanted that I had

highlighted in writing answers in complete sentences. The observation records for each of the pupils are analysed and the results are formulated in a table.

RESEARCH FINDINGS

I had used sentence frames to guide the respondents to write their answers in complete sentences. The data collected were based on two objectives of this research towards the respondents.

Improvement in Pupil's Sentence Writing through the Use of Sentence Frames in Answering Questions

During the observation, I observed that R1, R2, R4, R6, R7 and R8 were able to answer in complete sentences. R2 mentioned on substituting the information provided into the sentence frame as the answers. R1 said that the worksheet that they did was easy. All the respondents were able to model the sentence frames in answering the questions. No short answers were identified in their worksheets.

In grammar, the articles and the conjunctions were two main focuses in the sentences. The use of article 'a' and 'an' to describe the nouns while in the conjunction, 'and' and 'but' were taught by me to connect two independent clauses. The respondents were able to apply both grammar rules in their sentences correctly as there were blanks provided to be filled with specific grammar in their answers.

There were also blanks for the respondents to be filled in with one of the focused punctuation marks in their answers. Respondents were able to write capital letter for the first letter of the first word to begin their sentences. The respondents were able to use comma to offset interjections used in the lesson (e.g., yes and no). Other than that, the respondents were able to end their sentences with full stops.

Pupil's Interests in Answering Question through the Use of Sentence Frames

The sentence frames were written in the speech bubbles. Through the observation, the respondents seemed more engaging compared to the previous lessons. They were seen volunteering themselves in the activities that I conducted. Besides that, the respondents liked the teaching aids that I used to display the sentence frames. R2 was so excited when she saw the speech bubbles being shown by me. She related the speech bubbles to the comic that she had read. Her friends reacted as soon she mentioned the name of the comic. The respondents also told me in the interview that they like that I gave them lots of examples to guide them to write.

Besides that, R3 also mentioned on the activity that I conducted during the lesson. He described that he able to remember what had been taught through the activity that required them to write their own answers on the whiteboard.

REFLECTIONS OF RESEARCH FINDINGS

Sentence Frames Improve Pupil's Sentence Writing in Answering Questions

Annemarie (2008) stated that modelled writing is a time for the teacher to demonstrate the writing process through his/her own writing. In this research, sentence frames were used as modelled writing in answering question. Modelled writing is a technique to model for the pupils on how they could carry out the thinking process when writing. The respondents were able to model sentence frames that I had been taught into their writing.

Thornbury (2008) defined grammar as a description of the rules that govern how a language's sentences are formed. In this research, parts of speech, articles, "a" and "an" while conjunctions, "and" and "but" were being taught deductively in the sentence writing. It was easier to use the sentence frames to guide the pupils to write in grammatically correct sentences. All the respondents were able to include those two parts of speech in their sentence and applied them correctly.

In this research, capitalisation was being focused in the beginning of the sentence and the pronoun, "I". Capitalisation helps us understand what we read and others understand what we have written. In the beginning of the research, some of the respondents had faced capitalisation problems especially in the pronoun "I". Hillary (2015) explained that well-placed punctuation can make a passage much easier to read. Placing a wrong punctuation can change the meaning of the sentence. In this research, I had focused on the use of full stop and comma in their answers. In the sentence frames, there were blanks specifically for the respondents to fill in either one of those punctuation marks. From their worksheets, I had concluded that all the respondents were able to punctuate correctly in their sentences.

The Use of Sentence Frames Increase Pupil's Interest in Answering Questions

The sentence frames were used as my teaching aids to guide pupils in writing the answers in complete sentence. Dash and Dash (2007) explained that teaching aids have great importance in the

teaching of English because of the sensory experiences they provide to the children. Sentence frames acted as a stimulus in guiding them to answer the questions given in the worksheets. Designing teaching aids (in speech bubbles form) according to pupil's interests has gained their attention to learn during the lesson and thus, help them in the writing sentences.

Most of the young learners are kinaesthetic learners. Varela, Polo, Garcia and Martinez (2010) explained that kinaesthetic learner involved in doing something active while learning. The respondents were actively involved in the activity. They had to come to the whiteboard and write their own answers.

FURTHER RESEARCH

In the future, sentence frames will be implemented in listening and speaking skills for Year 3. I will use sentence frames in assisting the pupils in oral activity of asking and answering questions. Sentence frames enable pupils reinforcing their understanding and encourages accuracy in listening and speaking activity.

CONCLUSIONS

Action research aims to help teachers to meet challenges and problems associated with the practices of teaching and learning. The effectiveness of sentence frames in my pupils writing skills proven that this technique should be implemented in my future lessons.

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BRING BACK THE DICTIONARY

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ABSTRACT

This action research was conducted to help Year 5 pupils to guess and understanding the meaning of words in context. This action research uses Kemmis and McTaggart Action Research Model. Six Year 5 pupils from a primary school in Miri were selected based on observations done during the first two weeks of the lessons and the result of previous progressive test. This study focuses on the use of dictionary in improving teaching and learning process to improve pupils' ability in guessing and understanding the meaning of words in context. Respondents' achievement and data are analyzed using document analysis, observation and unstructured interview. The result showed that there is improvement and positive achievement in guessing and understanding the meaning of words in context among the six respondents. In the future, the teacher should develop an interactive book where it combines the use of the dictionary and visual aids to help to improve pupils' ability in guessing and understanding the meaning of words in context better.

Key word: using a dictionary, improve, guess and understanding meaning of words in context

ABSTRAK

Kajian tindakan ini dijalankan untuk membantu murid-murid Tahun 5 untuk meneka dan memahami makna perkataan dalam konteks. Kajian tindakan ini menggunakan Penyelidikan Tindakan Model Kemmis dan McTaggart. Enam murid Tahun 5 dari sebuah sekolah rendah di Miri telah dipilih berdasarkan pemerhatian pada dua minggu pertama pelajaran dan keputusan Ujian Progresif dijalankan. Kajian ini memberi tumpuan kepada penggunaan kamus dalam menambahbaik proses pengajaran dan pembelajaran dapat meningkatkan kemahiran meneka dan memahami makna perkataan dalam konteks. Pencapaian dan data responden dianalisis menggunakan analisis dokumen, pemerhatian dan temu bual tidak berstruktur. Hasil kajian menunjukkan terdapat peningkatan dan pencapaian positif dalam meneka dan memahami makna perkataan dalam konteks dalam kalangan enam responden. Pada masa akan datang, guru menggunakan buku interaktif yang menggabungkan penggunaan kamus dan alat bantu pandang untuk membantu murid-murid dalam meneka dan memahami makna perkataan dalam konteks.

Kata kunci: menggunakan kamus, meningkatkan, meneka dan memahami makna perkataan dalam konteks

INTRODUCTION

Many Malaysian primary school English as a second language (ESL) learners often indicates difficulties in guessing and understanding the meaning of words in context. The inability to guess and understanding meaning of words in context has resulted in the pupils' inability to understand the whole text read. The pupils cannot understand the reading text if they do not know the meaning of the words (Vocabulary, n.d). Many pupils can read but some of them show a very limited understanding of the texts (Tovani, 2000). This problem has led to the loss of interest and motivation among the pupils to read any text especially lengthy texts.

TEACHING AND LEARNING REFLECTIONS

During the English lesson, I noticed that most of the pupils do not know the meaning of certain words in the texts. Many of the pupils were unable to skim and scan for information in the reading text because they have problems knowing the texts at the word level. This leads to reading comprehension problems such as talking about the details of the text. I noticed the pupils showed a very limited understanding of the text and the relation that exist between the words in the text. They are unable to match the meaning of words in context. This issue is a great concern among teachers because the pupils should master most of the reading skills in the reading module at least at band 3 to help them further develop independency in reading and to prepare them for 2017 PT6 (Year 6 Examination).

RESEARCH FOCUS

According to Gasparri and Marconi (2015), a word does not have a fixed meaning and the meaning varies depending on the context, hence pupils have difficulties in choosing the most suitable meaning of given words in context. One of the solutions proposed to address this issue is through the use of the dictionary to help pupils to guess and matching meanings of words in context. This is supported by Schmitt (2000 as cited in Huang and Eslami, 2013) who suggested that learners can consult a dictionary to help them with the learning of new and unfamiliar words. Through the use of the dictionary and with the support of visual stimuli can help the pupils to guess and match the meaning of words in context.

RESEARCH OBJECTIVE AND QUESTION

The objective of this action research is to:

1. improve instruction using the dictionary in improving pupils' ability in guessing and understanding meaning of words in context.

The research question is:

1. how does improving instruction using the dictionary improve pupils' ability to guess and understanding meaning of words in context?

TARGET GROUP

A total of 6 Year 5 respondents at School L participated in this research. The respondents are 3 males and 3 females respectively. These respondents were selected based on observations done during the first two weeks of the lessons and the result of previous progressive test. The chosen respondents are pupils who are able to speak, read and write with limited English vocabulary.

PROCEDURE OF ACTION

Kemmis and McTaggart Action Research Model was used in this action research. This action research model also consists of a few cycles that can further validate the findings of this research.

In the planning stage, I included procedures, the duration and steps of implementation by taking into consideration all the factors namely pupils' needs, time of the day and classroom management.

During the action implementation stage, the respondents were shown five words that they will find in the text. They were also given words. The respondents read the sentence that has given words and locate given word in the dictionary. If the word has more than one meaning, explanations about meanings of the word were given to the respondents. The respondents select the most suitable definition within the context of the text. The use of visual aids such as big book and pictures acted as stimuli for the respondents to look for clues to help in guessing and matching meaning of given words in context. If the respondents still cannot choose the most suitable meaning in context, further discussion about the context is done. The respondents' exercises were collected for data collection.

The data collection was analyzed through observation, document analysis and unstructured interview. Reflection was done to see whether the changes in my instruction are able to improve the pupils' ability to guess and match the meaning of words in context.

RESEARCH FINDINGS

The data were analyzed through observation, unstructured interview and document analysis obtained from the respondents. The findings of this research are based on the research question.

Using the dictionary improves the pupils' ability in guessing and understanding the meaning of words in context

The findings of this research imply that using a dictionary improves pupils' ability to guess and understanding the meaning of words in context by matching the meaning of words in context. The result showed that all respondents showed more improvement in using the dictionary to guess the meaning of words and matched almost all the given words to their meaning in context.

Most respondents know that they need to choose the most suitable meanings from the dictionary that match the meaning in context. They also able to refer to the visual stimuli provided to look for clues to help them to guess and match meaning of given words in context.

All the respondents show more improvement in using a dictionary to guess and match the meaning of words in context as they made fewer mistakes and needed less guidance throughout the action stage.

The findings also suggest there are some low English proficient respondents who still need support from the teacher; generally, they performed much better in guessing and matching meaning of words in context with the use of the dictionary and accompanied by visual aids as stimuli.

REFLECTIONS OF RESEARCH FINDINGS

The importance of dictionary skills

According to Thornbury (2002), dictionary skills are very important especially to ESL pupils as it teaches pupils to source and choose the most suitable information listed in the dictionary speedily and accurately. The respondents were observed to have difficulty in locating given words in dictionary. Some of the respondents have not master alphabetical order skills and did not know how to use guide words on the top of the dictionary when locating specific words. According to Hanson and Padua (2011), pupils need to know the alphabetical order and to use guide words at the top page of the dictionary when locating specific words and their meanings. Alphabetical order allows the pupils to find words quickly when referring to the dictionary.

Dictionary skills also involve the pupils' ability in interpreting the information that they found in the dictionary. The nature of words is they do not have one certain meaning hence pupils need to have good interpreting skills in which determine which meaning is the most suitable meaning for the given words based on the context. Pupils should identify the meaning of word needed by identifying signpost that related to meaning of words in context. This means that pupils need to make a wise judgment for them to be able to differentiate and eliminate any irrelevant meaning that did not match the context of the given words.

The importance of visual aids

According to Tankersley (2005) guessing and understanding text at the word level can be very challenging especially for the limited proficient pupils. For them to guess and match the meaning of words in context effectively, the use of the dictionary should be accompanied by visual aids. Visual aids such as big book and pictures acted as stimuli for the respondents to look for clues to help in guessing and matching meaning of given words in context. According to Chitravelu, Sithamparam and Teh (2005), the visuals are particularly effective in delivering meaning. Visuals also help pupils to *"strengthen and reinforce what they have learned"* (Allen and Marquez, 2011). Pupils can easily interpret the visuals and able to get clues about the meaning of words in context from the visuals by drawing from their previous knowledge. Visual aids allow pupils to see an *"immediate meaning"* of the words which give pupils the clarification of the context of given words (Garcia-Ramirez, 2013).

Visuals also stimulate pupils' motivation to participate in the teaching and learning process. It encourages pupils to be involved in active learning as a teacher can use visuals to get the pupils to guess and look for contextual clues using visuals provided (Chitraveli *et al.*, 2005). Colourful and familiar visuals like cartoon also attract pupil attention towards learning new vocabulary. Pupils find that colourful visuals provide enjoyment in learning language. It benefits them as it provides them with information about the words and at the same time to enjoy the colourful visuals (Konomi, 2014). The visual aids are not only managed to grab the pupils' interest in learning, but it also able to help the pupils in their learning vocabulary.

The importance of understanding the meaning of words in context

The pupils' ability to understand reading texts depends greatly on their vocabulary skills to understand the meaning of words in context. Pupils' vocabulary knowledge *and* the word storage influence their ability to understand the meanings of words in context (Cain,

Okhill and Lemmon, 2004; Thornbury, 2002). Respondents' limited vocabulary makes it difficult for them to interpret any new or low frequency words in the texts and to look for the meaning of words in context.

One of the factors that contribute to the lack of understanding of the meaning of words in context is pupils' limited vocabulary. This was caused by the lack of exposure to a variety of words used by the pupils. Glende (2013) described that the readers are unable to provide background knowledge over the meaning of the words due to limited vocabulary. The only exposures that the pupils are getting are from the school during the English class. As their vocabulary is limited, they will have difficulties in matching words to their meaning in context which sometimes lead to frustrations among the weaker readers.

The lack of vocabulary also contributed to the unfamiliarity of words found in the text. When pupils are familiar with words, they will easily develop automaticity in word recognition (Chitravelu *et al.*, 2005). Hence, it leads to higher chances of better understanding of text meaning. According to Graves (2006 as cited in Hanson and Padua, 2011), it is very crucial to teach the pupils how to choose the most suitable meaning in the dictionary and match it to their context in the text. This skill makes pupils to be better readers.

FURTHER RESEARCH

In the future, teachers should develop an interactive book where it combines the use of the dictionary and visual aids to help to improve pupils' ability in guessing and understanding the meaning of words in context by matching the meaning of words in context. The interactive book consists of four major parts namely the reading text, pictures, glossary and interactive exercise that allow pupils to match the meaning of words in context. The reading text will be accompanied by the pictures that serve as visual stimuli while the glossary at the back of the book is for the pupils to refer several meanings of given words. In the exercise part, pupils have to match given words to their meaning in context using strings provided next to each given word which provide the fun element for them while completing the task. The interactive book can be a big book for level I and low English proficient pupils. Because young learners are mostly visual learners, it would be very beneficial for them to have the interactive book as they can read the book and at the same time enjoy the colourful and aesthetic visuals.

CONCLUSIONS

In conclusion, using the dictionary with accompanied of visual stimuli improves the pupils' ability in guessing and understanding the meaning of words by matching the meaning of words in context.

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**“KIT ASSEMBLE! ELECTRONIC AVAIL!”
IN TEACHING PREPOSITIONS OF PLACE AMONG YEAR 3
PUPILS**

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ABSTRACT

This action research was carried out at Sekolah Kebangsaan South in Miri, Sarawak. The aim of this action research is to guide pupils to master prepositions of place with the use of realia and electronic kit. The chosen samples are from Year 3 Kreatif. In order to conduct this research, Kemmis and McTaggart (2000) Action Research Model was adopted and adapted. Thus, four respondents were chosen for this action research. Structured interview, worksheets and observations are used for the data collection. The results of the data analysis showed positive progress and improvements in respondents' usage of prepositions of place correctly.

Keywords : Realia, electronic kit, prepositions of place

ABSTRAK

Kajian tindakan ini dilaksanakan di Sekolah Kebangsaan South Miri di Sarawak. Objektif kajian tindakan ini adalah untk membimbing para pelajar dalam menguasai kata sendi dengan penggunaan realia dan bahan elektronik. Sampel yang telah dipilih adalah dari kelas 3 Kreatif. Untuk melaksanakan kajian tindakan ini, Model Kajian Tindakan Kemmis dan McTaggart (2000) telah digunakan. Oleh itu, empat responden telah dipilih dalam kajian tindakan ini. Kaedah temu bual berstruktur, kertas latihan dan pemerhatian telah digunakan dalam pengumpulan data. Hasil daripada data analisis menunjukkan perubahan yang positif serta penambahbaikan dalam penggunaan kata sendi yang betul di kalangan responden.

Kata kunci : Realia, bahan elektronik, kata sendi

INTRODUCTION

English is very vital since it will help our nation to develop. In recent years the English language has been viewed as an asset to achieve development and to acquire knowledge. There is more emphasis on how to create awareness to take English seriously". Thus, the question about who are the ones that build and develop our nation to the top of the world is none other than the young

generations, the young learners. Thus they are required to learn and master the English language.

TEACHING AND LEARNING REFLECTIONS

During my teaching and learning lesson, I found out that most of them are weak in grammar particularly in the use of prepositions of place. Most of them underline the correct prepositions of place even though pictures were given as guidance.

Through this action research, I wanted to find ways to overcome the pupils' problem in using the prepositions of place. Therefore, I have chosen to use realia as a tool to overcome the problem. Young children love to play and learn best when they are enjoying themselves, but they also take themselves seriously and like to think that what they are doing is real work.

Therefore, I will conduct an action research by using realia to help the pupils to improve the use of prepositions of place correctly as well as to increase their interest at the same time. Thus, by using realia, it is easier for the pupils to learn adjectives as realia is able to stimulate the pupils' mind and also encouraging creativity by involving the senses at the same time.

RESEARCH FOCUS

I found out that four pupils were weak in using prepositions of place correctly. They just underline the prepositions of place for the sake of completing. Some of them underline the same prepositions as their answer for the whole questions. This really concerns me as I need to find out ways in order for them to master and know how to use the prepositions of place correctly. Therefore, I have chosen realia to be my research focus and also to teach prepositions of place in my classroom. There are a few reasons why I have chosen realia. As Jeremy Harmer (2009) stated, realia are often more interesting than material from textbooks and able to engage the pupils in the learning activities. Therefore, this will provide an opportunity for the pupils to learn better particularly the prepositions of place.

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

This action research has two objectives:

1. Help the pupils in learning the prepositions of place correctly through the use of "Kit Assemble! Electronic Avail!".
2. Help to improve pupils' interest in learning prepositions of place through the use of "Kit Assemble! Electronic Avail!"

Based on the mentioned objectives, this action research is being conducted to answer the following research questions:

1. How does the “Kit Assemble! Electronic Avail!” helps the pupils to use the prepositions of place correctly?
2. How does the use the “Kit Assemble! Electronic Avail!” improves pupils’ interest in learning prepositions of place?

TARGET GROUP

Among the 21 pupils in my class, I have selected 4 of them to be my participants. This is because they are weak in using the prepositions of place correctly and one of them is LINUS. The three pupils who are in the mainstream class had already passed their Literacy and Numeracy (LINUS) test when they were in Primary 2. However, some of them are still weak in mastering the usage of correct prepositions of place.

ACTION OF PROCEDURE

Action Procedure

Based on Kemmis and McTaggart (2000) action research model, for an action to be carried out, it required explicit process procedures which are the plan, the action, the observation and the reflection. In order to identify the aspects of practices, respondents were chosen through their misuse of prepositions place in their worksheets.

In planning, I will make a lesson plan which focuses on the prepositions of place. The focused activity of the lesson required the pupils to use the prepositions of place correctly by underlining the correct prepositions that described the given pictures.

In the second stage, which is the action stage, this is where I will implement the plan into actions so that it will enable the teacher to collect information or data model (Citra Agustya Wulandari, 2014). I will use the technique in my teaching and learning lesson on grammar (prepositions of place). I will demonstrate the meaning of each of the prepositions of place by using the technique. After that, I asked the pupils choose one preposition of place and demonstrate its meaning by using the tool. After that, I will distribute the worksheets to the pupils.

In the observation stage. This is where I will do the observation data collection method. The observation is made by referring to observation checklist. Based on the checklist, I will write down the pupils’ behaviour, particularly on the respondents. Their

worksheets will also be analysed based on the document analysis method. The interview session will also be analysed.

The final stage is the reflection. This is where I will do a reflection on the strengths and weaknesses of the technique that I used.

Data Collection Procedure

Observation

The respondents' behaviours and interest were observed before, during and after the implementation of the technique. I used observation checklist to collect their data on behaviours throughout the lesson.

Interview

Structured interview was used in order for me to find out the feedback from the respondents related to the research objectives. I set questions which required them to voice their own opinion regarding the lessons that had been conducted. I recorded the respondent's answer by using the interview sheets.

Document Analysis

I referred to the respondents' answers in the worksheets given during the lesson. I analysed their answers by referring to the aspect whether they underline the correct prepositions of place based on the given described pictures.

RESEARCH FINDINGS

The use of 'Kit Assemble! Electronic, Avail! To Help The Pupils To Use the Prepositions of Place Correctly.

The technique activity had enabled the respondents to learn and improve the correct use of prepositions of place. From the worksheets that they had completed, each of the respondents showed that they knew how to use the prepositions of place correctly. The evidence below shows what the respondents had done before and after the use of the technique.

Table 1 Cycle 1

Respondents	Q1	Q2	Q3	Q4	Q5	Q6
R1	x	√	x	x	x	x

R2	x	x	x	x	x	√
R3	x	x	√	√	x	√
R4	√	√	x	x	√	√

Table 2 Cycle 2

Respondents	Q1	Q2	Q3	Q4	Q5	Q6
R1	√	√	√	√	√	√
R2	√	√	√	√	√	√
R3	√	√	√	√	√	√
R4	√	√	√	√	√	√

In addition, based on the interview that had been carried out during the teaching and learning process in the classroom, all the respondents agreed that by using the technique, they had a clear view on how to use the correct prepositions of place. The evidence from their statements is shown as below;

Table 3

Respondents	Are you able to understand all the prepositions?
R1	Yes. Teacher use heavy coconut and big box to explain. Now I understand.
R2	Yes. I'm very happy teacher. I can understand all the prepositions teacher.
R3	Yes teacher. I was so happy when the yellow bulb switched on. I get it right!
R4	Yes teacher. Using coconut and big box helps me understand.

The Use of 'Kit, Assemble! Electronic, Avail!' To Improve Pupils' Interest In Learning Prepositions of Place.

Each of the respondents was observed and they really enjoyed the game as they tried to give their utmost best to demonstrate the meaning of the prepositions of place by using the coconut and the box, regardless whether their answers were correct

or incorrect. Thus this increased their interest in learning prepositions through the technique. This was supported when the respondents gave their statement on one of the questions asked during the interview as shown below;

Table 4

Respondents	How do you feel about the activity today?
R1	It was fun!!!
R2	I enjoy learning it with my friends.
R3	It was very enjoyable teacher.
R4	I had a great time! Please bring it again teacher!

In addition, from here the participation of the respondents that were being observed during the activity was very active compared to Cycle 1. The table below shows the evidence of the active participations from the respondents during the observation.

Table 5

Respondents	Observation
R1	Give full attention. (18 th April 2016, 07.30am)
R2	Volunteer to do the activity (18 th April 2016, 07.35am)
R3	Does not talk to his friends and focus on the intervention. (18 th April 2016, 07.32am)
R4	Keep on smiling and shows happy face during the intervention. (18 th April 2016, 07.45am)

REFLECTIONS OF RESEARCH FINDINGS

The use of ‘Kit Assemble! Electronic, Avail! To Help The Pupils To Use the Prepositions of Place Correctly.

The technique ‘Kit, Assemble! Electronic, Avail!’ is a technique that uses realia which can help the pupils to improve their usage of prepositions of place correctly. Worksheets and interview had been used as the data collection method. In the post-intervention test, the worksheets showed that the respondents have a positive progress. The evidence of their positive progress can be found in Table 2.

Bartsch (2016) stated that “Hands-on learning, more formally known as Experiential Education, reflects a teaching philosophy that promotes learning by doing. This is more supported when during the interview session when most the respondents stated that they learn better and able to understand the meaning of each of the prepositions of place through the use of the technique. The transcription of the interview can be found in Appendix 7.

The Use of ‘Kit, Assemble! Electronic, Avail!’ To Improve Pupils’ Interest In Learning Prepositions of Place.

Based on the data analysis from the observation checklist which can be found in Appendix 6, the respondents showed that they were interested in learning as they gave a full attention during my explanation and even clapped volunteer by raising their hands when I asked for volunteers.

Moreover, when I asked the respondents’ opinion regarding the ‘Kit, Assemble! Electronic, Avail!’, Respondent 1 and Respondent 2 said they were highly interested and excited. The same question was asked to Respondent 3 and Respondent 4 and they both replied: “I really enjoyed the lesson teacher”. This can be found in Appendix 7.

FURTHER RESEARCH

Kit, Assemble! Electronic, Avail!’ activity is a technique that uses realia in order to help the pupils to improve the use of prepositions of place correctly. Other than that, this activity can also help to improve the use of adjectives correctly. Maher (2016) stated that “An adjective is a word that describes a noun, which is a person, place, or thing, or a state of being.”

CONCLUSIONS

In the nutshell, all the pupils should be given the opportunity to participate actively in every teaching and learning process. This action research, as a whole, had brought a few changes in my teaching or practice in order to increase the pupils’ understanding and interest in the topic that they learned.

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IMPROVING WORD-RECOGNITION VOCABULARY THROUGH MODIFIED SONGS

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ABSTRACT

This action research was conducted to help Year 4 pupils to improve on their word recognition vocabulary. This action research utilizes the model of Action Research Model of Kemmis and McTaggart. There were six respondents, selected based on the researcher's observation and document analysis. This study emphasize on the use of modified songs to improve the word recognition vocabulary among the respondents. The achievements of the respondents are measured by using document analysis, observation and checklist as well as interview. The data analysis is analyzed by using coding system. The results generated by the data analysis concluded that modified songs help to improve the word recognition vocabulary among students where the respondents showed increased motivation and achievement.

Keywords: Word recognition vocabulary, modified songs, motivation, achievement

ABSTRAK

Kajian tindakan ini telah dijalankan untuk membantu pelajar Tahun 4 untuk memperkayakan kosa kata mereka dalam Bahasa Inggeris. Kajian tindakan ini mengaplikasikan model kajian tindakan oleh Kemmis dan McTaggart. Enam orang responden telah dipilih dan mereka dipilih menerusi pemerhatian dan analisis dokumen oleh pengkaji. Kajian ini berfokus kepada penggunaan lagu-lagu yang telah diubahsuai dapat memperkayakan kosa kata dalam kalangan pelajar. Pencapaian para responden diukur melalui analisis dokumen, pemerhatian dan senarai semak serta temubual bersama para responden. Analisis data dianalisis menggunakan sistem kod. Dapatan kajian dapat membuat kesimpulan bahawa lagu-lagu yang telah diubahsuai dapat membantu para pelajar untuk memperkayakan kosa kata di mana para responden menunjukkan peningkatan dalam tahap motivasi dan pencapaian.

Kata kunci: Kosa kata, lagu yang telah diubahsuai, motivasi, pencapaian

INTRODUCTION

The vocabulary level among pupils is still considered poor as there are pupils who were not able to comprehend the English language. From this low vocabulary level, the pupils cannot score well in English subject because they do not understand the words. Vocabulary development among the pupils should be carried out so that they will improve on their word-recognition vocabulary in order to master the English language.

REFLECTION ON TEACHING AND LEARNING

Throughout the practicum periods in School X and School Y last year, I have identified several problems and weaknesses among the pupils. The root of the problems that I have recognized rooted from their vocabulary level which are low and caused them to be confused, blurred and not interested when it comes to learning the English language. As they use Bahasa Malaysia and other languages as their mother tongues, the English language are left out and left unspoken even during English class because of their low proficiency in the targeted language. I also found out that the students did not communicate using English because they are afraid that they might laughed by their friends. I found the evidence of their low vocabulary from the four skills in English subject. In Listening, when I said word “gnome” , the students thought they heard word “no”; in Speaking, they answered me in Bahasa Malaysia when I asked them questions; in Reading, they pronounced “thieves” with “**ti-vēs**”; and in Writing, “carayon” instead of word “crayon”. This is where I used modified songs to help them to improve their word-recognition vocabulary as they love to sing very much.

RESEARCH FOCUS

The focus of this research is to use modified songs as a technique to improve the word recognition vocabulary among the respondents. This is because songs contain catchy rhythms or beats that will attract the attention of the children to sing it because reading is off-putting than singing. Other than that, songs have repetitive patterns that can enhance the usage of vocabulary among the learners. Masning (2010) in his study stated that songs are used to teach vocabulary because the teacher can choose the suitable songs that can be taught and that include the consideration of modifying the song lyrics to be more related to the students’ vocabulary in the KSSR syllabus where a list of sight words are provided as well as the vocabulary in the textbook that they students need to be familiar with.

Another focus of this research is to enhance the usage of the correct vocabulary. Hanson and Padua (2011) said that word recognition vocabulary means the abilities of the readers' to pronounce or figure out words by using word attack strategies. Word attack strategies are the actions of blending in sounds of letters to form words. Singing is one of the strategies for the learners to improve their vocabulary. One benefit of learning vocabulary through modified songs is that songs have repetitive and customarily consistent; in terms of the lyrics, the melody and the tempo. Thus, if they are able to improve their vocabulary from the modified songs, they are able to use the correct vocabulary in their writing tasks for starters.

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

Research Objectives

1. To improve the vocabulary level of the pupils through songs
2. To enrich the usage of the correct vocabulary among pupils through songs

Research Questions

1. How do I use modified songs to improve the low vocabulary level of the pupils?
2. How do I use modified songs to help the pupils in enhancing the usage of the correct vocabulary?

TARGET GROUP

The respondents chosen for this research consists of six pupils from Year 4 of the same class. The class is homogenous in terms of English proficiency (low English proficiency) because the school has the streaming system where the high proficiency pupils and low proficiency pupils are being categorized. They were chosen from document analysis and observation. 3 respondents were males and the other 3 were females. 4 respondents were Iban, 1 Kelabit and 1 Melayu.

PROCEDURE OF ACTION

Kemmis and McTaggart model (2000) is being used for this action research for the implementation of the actions that are already planned carefully for accurate or precise results. The model consists of two cycles whereas in each cycle, there are four steps of "Plan", "Act", "Observe" and "Reflect".

In the "Planning" stage, I have planned English lessons where I used modified songs to improve the vocabulary among the

respondents. I also spent time modified songs and most of them were nursery rhymes. I utilized the lesson plans that I have planned during my English lessons in Class X. After I conducted the lessons, I observed the changes that I can see among the respondents; their behaviours, their improvement from their works and when I asked them questions regarding words they have learned from the modified songs. Then, I reflected from the stages that I have gone through where I wrote the thoughts in my lesson reflections.

RESEARCH FINDINGS

The data that were gathered from the data analysis methods which are observation notes, interviews and the document analysis are interpreted and classified into two themes that were derived from the two research questions.

Stimulate Respondents' Motivation in Improving Vocabulary

The data findings from the observation notes documented Respondent 1 and Respondent 2 demonstrated tangible and precise desired behaviours. From the observation notes, Respondent 1 and Respondent 2 "sings with enthusiasm" and "focused and active during the whole lesson". They were showing their motivation because they were interested with the technique.

For Respondent 3 and Respondent 6, they shared the similar behaviours where Respondent 3 was "not focused at time, hyperactive and disturb her friends at times" and Respondent 6 was "not focused because he is seated at the back of the class". The result however improved after Cycle 2 when the interview was conducted where the interview Question 1 "Do you like to learn using the modified songs?" was asked to all the respondents and the respondents answered positively where Respondent 3 said "Yes, I do," and Respondent 6 answered "I like it".

RESPONDENT 4 and Respondent 5, other than other respondents, they seem not to be motivated learning using the modified songs to improve their word recognition vocabulary because they were not focused most of the time. From the observation, Respondent 4 was "hyperactive and walks around the class" while Respondent 5 was "distracted by his friends and not focus". The result of motivation these respondents have also improved in Cycle 2 where Respondent 4 answered "I like it" and Respondent 5 replied "Yes".

From the data analysis, using modified songs to improve the word-recognition using modified songs among the respondents can enhance the motivation they have to learn English language.

Increased Achievement of Vocabulary Level Among Respondents

The findings from the transcription of the interview interpreted that the respondents showed achievement after the technique was applied. From the interview questions “Can you say the words easily if you sing it?” and “Do you remember the meanings of the words?”, all respondents answered “Yes” to both questions. The data findings from the document analysis also showed improvement in all of the respondents. They were able to spell the targeted words correctly and hence, have improved a little bit on their word-recognition vocabulary.

The figures below showed the improvement of the respondents in Cycle One and Cycle Two. From the data analysis of the two instruments, using modified songs to improve the word-recognition using modified songs among the respondents can improve the achievement among the respondents.

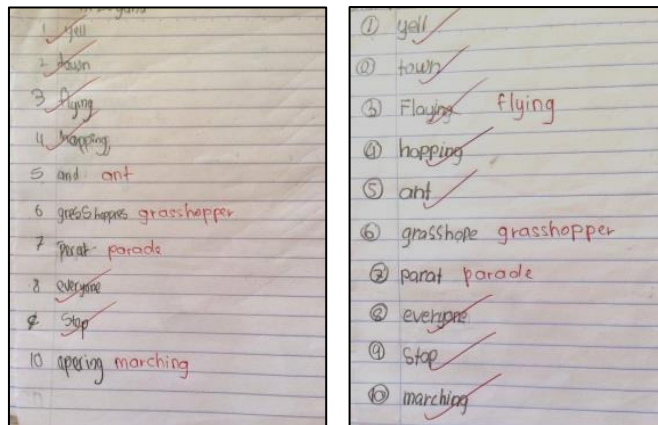


Figure 1: Cycle One, works of Respondent 2 and Respondent 4

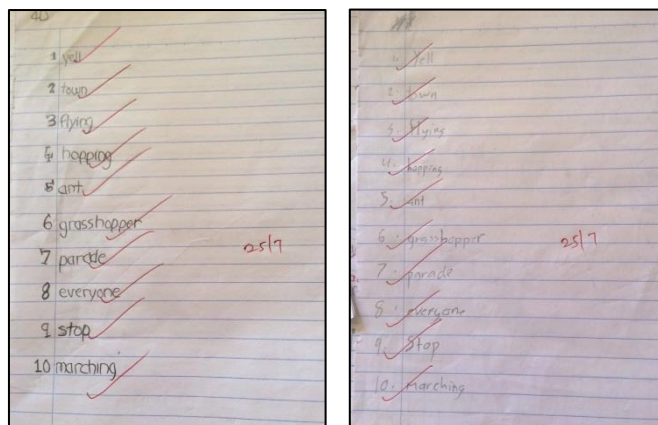


Figure 2: Cycle Two, works of Respondent 2 and Respondent 4

REFLECTION OF RESEARCH FINDINGS

How do I use modified songs to improve the low vocabulary level of the pupils?

Improving word-recognition vocabulary using modified songs is very helpful because the respondents are more interested to learn if there are songs. This is because songs are catchy and not boring at all as the respondents can sing rather than just read texts with no music or tune. Burhayani (2013) quoting Wrenshall (2002) also said “there is also plenty of evidence that song help memorization, and the rhythm and rhyme of the lyrics can certainly help vocabulary as well.” Thus, as the modified songs are more interesting than just reading, I prefer to help the respondents improving their word-recognition vocabulary using the technique so that they will be more interested or motivated and from the motivation, their level of achievement will increase.

How do I use modified songs to help the pupils in enhancing the usage of the correct vocabulary?

As improving the vocabulary level alone is not enough, the usage of the correct vocabulary is also important where the respondents know where and when to use the vocabulary. The application of the modified songs revealed to the respondents the correct usage of the targeted words from the lyrics itself. Thus, they were guided by the lyrics form the modified songs that they have learned in order to use the vocabulary. Roszainora Setia et al (2012) stated “the students enjoy pronouncing the words in songs and consequently, their pronunciation improves”. As mentioned from the findings of the data analysis, the respondents were able to pronounce the words if they sing it. From the ability to pronounce, if they were able to sing the modified songs with correct pronunciation, for sure, they were able to use the words that they have learned from the modified songs to communicate or write with more precision.

FURTHER RESEARCH

Regarding further research, instead of improving word-recognition vocabulary through singing, I can make the learning sessions more alive where there are gestures or actions as well. Mohd. Jafre Zainol Abidin et al (2011) said that “songs can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives and adverbs.”

If the targeted words are verbs, then most probably the actions can be acted out during the singing and of the targeted words are adjectives or words that are hard to be acted out, then I should use gestures that can help the respondents to understand what the targeted words stand for.

Singing with actions also seems plausible because the respondents probably will have higher rate of understanding as they can paint the pictures of the words they are gesturing. Other than that, their motivation might also increase more as there are actions that they can act out; as the respondents like to move around while learning.

CONCLUSION

The use of modified songs can help to improve the word-recognition vocabulary among the pupils. The modified songs that they have learned allowed them to recognize, spell and remember the targeted words.

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‘SPELL THE NOUNS!’ GAME TO IMPROVE SPELLING OF NOUNS

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ABSTRACT

Malaysian pupils often have problems in spelling English words correctly. Some pupils are having difficulties in spelling the nouns. Hence, this research was implemented to improve the pupils' spelling of nouns by using 'Spell the Nouns!' game. 'Spell the Nouns!' game is a game that requires the pupils to spell the nouns of one syllable, two syllables, and three syllables. It helps the pupils to learn the correct spellings of nouns of different syllables. The data collected for this research were document analysis, interview and observation. The data then had been analysed in order to see the improvements or changes that the participants showed in spelling nouns with the help of the technique.

Keyword: spelling, game, syllables, noun

ABSTRAK

Murid-murid di Malaysia selalunya menghadapi masalah dalam mengeja perkataan Bahasa Inggeris dengan betul. Sesetengah murid tersebut menghadapi masalah dalam mengeja kata nama. Disebabkan hal itu, kajian ini telah dilaksanakan untuk memperbaiki pengejaan kata nama murid dengan menggunakan permainan "Spell the Nouns!". Permainan "Spell the Nouns!" adalah permainan yang memerlukan murid untuk mengeja kata nama yang terdiri daripada satu suku kata, dua suku kata dan tiga suku kata. Ia membantu murid untuk mempelajari ejaan kata nama berlainan suku kata yang betul. Data yang dikumpul untuk kajian ini adalah analisis dokumen, temu bual dan pemerhatian. Kemudian, data-data itu dianalisis untuk melihat peningkatan dan perubahan yang ditunjukkan oleh murid-murid dengan bantuan teknik tersebut.

Kata kunci: ejaan, permainan, suku kata, kata nama

INTRODUCTION

One of the problems that the pupils faced at the beginning stage of learning grammar was related to the spelling of nouns of different syllables: one syllable, two syllables and three syllables. The spelling of nouns of different syllables was significant to develop the pupils' writing skill. The pupils should master the spelling of nouns of different syllables as early as possible since they were in Year 3.

TEACHING AND LEARNING REFLECTIONS

During my practicum phase, I had identified the pupils' problem through my observation and analysis of the pupils' worksheet. The problem that the pupils were having was they could not spell nouns of different syllables correctly. From the lessons that had been conducted in the classroom, I had observed that when the pupils wanted to spell nouns, they tended to spell according to their pronunciation if they did not know how to spell the nouns. For example, 'teacher' became 'ticer' and 'phone' became 'fon'. The pupils kept asking guidance from the teacher when a spelling activity was carried out. Because of this, I had decided to improve their spelling of nouns of different syllables by using a game called 'Spell the Nouns!'

RESEARCH FOCUS

The focus of this research was to introduce the use of a game called 'Spell the Nouns!' to improve the pupils' spelling of nouns of different syllables. My objective in using game as my technique was to make the teaching and learning process fun and interesting so that it could motivate the pupils to learn the correct spellings of nouns of different syllables. According to Nicholson and Williams (1975), game was also a form of teaching and could be used when the usual teaching strategies did not work. By using 'Spell the Nouns!' game, I would implement a series of activities in stages to introduce the grammar item in context first and slowly move to teaching in isolation.

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

This action research has two objectives:

- a) Improving the pupils' spelling of nouns by using 'Spell the Nouns!' game.
- b) Improving teacher's teaching of noun spelling through the use of 'Spell the Nouns!' game.

To achieve the objectives, here are the research questions that elaborate on the issues:

- a) How does the use of 'Spell the Nouns!' game help pupils to improve their spelling of nouns?
- b) How does the use of 'Spell the Nouns!' game help teacher to improve teaching of noun spelling?

TARGET GROUP

The respondents for this action research were selected through convenience sampling. Three pupils were chosen from Year 4 Bakawali. There were two male respondents and a female respondent. Two of them were Malay and one of them was Melanau.

ACTION CARRIED OUT

This action research was conducted by using Kemmis and McTaggart research model (2000). It consisted of stages from planning to action, analyse and reflection. The research was conducted in two cycles. Both of the cycles involved all of the respondents chosen for the target group.

For the planning stage, I had planned a series of lessons which focused on the teaching spelling of nouns of different syllables. The execution of the plan had been carried out during teaching and learning process for English subject. In the stage, all organised plans had been carried out. The implementation of the intervention using the technique had been conducted within the one-hour lesson which was allocated for English subject.

In the analysis stage, it was done by examining the data gathered after the plan implementation. The data was collected through interviews, document analysis and observation from the action conducted in the implementation stage. The stage of reflection was implemented by having a discussion with the supervisor assigned for my practicum in order to identify the strengths and weaknesses of the plan.

RESEARCH FINDINGS

The Use of 'Spell the Nouns!' Game Helps Pupils to Improve Their Spelling of Nouns

The Technique Helps Pupils in Learning to Spell Nouns Correctly

'Spell the Nouns!' game helped the respondents of the target group to learn correct spellings of noun while they were playing the game. In their worksheet for document analysis, the respondents showed that they were able to spell nouns of different syllables correctly although there were some misspellings of nouns. From the worksheets that the respondents had done, all of the respondents showed that they knew how to spell nouns of different syllables correctly through the use of the game. Respondent 1 managed to

spell almost all nouns but was only unable to spell a noun of two syllables. Respondent 2 managed to spell all of the nouns in the task given. Respondent 3 could spell all nouns but he made a mistake of a three syllables noun.

The document analysis was supported by the interview that was conducted with the respondents where all of the respondents agreed that 'Spell the Nouns!' game was able to help them to learn correct spellings of nouns. The respondents said that they could learn the correct spellings while they were playing the game where the correct answers would be shown to them and they could correct their spellings if their spellings were wrong. The respondent also said that before they were introduced to the game, they spelled according to how they pronounced the nouns.

The Use of 'Spell the Nouns Game Help Teacher in Improving Teaching of Noun Spelling

'Spell the Nouns!' Game is a Fun and Enjoyable Way to Learn Spelling of Nouns

During the implementation of the game, the respondents were observed and all of them enjoyed playing the game and competing with their friends to get the marks regardless of correct or wrong spellings that they spelled. Respondent 1 played the game and she was focused. She got angry when Respondent 2 disturbed her. Respondent 2 was the most active player and when he finished spelling the nouns, he forced the teacher to show correct spellings. Also, he disturbed Respondent 1 to ask for extra letters. Respondent 3 was active while playing the game and he enjoyed the game. Sometimes, Respondent 3 look at his friends' answers to be compared with his.

The observation was supported by the interview that had been conducted with the respondents. The respondents were asked about the game and Respondent 1 and 2 responded that the game was fun because they could play a game while learning to spell. Respondent 3 said that it was fun because he could compete with his friends while learning to spell. The respondents also wanted to play the game again when the teacher asked them. Therefore, all of the respondents agreed that 'Spell the Nouns!' game was a fun technique to be used during the process of teaching and learning in the classroom.

REFLECTION OF RESEARCH FINDINGS

Learning to Spell Nouns through Game

'Spell the Nouns!' game focused on helping pupils to spell nouns of different syllables correctly while they were playing a game and they got the knowledge of spelling while playing the game. Thekes (2011) stated that game made the young learners entertained and they got the grammar item which was to be delivered to them. During the implementation of the game, the pupils participated actively in the game where they played the game by spelling the nouns that they saw in the pictures. The pupils were shown with correct spellings of nouns when the time to spell was over and they rearranged the letters if what they spelled was wrong.

The respondents would be playing the game during the intervention and at the same time, they learned to spell nouns correctly throughout the game. This technique was implemented for the respondents because the respondents could not learn properly when they had to be passive by sitting down on their chairs. So, by using 'Spell the Nouns!' game as a technique to teach spelling of nouns, the respondents would be motivated to acquire the grammar item while they were playing. Dwi Astuti Wahyu Nurhayati (2012) stated that games could affect the motivation and atmosphere and allowing the acquisition of language competence to happen while playing the game. During the implementation of the game, the pupils were observed to be comfortable learning while playing a game.

Fun Learning Using Game

The use of 'Spell the Nouns!' game allowed the respondents to learn in an atmosphere of fun and excitement. During the implementation of the game, the respondents were observed to be enjoying the game with their friends by competing with each other. The game succeeded to lower the anxiety level of the respondents to participate in the game and learn to spell while playing. Nur Afiqah (2015), claimed that games had the ability to decrease anxiety and as a result, obtaining the input of the game became easier. Therefore, using a game to teach a grammar item could increase the motivation of the respondents to participate in the learning.

'Spell the Nouns!' game was not a traditional way to teach spelling of nouns of different syllables because the respondents were not learning passively during the implementation of the game. The game was an alternative way to replace the traditional teaching of grammar that and it required the learners to be engaged in the game. Traditional grammar teaching was usually related with the dry memorization of rules and the dry prospect of applying the rules in fill-in-the-blank, pattern practice, substitution transformation and

translation, which then caused negative feelings (Xiao-Yun, 2010). In the implementation of this game, the respondents would be playing the game and compete with their friends and also, learn in a fun and enjoyable atmosphere.

FURTHER RESEARCH

Instead of only focusing on to improve the respondents spelling of nouns, 'Spell the Nouns!' game could also be used to improve pronunciation of the young learners while they were playing the game. It was not enough for the pupils if they only knew how to spell the noun words correctly but in the meantime, they had no ability to pronounce the noun words correctly. During the implementation of the game, the teacher could take the opportunity to ask the young learners to pronounce the nouns which were in the pictures. If there were mispronunciation, it could be corrected by the teacher immediately. Therefore, 'Spell the Nouns!' game was not a game only to teach the young learners the correct spelling but also it could be used as a way to improve pronunciation of the respondents of the target group.

CONCLUSION

The use of 'Spell the Nouns!' game could help the respondents of the target group to improve their spelling of nouns of different syllables. As teachers, we should use a good technique to make the pupils learn in the classroom by avoiding them to feel bored.

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ABRACADABRA!!! WHAT'S THIS? THE MAGICIAN'S HAT!

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ABSTRACT

The purpose of this action research being carried out was to help the pupils in Year 3 at one of the schools in Miri to improve their correct framing of singular personal pronouns in sentences through the use of the "Magician's Hat". This research was conducted based on the Kemmis and McTaggart research model. The respondents consisted of 6 pupils who had difficulty in framing the singular personal pronouns in sentences. Data from this research were collected through three methods which were unstructured interviews, observation and document analysis. The documents were analysed based on how much the respondents had correctly framed their singular personal pronouns in their sentences in their exercise. Observations were recorded using field notes and checklist based on the pupil's behaviour during the course of this action research. Data from the interviews were recorded in the form of transcript. The findings of this research showed that using this approach, the respondents were able to improve their framing of singular personal pronouns in their sentence writing.

Keywords: "Magician's Hat", singular personal pronouns, sentences

ABSTRAK

Tujuan kajian tindakan ini dijalankan adalah untuk membantu murid-murid Tahun 3 di salah sebuah sekolah di Miri untuk meningkatkan perangkaan yang betul bagi kata ganti nama diri tunggal dalam ayat melalui penggunaan "Magician's Hat". Kajian ini dijalankan berdasarkan model kajian Kemmis dan McTaggart. Responden terdiri daripada 6 murid yang menghadapi kesukaran dalam merangka kata ganti nama diri tunggal dalam ayat. Data daripada kajian ini telah dikumpulkan melalui tiga kaedah iaitu temubual tidak berstruktur, pemerhatian dan analisis dokumen. Dokumen-dokumen yang telah dianalisis adalah berdasarkan berapa banyak responden merangka dengan betul kata ganti nama diri tunggal di dalam ayat mereka dalam latihan mereka. Pemerhatian telah direkodkan menggunakan nota lapangan dan senarai semak berdasarkan tingkah laku murid semasa menjalankan penyelidikan tindakan ini. Data daripada temu bual telah direkodkan dalam bentuk transkrip. Hasil kajian ini menunjukkan bahawa menggunakan pendekatan ini, responden dapat meningkatkan perangkaan kata ganti nama diri tunggal di dalam penulisan ayat mereka.

Kata kunci: "Magician's Hat ", kata ganti nama diri tunggal, ayat

INTRODUCTION

One of the problem pupils faced at the initial stage of learning grammar involved the framing of singular personal pronouns in sentences. The use of singular personal pronouns in sentences is one of the basic knowledge needed for developing pupils writing skill. The mastery of the use of singular personal pronouns should be emphasized as early as possible at the start of their learning of grammar in Year 3.

REFLECTION ON TEACHING AND LEARNING

Throughout the duration of my teaching practice, I have identified from the discussion with my guidance teacher as well as my own observation that the pupils were having issues in framing the singular personal pronouns correctly in sentences. From a number of lessons conducted with these pupils, I had observed that when trying to answer questions such as “What do you want to be?” or “What does he like to do?” in their written exercises, the pupils prefer to answer in phrases or words instead of using a complete sentence. These answers are usually like, “teacher” or “play badminton.” Other examples were that some of the pupils were not able to even rearrange sentences correctly. They get confused when given exercises to rearrange the sentences even when the personal pronouns inside the exercise were already highlighted and capitalised. Because of this, I came up with the idea of using the “Magician’s Hat” in order to improve the framing of singular personal pronouns amongst the respondents.

RESEARCH FOCUS

The focus of this research is to introduce the use of a teaching aid called the “Magician’s Hat” to improve the pupil’s framing of singular personal pronouns in sentences. According to Maley & Peachey (2015), in the learning context, creativity also seems to stimulate, to engage, to motivate and to satisfy in a deep sense. My aim for using this particular teaching aid is to create a fun teaching and learning environment and stimulate the pupil’s interest to learn the particular grammar item correctly and at the same time to improve their writing skill. By using the ‘Magician’s Hat’, I will execute a series of activities in phases to introduce the grammar item in context first and then slowly go towards teaching them in isolation. I believe that by teaching the grammar item in context in the initial stage, it will help learners to understand how grammar structures function in context

and will give them an opportunity to develop their comprehension of the grammar rules (Mart, 2013).

RESEARCH OBJECTIVE AND RESEARCH QUESTION

This action research has one objective:

- III. Improving the teaching and learning of framing singular personal pronouns in sentences correctly through the use of the “Magician’s Hat”

To achieve this objective, here is the research question that will try to elaborate on the issues:

- III. How can I use the “Magician’s Hat” in improving the teaching and learning of framing singular personal pronouns in sentences correctly?

TARGET GROUP

The respondents chosen for this research were chosen through convenience sampling. 6 pupils were chosen from class 3 Hijau. There were 3 male respondents and 3 female respondents. Two respondents are Malay, two are Iban and the other two respondents are Berawan.

ACTION CARRIED OUT

This action research was executed based on the Kemmis and McTaggart research model (2000) which consisted of steps starting from planning to action, analyse and reflection. This research was conducted in two cycles.

During the planning stage, I have planned a series of lessons which focuses on the teaching of personal pronouns. The execution of the plan had commenced during the teaching and learning session for the English subject. In this stage, I had carried out all that has been planned. The implementation of the intervention was conducted during the one-hour lessons which have been allocated for the English subject.

During the analysis, it was done by going through the data collected after the implementation of the plan. The data was obtained through interviews, observation and document analysis from the action carried out during the implementation stage. The reflection stage was carried out by discussing with the mentor assigned for my practicum to detect the strengths and weaknesses throughout the execution of the plan.

RESEARCH FINDINGS

The findings of this research were derived from data collected from observations, interviews and document analysis.

The use of the “Magician’s Hat” improved the teaching and learning of singular personal pronouns in sentences.

During the observations done for this research, the respondents were able to focus and listen to the teacher during lessons where I had used the “Magician’s Hat”. In addition, the respondents had responded actively during the use of the “Magician’s Hat” and manage to frame the correct singular personal pronouns based on the pictures shown. Besides that, the respondents require little help when framing their singular personal pronouns as well as writing down their sentences. Besides that, their writing was more efficient as the respondents were able to complete their sentences within the time frame given.

In the interview conducted with the respondents, they admitted that the use of the “Magician’s Hat” in the teaching of the framing of the singular personal pronouns was rather fun and interesting. Furthermore, one of the respondents said that it was better than using textbook. In addition, the respondents had stated that the part that they were interested most during the use of the “Magician’s Hat” was the magic show and the pictures used. The pictures as the respondents said, were various and beautiful at the same time. The respondents had also said that the use of the “Magician’s Hat” had helped them to write better. This was due to the pictures being their guide to choose which singular personal pronouns to use as well as framing them correctly in their sentences. The pictures were also helping them to focus on their sentences. The use of the “Magician’s Hat” had also helped them to use the singular personal pronouns better in their sentences. The respondents had admitted that the pictures and the questions that I had used guide them in the correct use of the singular personal pronouns in their sentences.

Based on the respondent’s document analysis, the respondents had shown significant improvements when framing their singular personal pronouns in their sentences. They managed to frame the correct singular personal pronouns in their sentences. There were some errors that can be seen in the initial stage of the intervention such as the wrong usage of linking verb whereby ‘I’ and “You” is paired with “is” but at the end of the intervention the respondents had made only little errors in their sentences which do not affect their framing of the singular personal pronouns in their sentences.

REFLECTION OF RESEARCH FINDINGS

During the use of the “Magician’s Hat”, I saw that through the use of the “Magician’s Hat” together with the pictures, the respondents were more interested in the lesson. As stated by Shabiralyani, Hasan, Hamad and Iqbal (2015), visual aids arouse the interest of learners and help the teachers to explain the concepts easily. I also saw that by using the “Magician’s Hat”, it was easier for me to point out which singular personal pronouns to use and how the sentence should be written. This is possible because the visual inside the pictures showed which personal pronouns to use and the character inside the pictures shows what role does the character depicts or what the character is doing. This shows that the teaching aid used help teachers to correlate and coordinate accurate concepts making the learning more concrete (Mannan 2005, p.108).

At the initial stage of the implementation of the intervention, the respondent’s written work begins to show a slight improvement in terms of correctly framing the singular personal pronouns in their sentences. I saw that with the use of the “Magician’s Hat, it assisted the pupils to write better. This mainly because the pictures used with the “Magician’s Hat” had guided the respondents to use the correct singular personal pronouns as well as writing the correct sentences. As stated by Ahmad (2015, p.43), *“media is an important thing in teaching and learning process to reach the achievement of learning objective and to make it runs effectively.”* Besides that, based on the respondent's written work, it seems that the use of the “Magician’s Hat” had helped the respondents to see which one the singular personal pronouns to use in their sentences. The pictures and the accompanying questions have guided the respondents to see which personal pronouns were suitable to be used in their sentences. *“There has been an agreement amongst researchers that “questioning strategies are essential when encouraging, extending, and more importantly challenging students’ thinking””* (Diaz, Whitacre, Esquierdo, & Ruiz-Escalante, 2013, p.164).

There were however some weaknesses that can be seen from the intervention such as the pupils confusion on the singular personal pronouns ‘I’ and ‘You’. This is caused primarily because of the overgeneralization of rules. As stated by Yusuf (2012, p. 2), *“the process of this overgeneralization occurs as the second language learner acts within the target language, generalizing a particular rule or item in the second language.”* Another weakness would be that the construction of the teaching aid itself. It is time consuming and not to mention that the overuse of the “Magician’s Hat” could lead to it losing its charm.

SUGGESTIONS FOR FURTHER RESEARCH

For further research, instead of limiting it to singular personal pronouns, I should widen the scope of the use of this teaching aid to include also the plural personal pronouns 'we' and 'they'. It should address the different use of the plural personal pronouns and how the sentences using these pronouns should be constructed.

In addition to the issues, improvements can also be made on the teaching aid itself. The pictures used with the "Magician's Hat" can be improved by converting them into picture series for the benefit of further research. The use of picture series is much more meaningful as it leads to a narration of stories instead of just conveying sentences. This could lead to an increased interest in the pupils as young children are more attracted to stories. Wright (1997) states that picture can play a key role in motivating students, conceptualizing the language they want to use and giving them a reference.

CONCLUSION

The use of the "Magician's Hat" could improve pupils mastery and use of singular personal pronouns in their sentences. Their learning of the singular personal pronouns through the "Magician's Hat" can raise the learner's interest in improving their writing skill.

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PICTORIAL TREE MAP HELPS IN READING COMPREHENSION

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ABSTRACT

This action research was conducted to help Year 2 pupils in literal comprehension that is on main ideas of characters in stories by using the Pictorial Tree Map. This action research uses the Kemmis and McTaggart (1988) Action Research Model. This study involves four year 2 pupils as participants and their data from this research were collected using semi-structured interviews, observation and document analysis. This study is a qualitative action research. The findings showed positive changes in teaching practices using Pictorial Tree Map method. Their achievements improved which also increase their motivation.

Keywords: using Pictorial Tree Map, comprehend main ideas, positive changes

ABSTRAK

Kajian Tindakan ini dijalankan bagi membantu pelajar tahun 2 memahami maklumat berkaitan watak yang terdapat di dalam sesebuah cerita menggunakan Peta Pokok Bergambar. Kajian Tindakan ini dijalankan menggunakan model kajian tindakan Kemmis dan McTaggart (1988). Kajian ini adalah sebuah kajian kualitatif melibatkan empat pelajar tahun 2 sebagai kumpulan sasaran. Data daripada kajian ini dikumpul menggunakan kaedah temubual, pemerhatian dan analisis dokumen. Hasil kajian menunjukkan perubahan dalam pengajaran setelah teknik Peta Pokok Bergambar digunakan dimana pencapaian mereka meningkat dan memotivasikan mereka.

Kata kunci: menggunakan Peta Pokok Bergambar, memahami maklumat, perubahan positif

INTRODUCTION

The English language is well known throughout the world and is considered as the lingua franca. English is use for many purposes such as business, political and education. This has made the government implement the new curriculum. To further support this course of action the Chief Minister of Sarawak, Tan Sri Adenan Satem has officially recognized the English language as the state administration language apart from Bahasa Malaysia. In Malaysia, English has been considered one of the most important languages

because of the needs for future generations to maximize their chances of employment. Hence, English subject in school is one of the subjects that the Government has been focusing on.

TEACHING AND LEARNING REFLECTION

For the past 2 semesters, I was assigned to teach in a school for 3 months. The pupils that I taught in the school are on year 4 and year 5. Although I taught different levels, the pupils faced a common problem. They always have a hard time to complete reading exercises that I gave to them such as WH-questions, fill in the blanks exercises and sequencing exercises based on texts. As I went through the problem, the pupils were unable to do the exercises as they had difficulty understanding the reading text given to them. This is the problem that leads the pupils to not being able to complete exercises that were assigned to them.

RESEARCH FOCUS

This action research was conducted to find out the improvement that a teacher can make to year 2 pupils on literal comprehension that is on main ideas of characters in stories by using the Pictorial Tree Map. I have used Tree Map, a type of graphic organizer that is listed under the i-Think Map. By using the Tree Map, pupils are able to understand information on characters in a story. Stefanie Holzman (2004) in an article 'Thinking Maps®: Strategy-Based Learning for English Language Learners (and Others!)' explains that the underlying thinking process for a Tree Map is classification and organization. This explains that Tree Map helps students to understand information that is classified according to a theme, in this case, the characters. Sousa, (2005) who uses similar map in his book *How the Brain Learns to Read* "The map is an effective visual tool that provides a framework for understanding, conceptualizing and remembering important story events". The Tree Map was improvised with a picture wherein the Tree Map, a picture of the character was included. According to Paivio (1991, cited in Maryam Jalilehvand, 2012), "...the 'Dual Coding Theory', says that there are two separate but interconnected knowledge systems: a verbal system and a visual imagery system." This means that by using Picture together with Tree Map, it ensures the learner to see information according to the right character.

RESEARCH OBJECTIVE AND QUESTION

This study has two objectives namely:

- a. Improving pupils in locating main ideas of characters in a story by using Pictorial Tree Map.
- b. Improve the pupil's achievement with the use of Pictorial Tree Map.

The research questions are:

- a. Can the Pictorial Tree Map help improve the ability of the pupils in locating main ideas of characters in a story?
- b. How does Pictorial Tree Map help in pupils in reading comprehension?

TARGET GROUP

My target group is the year 2 pupils. These pupils are of mixed ability where there are two types of pupils, average and low-level proficiency. From 37 pupils of this class, only 4 were selected as the respondents and 2 of the pupils are chosen based on their low proficiency level.

PROCEDURE OF ACTION

The whole process and procedures were done based on an action research model, by Kemmis and McTaggart (2000). Phase 1 would be planning, taking action, observing and reflecting. After it was completed, the practitioner then continues with phase 2, which is planning, carrying out the revised plan, the improvement done from phase 1 and also acting, observing and reflecting. According to Kemmis and McTaggart (2000) in *Research Methodology* (n.d.), "action study is a participatory study consisting of spiral of following self-reflective cycles, planning in order to initiate change, implementing the change (acting) and observing the process of implementation and consequences, reflecting on processes of change and re-planning, acting and observing and reflecting." For phase 1, I taught the pupils a story using Tree Map. In the Tree map, the name of each character in the story was written under the title of the story and the main ideas were written below the name. For each time they have used the Tree Map, they were given fill in the blanks exercise. Observation was carried out to check on their behaviours towards the Tree Map. For phase 2, the plan was revised and improved. Pictures of the character were included above the name of the characters in the story. The pupils were given fill in the blank exercise without choice of answer, unlike the ones in phase 1. This is to check whether the Pictorial Tree Map able to help and improve

their understanding of a story by helping them in locating main ideas from the story.

RESEARCH FINDINGS

Based on the document analysis all respondents improve. Respondent 1 was able to refer to the Pictorial Tree Map with the teacher guidance and answer four out of six 'fill in the blanks' question with correct main ideas although the difficulty of the exercise was raised. Respondent 2 was able to use the Pictorial Tree Map in locating main ideas with the teacher guidance and answer three out of six the 'fill in the blanks' question with correct main ideas although the difficulty of the exercise was raised. Respondent 3 was able to be independent in using the Pictorial Tree Map and answer all six 'fill in the blanks' question with correct main ideas although the difficulty of the exercise was raised and some questions were answered without referring to the Pictorial Tree Map. Respondent 4 was able to be independent in using the Pictorial Tree Map and answer all six 'fill in the blanks' question with correct main ideas and a few questions were answered without referring to the Pictorial Tree Map.

Based on the interview, all respondents can answer the fill in the blanks exercise using the Pictorial Tree Map. The Respondents find that they can locate the correct main ideas for a character in the story that they have learned. 2 Respondents were able to find the main ideas as it was written under the character's name. All Respondents agree that by using the Tree Map, it helps them to understand the story that they have learned. The used of Pictorial Tree Map has created interest in the story. The Respondents can remember the main ideas because it has fewer words and not confused with the story by using the Pictorial Tree Map.

The observation showed that the picture motivates the Respondent 1 in learning. Respondent 1 showed positive changes in his learning attitude. This can be seen on Respondent 1 participation in the teaching and learning session where he participated in the classroom discussion. In addition, all respondents gave attention during cycle 2. These shows the Pictorial Tree Map get the pupils engaged in the story. The Respondents show sign of remembering the main ideas of the story after using the Pictorial Tree Map. This was observed where Respondent 3 and Respondent 4 were able to answer questions orally regarding the story learned at the end of the lesson without referring the Pictorial Tree Map.

REFLECTION OF RESEARCH FINDINGS

The Pictorial Tree Map is a useful tool to locate main ideas of character. This is based on the improvement shown by all the

respondents in answering the 'fill in the blanks' questions. "...concept maps as a training method relating new information to prior knowledge resulting in meaningful learning and consequently higher achievement." (Yunus Karakuyu, 2010).

The Pictorial Tree Map gains respondents interest. "Student interest in a topic holds so much power. When a topic connects to what students like to do, engagement deepens as they willingly spend time thinking, dialoging, and creating ideas in meaningful ways." McCarthy (2014).

Respondents agreed that the Pictorial Tree Map helps them in locating main ideas. The structure of the Pictorial Tree Map has provided a systematic way for respondents to classify correct main ideas where it separates unnecessary details with the main ideas of characters in a story and make information easier to be remembered. This structure helps respondents to locate the main ideas from a story. "The Tree Map is used for: classifying or sorting things and ideas into categories or groups and grouping main ideas and details" (Hyerle & Yeager in Nishat Alikhan 2014). The underlying thinking process for a Tree Map is classification and organization.... It helps students look at text and understand text structures." Stefanie Holzman (2004).

The Picture motivates Respondent 1 in learning. It changes Respondents 1 attitude from not paying attention and play around in the classroom to give some participation during the classroom discussion. "...a positive attitude shift is associated with more motivated behavior..." (C. Anders R. Berg, 2005). "...gives support by adding that pictures are a 'scaffold' which nurture attention and motivate talks and comments." (Elster, 1998, cited in Maryam Jalilehvand, 2012).

FURTHER RESEARCH

The Pictorial Tree Map can be used in writing an essay. In writing an essay, pupils need to link the ideas and information. By generating ideas, it can help pupils to use it and elaborate the information to write sentences and give ideas how the information can be linked. These sentences then can be connected to create a short essay. By using the Pictorial Tree Map it may be able to help the pupils' in writing an essay.

CONCLUSION

The Pictorial Tree Map is a useful tool in helping pupils' improve their ability on literal comprehension of a story. They were able to refer and locate the main ideas of characters in the story using the Pictorial Tree Map thus enhancing their thinking skills

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**“THESE IS MINE.”
AND CORRECTING IT WITH THE DEMO-KIT**

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ABSTRACT

The action research was conducted to help improve the pupils' usage of Demonstrative Pronoun through the use of visual aids called 'The Demo-Kit' among 3 Year 4 pupils in one of the schools in Miri. Throughout the study, I used non-participating observation, unstructured interviews and document analysis as my research instruments to help me in the process of collecting data and Lewin's model (1946) has been used as my research model. The pupils' achievement has been shown by the result of the research after the intervention with the visual aids. The result shows that the visual aids, Demo-Kit, can improve pupils' usage of Demonstrative Pronoun.

Key Word: Visual aids, Demonstrative Pronoun, Demo-Kit

ABSTRAK

Kajian tindakan yang dijalankan adalah bertujuan untuk membantu membaik pulih penggunaan Demonstrative Pronoun melalui penggunaan bahan pandang lihat yang bernama 'Demo-Kit' ke atas tiga orang pelajar tahun tiga di sebuah Sekolah di Miri. Di sepanjang kajian ini, saya menggunakan pemerhatian, temu bual dan analisis dokumen sebagai instrumen untuk membantu saya di dalam proses pengumpulan data dan model Lewin (1946) pula adalah model kajian yang saya gunakan di dalam kajian tindakan ini. Pencapaian responden dapat di lihat setelah intervensi menggunakan bahan pandang lihat. Dan hasil kajian menunjukkan bahawa bahan pandang lihat, Demo-Kit, mampu membaik pulih penggunaan Deminstrative Pronoun.

Kata Kunci: Bahan pandang lihat, Demonstrative Pronoun, Demo-Kit

INTRODUCTION

In the teaching and learning of this century, the use of visual aids such as picture, mind maps and flash card rather than in wide use, many of them has been innovated for the purposes of learning. It has been used to address the learning problems and to improve the quality of practices in the classroom. Georgi Lazanov (1979) said that young learners are visual learners and the ability of visual aids to represent the objects which is familiar and recognizable to everyone actually suits the need of them. That is why, in order to facilitate

learning and teaching, visual aids has been used not just used in language classes, but also on heavy subjects such as science, math and history. In addition, visual aid was also being used to teach grammar. The mastery of grammar has been emphasized among the pupils and in Malaysia; grammar has been introduced to the pupils at the age of 10 years old. Grammar is so important because its function so that each conveyed message is not only fluently meaningful but also accurate. The presence of visual aids will be the great help in grammar teaching and learning.

REFLECTION ON TEACHING AND LEARNING

When I was having my first practicum, I was assigned to teach Year Three. In Year Three, one of the topics that I was required to touch is a unit where the primary school pupils are introduced to Demonstrative Pronoun for the first time. So I invented a visual aid tool called 'The Demo-Kit' and I was able to make sure my class has mastered this part of the grammar. At this point, I realized the importance of Demonstrative Pronoun and the effectiveness of visual aids. Everything was fine until I came to the school in the same year to teach year four. But then I started to realize the year four pupils were using the demonstrative pronoun incorrectly. They supposed to master this part of grammar because they were exposed to Demonstrative Pronoun since they were nine. This is disappointing. Because of this, I came up with the same idea in order to tackle the problem.

RESEARCH FOCUS

The main problems that the pupil faces was, is the inability of the pupils to use the proper demonstrative pronoun which is using 'those' and 'that' to refer the objects which are far away from them and using 'these' and 'this' to refer the objects which are far closer to them. This is due to the lack of correct exposure and their weak or no English background. Most of the time during the classes, they tend to confuse with 'this', 'that', 'these; and 'those'. Georgy Lazanov said that young learners are visual learners. This statement was supported by Michael Berman (2006) in his book "A Multiple Intelligences Road to an ELT Classroom" Yong learners tend to think in pictures. This shows us that pupils in this range of age have the high degree of visual spatial intelligence. They are comfortable with charts, maps, drawing and even sketches. So, I will encounter the problem by conducting intervention using visual aid called The Demo-Kit. With features offered by my kit, the Demo-Kit, such as its ability to differentiate the usage between each of the four pronouns; this, that,

those and these, and its outer attraction, the kit will be able helps the pupils to visualize the concept of Demonstrative Pronoun. The images which were used will not only gain the pupils' interest but also bring the pupils to experience a whole new concept of grammar and how to use it their daily life.

RESEARCH OBJECTIVES AND RESESEARCH QUESTIONS

Research Objective

- i. Improving the pupils' usage of Demonstrative Pronoun through the use of visual aid.
- ii. Help improve pupils' interest in learning Demonstrative Pronoun through the use of the Demo-Kit.

Research Question

- i. How does the use of visual aid help pupils to improve use Demonstrative Pronoun?
- ii. How does the pupils' interest in learning Demonstrative Pronoun through the use of the Demo-Kit is improved?

TARGET GROUP

This research was conducted on three 10 years old pupils from different level of proficiencies. Student 1 is an Iban boy with an average level of proficiency, student 2 is a Malay girl with the highest level of proficiency among the other respondents and student 3 is a Malay boy with the lowest level of proficiency compared to the rest. Student 3 is also well-known for his misbehave inside the classroom.

ACTION CARRIED OUT

Based on the Kurt Lewin's model of 1946, I have devised all the action to be carried out. There are five stages to be carried out which are identifying the aspects of practice that would be improved, designing an action plan to improve practices and data collection on the impact of the action, doing the implementation of the actions and conduct action research, observing the impact of actions and collecting data about the target action and finally reflecting on the research. Analysis and assessment of the results of the study are made based on the data that has been collected. After the first cycle is completed, the second cycle has been carried out due to the weak of data triangulation. Throughout the research, I used non-participating observation, unstructured interviews and document

analysis as my research instruments to help me in the process of collecting data.

RESEARCH FINDINGS

The findings of this research were simplified from data that were collected from all my data collecting methods that I used. The data were analyzed based on my research questions.

Observation Analysis

Based on the observation analysis, all three respondents were giving their full participation to the lesson. They were not only interested and being curious to the kit, but also motivated and eager to engage in the lesson and try to make sure that they are able to understand the concept of Demonstrative Pronoun correctly.

Student 1 was observed to be so excited when I entered the class with the colourful kit where he kept on guessing what I am going to do with the kit. He was doing try and error with other pupils to test their understanding of the concept of demonstrative pronoun and initially use their native language to refer to the pointed object, for example; *“That is my buku.”* He finished the first and the second exercises early and rapidly asking me whether I am the one who made the kit.

Student 2 was observed to be part of the lesson actively where she voluntarily gave feedbacks by eagerly answering the question even after she answered wrongly. Her facial expression indicated that she was awed of the aid. She was also doing try and error with other pupils to test their understanding of the concept seemingly to be very focus while finishing the first and second exercises.

Student 3 was observed to keep on praising the kit. He has been behaving well especially in the second intervention. In the first intervention, he tried to jump in into his friends' discussion and join the others' try and error but can't provide much. Unfortunately, he was caught copying student 1 while finishing the first post-intervention exercise making his data analysis was no longer reliable. At the second intervention, he was seemingly been asking his friends whether his understanding of Demonstrative Pronoun is correct or not, like *“Is it true that ‘these’ is for an item which is more than one but closer to us?”* He also managed to finish the second exercise without cheating.

Interview Transcription

Each of the respondents was asked three questions for every after each intervention. The first question required them to construct a sentence using Demonstrative Pronoun spontaneously. Both students 1 and 2 were able to do it at the first cycle except student 3. He was only managed to do it the second stage where he managed to come out with two correct sentences.

The second question was to see whether they are agreed that the Kit managed to help them to understand the concept of the grammar. At the first cycle, all of them agreed confidently except for student 3. He only managed to response confidently at the second cycle. Furthermore, he even managed to re-explain the concept for me in Bahasa.

And the final question was to see whether they like the kit or not. All of them provided positive answers.

Data analysis

All three respondents were required to finish one exercise right after cycle one and two. The first exercises instructed the pupils to construct 5 sentences for cycle one and 10 sentences for cycle two. Significant improvements were shown by each of the respondents including the weakest respondent, student 3. His result for the first exercise was no longer reliable due to the cheating he did. This action has weakened my triangulation and forced me to conduct the second cycle. But at inside the second exercise, he was able to finish it correctly and independently. This is clearly shown that the pupils now understood the concept of Demonstrative Pronoun and able to apply in the written activity.

REFLECTION OF RESEARCH FINDINGS

Helps to deliver information and make inductive learning happened

Based from what I analyzed, Demo-Kit contains the criteria of a meaningful visual aid like what characterized by Paul Monroe (2012) where each meaningful illustration will deliver understanding and information. It does not only help the pupils to understand and apply the concept of the grammar easily but also help the inductive approach being applied in the lesson. The discovery learning gave the pupils the opportunity to identify the rules of the grammar (Bilash, 2009) with help of the kit, as the example provider. The lesson will be memorable and helps to improve the pupils' critical thinking skill.

Interesting and motivate pupils to engage actively

The motivation and interest of the pupils can be seen through their curiosity, keenness and full participation of all three of them. Visual aids that with bright and colorful, and make a real impact on the visual learners. (Yachi. M, 2007). They gave good responses and confident in giving feedbacks. They are also discussing among themselves doing try and error to see whether their understanding of Demonstrative Pronoun is correct or not. This is the effect of good teaching aid in the classroom. Voxy (2011) Furthermore, one of them even requested me to make another lesson with the kit.

FURTHER RESEARCH

For the future studies, I recommended that this strategy to be inculcated with the element of ICT so that this innovation will be more interesting and suit the concept of the learning of the 21st century. This strategy can be also replicate to teach other part of grammar such as to teach the pupils how to differentiate the usage of singular and plural nouns specifically. Other than that, this kit can also be used to demonstrate the differences between demonstrative adjectives with demonstrative pronouns.

“Those cakes are mine.”

“These cakes are theirs.”

CONCLUSION

The use of the visual aid, the Demo-Kit could improve pupils' usage of Demonstrative Pronoun in their sentences. The physical appearance of the kit will help the lesson to be interesting and motivate pupils to be actively participating the lesson.

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SHARED WRITING MADE FUN WITH "MINI BOOK OF SIMPLE SENTENCE

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ABSTRACT

This action research was conducted to help improve year two pupils participation in writing lesson by using the "Minibook of Simple Sentence" in writing lesson. This study was also carried out to improve the correct use of capital letters and full stop among the year two pupils by using the Shared Writing technique. The six respondents involved have different proficiency level in English Language. They were selected based on their frequent repeated writing problems and based on their English teachers suggestions. The six respondents were from Year 2 class of an urban school in Miri. This research was conducted based on the Kemmis and Mc Taggart model. Data were collected by using three instruments, observations, interviews and document analysis. The results showed that the used of "Mini Book of Simple Sentence" and the Shared Writing technique in the English writing lessons improve the pupils' participation in their writing apart from that improves the correct use of capital letters and full stop.

Keywords: *writing lesson, shared writing, participation, minibook, capital letter, full stop*

ABSTRAK

Kajian tindakan ini dijalankan untuk membantu meningkatkan penglibatan murid tahun dalam kelas penulisan menggunakan "Minibook of simple sentence" dalam kelas penulisan. Kajian ini juga dijalankan untuk meningkatkan penggunaan yang huruf besar dan noktah yang betul dalam kalangan murid tahun dua dengan menggunakan teknik "Shared Writing". Enam responden yang terlibat mempunyai tahap penguasaan bahasa Inggeris yang berbeza. Mereka dipilih berdasarkan masalah penulisan yang kerap dan berulang ulang serta berdasarkan cadangan dari guru bahasa Inggeris mereka. Enam responden tersebut dari kelas tahun 2 dari sebuah sekolah di bandar Miri. Kajian ini dijalankan berdasarkan model Kemmis dan Mc Taggart. Data telah dikumpul menggunakan tiga instrumen, iaitu pemerhatian, temu bual dan analisis dokumen. Hasil kajian menunjukkan bahawa yang digunakan untuk " Mini Book of Sentence Simple " dan teknin "Shared Writing" dalam penulisan Bahasa Inggeris meningkatkan penglibatan murid dalam penulisan mereka selain daripada itu meningkatkan penggunaan huruf besar dan noktah yang betul.

Katakunci: pengajaran penulisan, "Shared Writing", penglibatan, "Mini Book", huruf besar, noktah

INTRODUCTION

Roseli Serra (2014) stated that writing is one of the biggest challenges teachers have faced in the classroom. In Malaysia, English is not the first language therefore to be expecting the pupils to get involved with writing willingly in English is indeed a challenge. Teachers have to deal with young children and the basic core of writing such as simple sentence and punctuation must be taught to them before they proceed to the next level.

TEACHING AND LEARNING REFLECTIONS

Based on my previous three months practicum experience, I found out that writing is the less interesting skill during English class. The pupils would write only for the sole purpose of finishing the task and they learn nothing from the task. The teaching of writing was jeopardized because they were unresponsive towards the lesson. They were not participating with the lesson. This was due to the lack of motivation on the writing lesson itself. This situation often leads to their tendency to be disruptive during the lesson. Furthermore, whenever they were given writing tasks to complete, they took time to get started result in tardiness of finishing the task. When they hand in their task, their writings showed repeated problems of wrong punctuation, especially in the use of full stop and capital letters. Therefore, I have decided to use shared writing technique to improve the use of capital letter and full stop in their writing. Apart from that I chosed "Mini Book of Simple Sentence" to see how much this function as the medium to attract their participation during writing lesson.

RESEARCH FOCUS

According to Roseli Serra (2014) students especially the young learner refuses to write because they have never been encouraged to do or enjoy it. Once the pupils are interested with the tools of the writing, they will have fun while writing. They will enjoy the writing itself and they will participate willingly in the lesson without being instructed. Therefore the first focused of this research is to use "Mini Book of Simple Sentence" as the medium to attract pupils' interest in order for them to participate with the lesson. In childrens' writing, the sentence level concentrates first on the writing of simple

sentences, the use of capital letters and full stops correctly (Reilly, J and Reilly, V, 2005, p.76), in line with the learning standards of writing year 2, pupils should be able to punctuate correctly by using capital letters and full stop (Kementerian Pelajaran Malaysia, 2011). Therefore I also focused on improving pupils' punctuation especially in the use of capital letters and full stops by using the shared writing technique.

RESEARCH OBJECTIVES AND QUESTIONS

This action research has two objectives:

1. Improves pupils' participation in writing lesson.
2. Improve the use of capital letters and full stop.

To achieve the objectives, these questions have been set as a guideline:

1. How does the Mini Book of Simple Sentence improve pupils' participation in writing lesson?
2. How does the shared writing technique improve the pupils' use of capital letters and full stop?

TARGET GROUP

Six respondents were chosen comprising of four male and two female. Four of them are average level of proficiency and two are in LINUS programme. Three of the respondents are Malay and use Sarawak Malay as their L1 (first language). The other three are Chinese, Iban and Malay-Brunei. They communicate in Mandarin, Iban and Brunei Malay as their L1 respectively.

PROCEDURE OF ACTION

This action research was conducted based on the Kemmis and McTaggart (2000) model. This model consists of two cycles, using a cyclic process in most circumstances to enhance responsiveness (Dick, B, 2000) and it was very helpful in maximizing the chances for improvement for the next cycle.

I applied shared writing technique while teaching the simple sentence. Shared writing allows students and teachers to work together on a piece of writing (Ontario Education, 2005). Throughout the formation of the text, I paused at each part of the sentence that uses capital letters and full stop to emphasize on the use of the punctuations. The making of the minibook was then showed to them once and they followed on the second demonstration. At the second

demonstration, I paused at every step during the making of the Minibook to guide the respondent.

The procedure was changed after the analysis of the data from the first cycle. During the second cycle, the making of the Mini Book was done first instead of writing the simple sentence. The writing of the simple sentence was done together on the first page of the Mini Book that they made earlier. In shared writing, the teacher acts as scribe, writing the text as it is composed (Teacher Vision,2016), therefore,I paused and prompted them at the uses of capital letters and full stop through oral questions.Then I wrote their answer on the board while completing the simple sentence together.The oral questions asked was about the right place of the sentence to use capital letter and the full stop.From that,I could indicate how much they have participated and to see whether they were able to punctuate correctly.

RESEARCH FINDINGS

During the first cycle most of respondents were still unable punctuate correctly by using capital letters and full stop. They improved gradually when we wrote the simple sentence together and I paused at the part of the sentence that uses capital letter and full stop to emphasize on the punctuations. All throughout the second cycle the most frequent behaviour showed by all six of the respondents were, they were able to identify the correct part of the sentence to use capital letter and full stop when they were asked orally about it.Two of the respondents even volunteered to show the correct use of capital letters and full stop by pointing at the part of the sentence on the whiteboard during the shared writing.

There were five questions prepared in order to collect the data for interview.The first question was " Is it hard to make the minibook? Why?"All the respondents answered 'No' and stating that they followed the teacher on the making of the Mini Book. When they were asked whether they understand what they wrote on their Mini Book all of them answered "Yes" they named the objects of the Mini Book in respective order of the page. As for the questions "Do you like making the minibook? Why?" and "Do you like writing in the minibook? Why?", all the respondent agreed that they like making and writing in the Mini Book. The trend of answers given by them for these two questioned were, they like the Mini Book because of the small size. As for the last question,"What else would you like to write about in the minibook?" ,the repondents answered that they would write about 'myself', 'friends','flowers','cartoons','car (transportations),' and 'superheroes' respectively. All the answers showed positive feedback on the use of the Mini Book of Simple Sentence. With the variety ideas about what they would write on their next Mini Book

further shows that this tools helps in improving the respondent's motivation to participate in more writing in the future.

The shared writing technique further improves the respondents' correct use of capital letters and full stop when they can write the simple sentence with the correct punctuation. During the first cycle most of the respondent did not use full stop at the end of the sentence and some of the respondent used capital letter for the part of the sentence that was not a proper noun. During the second cycle the respondents managed to use full stop to end of their sentence. Although during the second cycle, I involved the use of proper noun in the middle of the sentence, but they were still able to capitalize letters correctly.

REFLECTIONS OF RESEARCH FINDINGS

Based on the data collected through the observation and document analysis, they were able to identify the correct part of the sentence that uses capital letters and full stop, but it did not showed in their writing. Then, during the second cycle, when they made the Mini Book first then we did the writing together, they shows positive improvement in the use of capital letters and full stop. During the shared writing of the second cycle, they wrote the simple sentence that we made together on the first page of their Mini Book. I related the interview feedback of the respondent with the document analysis, where they like to write in the Mini Book because of the size. According to Jessica Low (2013) miniature books or also known as Mini Book also popularly used for children because their small size made them more accessible. It is accessible therefore they have time to write appropriately with the correct use of capital letters and fullstop while we collaborate during the shared writing. It shows that, the shared writing technique and the use of Mini Book of simple sentence during writing lesson can improve the respondents' participation and improve the respondents' use of capital letters and full stop.

FURTHER RESEARCH

For further research, I should include other types of sentence in order to maximize the writing. Apart from that to boost the respondent creativity, instead of printing the Mini Book as a template with objects for them to color, using a blank A4 paper should also be interesting as they have more space to fill in and they are not bound to write at a specific space provided .The steps of the folding still remain the same.

CONCLUSIONS

As a conclusion, the use of Mini Book of Simple Sentence helps in improving the pupils motivation to participate during writing lesson as they had fun while getting involved ,apart from that, the shared writing technique helps to improve their use of capital letters and fullstop in their writing.

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THE USE OF I-THINK MAP IN IMPROVING PUPILS' READING SKILLS

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NORSARIHAN BIN AHMAD²

ABSTRACT

This action research conducted at one school in Miri, Sarawak. The aim for this action research is to use I-Think Map to improve understanding of text among pupils of Year 3. Kurt Lewin Action Research Model was chosen for conducting this research. Six pupils were selected as respondents. The results from the respondents are compared to find out whether the use of I-Think Map has any effects on students reading skills. Data collected using worksheets and observations. The practitioner also collected data on students' motivation in reading after using the I-Think Map by giving them questionnaire and asking them to transfer information from the text.

Keywords: I-Think Map, reading skills, understanding

ABSTRAK

Kajian tindakan ini dilaksanakan di sebuah sekolah di Miri, Sarawak. Tujuan kajian tindakan ini adalah untuk menggunakan peta I-Think dalam mempertingkatkan kefahaman teks dalam kalangan murid Tahun 3. Model Kajian Tindakan Kurt Lewin telah dipilih untuk melaksanakan kajian ini. Enam orang murid telah dipilih sebagai responden. Keputusan daripada responden akan dibandingkan untuk mengetahui sama ada penggunaan peta I-Think mempunyai kesan keatas kemahiran membaca pada murid. Data dikumpul menggunakan lembaran kerja dan pemerhatian. Pelatih juga mengumpul data mengenai motivasi murid terhadap aktiviti pembacaan selepas menggunakan peta I-Think dengan mengadakan sesi soal jawab dan meminta murid untuk memindah maklumat daripada teks.

Kata kunci: peta I-Think, kemahiran membaca, kefahaman

INTRODUCTION

Reading skills become one of problem faced by some students in Year 3. Reading is the process of constructing meaning from written texts. According to Anderson et al. (1985) in Rafidah Omar (2015), reading is a complex skill requiring the coordination of a number of interrelated sources of information. The problem that some

of the pupils in Year 3 faced were difficulties in understanding a text. The pupils know how to read but they did not know what they are reading. The understanding of the text is important in the reading skills. It should be emphasize at their level to help them master the skills.

REFLECTION ON TEACHING AND LEARNING

Throughout my practicum phase, I have identified from the observation that some of the pupils were having problems in understanding a text. From my teaching and learning activities, I had observed that some of the pupils were not participated during the reading skills. Each time I asked them to read, the pupils will be able to read however when I asked them some questions based on the text, they were unable to come up with the answers. It shows that they have problems in understanding the text. Therefore, I came up with idea to use I-Think Map in order to improve reading skills especially in understanding the text amongst the selected respondents.

RESEARCH FOCUS

The focus of this research is to emphasize the use of I-Think Map to improve the pupil's reading skills especially in understanding the text. According to Mona & Khalick (2008) in Carlson & Long (2013) *Journal of Mind the Map: How Thinking Maps Affect Students Achievement*, Mind maps are a useful tool for helping younger students with the process of building conceptual understanding of content and promoting achievement. The I-Think Map provides ample information for the teacher to use in teaching the different language skills that are listening and speaking as well as reading. The teacher can arouse the pupils' attention by using the I-Think Map and help in increasing the pupils' Higher Order Thinking Skills (HOTS). By using this technique of I-Think Map, the pupils will be able to understand the text and improve their reading skills.

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

This action research has two objectives:

1. To identify whether I-Think Map improves pupils' reading skills of understanding the text.
2. To increase pupils' motivation in improving their reading skills.

To achieve these objectives, here are the research questions that will try to elaborate on the issues:

1. How using I-Think Map help pupils in improving their reading skills of understanding the text?
2. How does the I-Think Map assist the pupils' skills of understanding the text?

TARGET GROUP

There are 6 respondents chosen for this research. All the respondents are from the same class of 3C. The respondents consist of 2 boys and 4 girls. The respondents chosen based on their achievement during the interaction in the class.

ACTION CARRIED OUT

This action research was based on the Kurt Lewin research model in his 1946 article "Action Research and Minority Problems". According to Adelman (2006) Kurt Lewin defined action research as a comparative research on the conditions and effects of various forms of social action and research leading to social action that uses spiral steps, including the identifying issues or problems for investigation, carrying out the research, formulating the action plan and reflecting on and evaluating the action the action. This research was conducted in two cycles. The first cycle involved 7 respondents while for my second cycle only involved 6 respondents.

During the planning stage, I have planned a series of lessons which focuses on reading skills. I had carried out the plan during the teaching and learning session for the English subject. The implementation of the intervention was conducted during the 60-minutes lessons.

The analysis was done by going through the collected data after the implementation of the plan. The data was collected through several instruments, which are interviews, observation and document analysis from the action carried out during the implementation stage.

RESEARCH FINDINGS

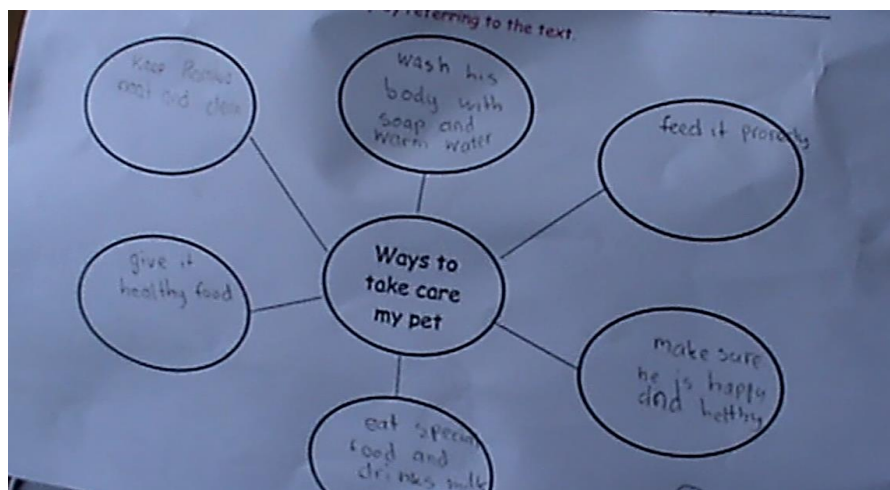
The data collected from observations, interviews and document analysis will be the findings for this research. The data were analysed based on the two research questions. From the first cycle, the pupils show different behaviour towards the teaching and learning activities for reading skills. Some of them were unable to show interest in the teaching and learning session. The pupils also respond passively when I asked them about the text. During the first intervention, the pupils require a lot of guidance in completing the

exercise based on the text because some of them were unable to understand the text and it makes them unable to complete the worksheet within the time given.

During the second intervention, the respondents show interest in the reading process when they always asked for the text and I-Think Map. The respondents also more focus during the teaching and learning process where I can observe the respondents were not disturbing their friends and able to answer questions when asked. Moreover, the respondents were able to complete their work within the time given during the second cycle.

Based on the interview and observation, the respondents had given positive feedback regarding the use of the I-Think map where it does improve their understanding of the text and this technique also helps them to increase their reading skills.

Picture 1 Respondent's exercise (R2)



Based on the worksheet, the respondents were able to understand the text by selecting the information from the text.

REFLECTION OF RESEARCH FINDINGS

How using I-Think Map help pupils in improving their reading skills of understanding the text?

Through the use of I-Think Map, the respondents were more interested in reading because they want to complete the I-Think Map. According to Carlson and Long (2011), these graphic representations of thought allow students to abandon the outline format that they were accustomed to and demonstrate a more free-form expression of their learning using the eight different styles of map. This technique of using I-Think map has helps the respondent in understanding the text.

Thus, this research also show one of the most important aspects of the I-Think Map where it improve the ability for the pupils to display critical thinking skills in order to complete their maps.

How does the I-Think Map assist the pupils' skills of understanding the text?

At the first stage, the respondents show negative behaviour such as refuse to answer questions based on the text. After the implementation of I-Think Map, the respondents begins to show positive behaviour, they are willing to answer the questions asked based on the text. With the implementation of I-Think Map, the pupils are able to understand the text because they can select the information needed from the text. This I-Think Map assisted the pupils to understand the text and improve their reading skills. As stated by Hyerle (2004), *"Thinking Maps as tools that simultaneously support student as well as organizational learning. It facilitate the transformation of professional development within schools by "inviting explicit thinking" by teachers, in the mentoring processes with beginning teachers, and by uniting whole school faculties"*. Besides that, based on the respondent's work, it seems that the use of the I-Think Map had helped the respondents to see which the main points of the text are.

FURTHER RESEARCH

This technique of I-Think map can be improved for the future use. Nowadays, we are surrounded with ICT (Information, Communication and Technology). One authentic material that has been explored over the past few years is the PowerPoint Presentation. For example, the teacher can display the I-Think map using PowerPoint slide and asks the pupils to fill in the answers. Moreover, technology learning environments can offer learning experiences to the students. It helps to motivate students by providing educational experiences that are at the student's present level of functioning.

I found that this technique could be made more attractive since the pupils were attracted to the use of ICT in classroom. However, it also depends on the school either the school has the facilities or not. Some school especially the rural area might have problem with this techniques where they have the limitations to the technology itself.

CONCLUSION

The use of the I-Think Map could improve pupils' reading skills of understanding the text. The learning process using I-Think Map

increase their interest to read since they used Thinking Maps to select the information from the text.

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USING MIND MAP IN IMPROVING PARAGRAPHS WRITING SKILL AMONG YEAR 5 PUPILS

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HAIRANI BINTI BUJANG²

ABSTRACT

This action research was conducted to help Year 5 pupils to improve their paragraphs writing skill. This action research uses Kemmis and McTaggart (1988) Action Research Model. Four respondents were selected based on an observation and a Progressive Test conducted among the pupils at a school in Miri. This study focuses on the use of mind map in improving teaching and learning process in writing paragraphs. The respondents' achievement is measured by using observation, document analysis and interview. Data were analysed by using content analysis. The result showed that the use of mind map helps pupils in improving their paragraphs writing skill.

Keywords: Action Research Model, mind map, paragraph writing skill

ABSTRAK

Penyelidikan tindakan ini dilaksanakan untuk membantu murid Tahun 5 dalam meningkatkan penguasaan dalam kemahiran menulis perenggan. Penyelidikan ini menggunakan Model Kajian Tindakan Kemmis dan McTaggart (1988). Empat responden telah dipilih berdasarkan pemerhatian dan Ujian Diagnostik yang dijalankan dalam kalangan murid di sebuah sekolah di Daerah Miri. Kajian ini memfokuskan penggunaan peta minda dalam menambahbaik proses pengajaran dan pembelajaran kemahiran menulis perenggan. Data dikumpul menggunakan pemerhatian, lembaran latihan dan temu bual. Data yang dikumpulkan dianalisis secara analisis kandungan.

Kata kunci: Model Kajian Tindakan, peta minda, kemahiran menulis perenggan

INTRODUCTION

In primary school, pupils must master the four required skills which are listening skill, speaking skill, reading skill and writing skill as prescribed in the Curriculum Document Standard (KSSR). The overview for writing skill for primary school pupils is 'By the end of Year 6, pupils should be able to write a wide range of texts using appropriate language, style and form through a variety of media.'

However, the public exam result indicated that the pupils do not perform well in writing.

One of the learning standards in the Document Standard for English prepared by the Ministry of Education is; 3.1.2 - Able to write in neat cursive writing with correct spelling: (b) paragraphs. Therefore, in this action research, the main objective is to improve Year 5 pupils' skill in writing a paragraph. For this level, the writing is guided. Hence, I used adapted mind map as a tool to help the pupils to write paragraphs.

TEACHING AND LEARNING REFLECTIONS

Throughout my 3-months practicum period, one of the issues that the pupils faced in learning English language as their second language is how to construct sentences correctly. As observed, the pupils were good in presenting their ideas orally as a whole class. However, when I asked them to write their ideas, most of the pupils barely wrote any sentence correctly in their book. Therefore, I decided to use a mind map as a writing aid for the pupils to improve their paragraphs writing skill. I found that using mind map can help in connecting ideas (Leyden, 2014) and organising these ideas in writing. In addition to that, I discovered that the pupils enjoyed learning using the mind map as I had used the mind map in my previous lesson. Therefore, I want to improve my teaching and learning practise using mind map to improve the pupils' paragraphs writing skill.

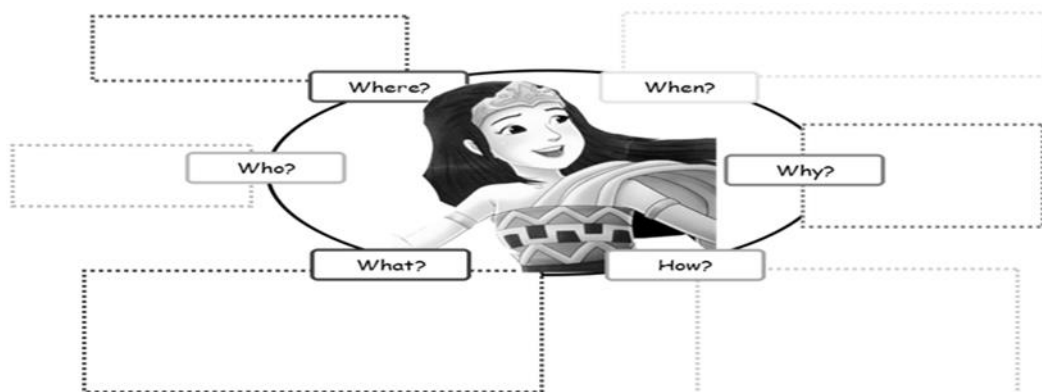
RESEARCH FOCUS

The research focus for this study is to improve Year 5 pupils' in writing paragraphs through the use of mind map. Since it can be concluded in this research that the Year 5 pupils still performed poorly in writing paragraph, teachers should help the pupils learn writing skills in a numbers of ways (NCTE, 2006 in Jun Li, 2012).

I choose paragraphs writing because in the Primary School Achievement Test (UPSR), there is one section in the English Paper 2 where the pupils are required to write paragraphs. Therefore, this technique can prepare the pupils to complete the section. In addition, this skill also prescribed in the KSSR Document Standard - 3.2, By the end of the 6-year primary schooling, pupils will be able to write using appropriate language, form and style for a range of purposes aligned with the purpose of this research which is improving the pupils' skill in paragraphs writing.

According to Buzan (2005) in his book entitled 'The Ultimate Book of Mind Maps: Unlock Your Creativity, Boost Your Memory, Change Your Life', a mind map is a powerful graphic technique which provides a universal key to unlock the potential of the brain. It also gives pupils the freedom to explore and organise their ideas. Therefore, to prepare the pupils to write paragraphs using mind map, I add pictures at the centre, interrogative questions and blank areas for the answers in the adapted mind map.

Figure 1: The example of the adapted mind map.



In addition to that, pictures and colours can help the pupils to use their imagination besides adding extra vibrance and life to the mind map (Buzan, 2005). It also supported by Alliance for Excellent Education, 2005 in Jun Li (2012) stated that using visual aids help students to identify important main and supporting ideas.

The last thing added in the adapted mind map is the interrogative questions such as who, when, where, why, what and how are included in the adapted mind map. These acted as the guided questions. According to Raimes (1983) cited in Hasan (2014), guided questions allowed the students to have freedom in structuring sentences and arranging them logically.

RESEARCH OBJECTIVE AND QUESTION

Research Objective

1. Using the mind map in improving the paragraphs writing skill among Year 5 pupils.

Research Question

1. How can the use of the mind map help in improving the paragraphs writing skill of Year 5 pupils?

TARGET GROUP

My respondents for this action research were the Year 5 pupils in one of the school in Miri, Sarawak. I choose four respondents namely Respondent A, Respondent B, Respondent C and Respondent D. These pupils level of proficiency in English are average. They can respond well during the teaching and learning lesson especially in speaking skill. Though, they can speak in English, the teacher has to guide these pupils when they want to write sentences and paragraphs.

PROCEDURE OF ACTION

This action research was conducted based on Stephen Kemmis and Robin McTaggart's Action Research Spiral Model which consists of four basic steps namely planning, acting, observing and reflecting (Burns, 2010). Two cycles were used in this study. In Cycle One, picture and Wh-questions were included in the adapted mind map. I conducted Cycle Two by numbering the Wh-questions in the adapted mind map to help the pupils to arrange their ideas in logical order.

Document analysis, observation and interview were the instruments used to collect data in this study.

RESEARCH FINDINGS

Document Analysis

In order to write paragraphs, pupils must show that they are able to arrange main ideas logically, write supporting ideas, expanding words into phrases and arrange sentences into paragraphs logically. According to the analysis, the pupils were able to fill in the adapted mind map in both cycles. However, they still unable to use the adapted mind map in writing paragraphs in Cycle 1. It showed when the pupils' arranged the ideas in a paragraph with no elaborations and example given in the paragraph and the ideas or sentences were not organised logically.

In Cycle 2, the respondents showed better improvements because they were able to write better paragraphs in their works. It showed when they were able to arrange main ideas logically, supporting ideas were written, words expanded into phrases and sentences arranged into paragraphs logically.

Observation

Based on the observation, the respondents showed better collaboration with other pupils during the brainstorming activity. They displayed good manners such as listen attentively to the discussion, wrote down the answers and fill in the adapted mind map. Besides that, through my observation, these respondents gave their best attentions in writing the paragraphs based on their mind map.

Interview

Based on the respondents' responses during the interview, I found that the adapted mind map helped the respondents in writing paragraphs. They preferred to use the adapted mind map in their paragraphs writing. In addition, they said that the pictures and Wh-questions which were provided in the adapted mind map helped them to brainstorm the ideas and write the paragraphs.

REFLECTIONS OF RESEARCH FINDINGS

Based on the research findings, the respondents showed improvement in using the adapted mind map to write paragraphs since they were able to arrange main ideas logically, the supporting ideas were written, there were words expanded into phrases and lastly, the sentences arranged into paragraphs logically. According to a study by Al-Jarf (2009), he found that using mind map encouraged creative thinking and they became faster at generating and organising ideas for their writing.

However, the mistakes done in Cycle 1 could be due to the pupils were not familiar with the concept of the mind mapping strategy in paragraph writing (McGriff, 2000 in Al Naqbi, 2011). In addition to that, according to Al Naqbi (2011), this could be due to the respondents spent too much of their time on filling their mind map rather than focusing on paragraph writing.

In addition, the respondents said that the pictures and Wh-questions which were provided in the adapted mind map helped them to brainstorm the ideas and write the paragraphs. According to Khwaileh (2011) in his study, the students showed some improvement in regards to the topic sentence, supporting sentences and ideas, sequence of information due to the Wh-question.

FURTHER RESEARCH

This intervention can be used in reading skill too by using the learning standard 2.3.1; Able to read for information and enjoyment

with guidance: (a) fiction (b) non-fiction and 2.2.3; Able to read and demonstrate understanding of texts. The pupils can use the adapted mind map in searching for information in fiction or non-fiction such as the character(s), the plot and the setting of the story. Hopefully, this research can be useful for further researchers. Moreover, this research has shown the effectiveness of using mind mapping as a planning tool. The increased use of mind maps and the emergence of other skill which support for the use of this technique should therefore be welcomed.

CONCLUSIONS

Mind map is an effective aid in improving pupils' paragraph writing skill. It allows the pupils to generate ideas and organise them logically. In addition to that, it enable the pupils to plan more organised and systematic points, generate more ideas, order these ideas much easier, improve the clarity of ideas, decide the number and structure of paragraphs to be included and write faster (Wai Ling, 2004) by using the adapted mind map.

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INTERACTIVE MAGICAL BIG BOOK; A TECHNIQUE TO IMPROVE VOCABULARY IN ESL CLASSROOM

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HAIRANI BINTI BUJANG²**

ABSTRACT

This action research was conducted to help Year 3 pupils to improve their mastery in vocabulary skill. This action research was conducted based on the Kemmis and McTaggart Action Research Model. Four respondents were selected based on a Diagnostic Test conducted amongst Year 3 pupils in a school in Miri, Sarawak. This study focused on the use of Interactive Magical Big Book in improving teaching and learning process. Respondents' achievement was measured by using unstructured interview, observation and document analysis. Data was analysed based on the content analysis. The findings of this action research indicated that there is improvement in mastering the vocabulary amongst the respondents.

Keywords: Interactive Magical Big Book, vocabulary

ABSTRAK

Kajian tindakan ini dijalankan untuk membantu murid Tahun 3 meningkatkan penguasaan mereka dalam kemahiran perbendaharaan kata. Kajian tindakan ini dijalankan berdasarkan Model Kajian Tindakan Kemmis dan McTaggart. Empat orang responden telah dipilih berdasarkan Ujian Diagnostik yang dijalankan dalam kalangan murid Tahun 3 di sebuah sekolah di Miri, Sarawak. Kajian ini memberi tumpuan kepada penggunaan 'Interactive Magical Big Book' dalam menambahbaik proses pengajaran dan pembelajaran. Pencapaian responden diukur dengan menggunakan kaedah temubual tidak berstruktur, pemerhatian dan analisis dokumen. Data dianalisis berdasarkan analisis kandungan. Hasil kajian tindakan ini menunjukkan bahawa terdapat peningkatan dalam penguasaan perbendaharaan kata dalam kalangan responden.

Kata kunci: Buku Besar Magik Interaktif, perbendaharaan kata

INTRODUCTION

Mastery over required knowledge of vocabulary can make a second language learner an effective speaker, listener, reader and writer. Lack of vocabulary on the other hand can lead to the failure of

mastery of these four skills. In 2011, The Malaysian Ministry of Education has introduced the Standard Document and Assessment for primary schools. The Content Standard of Year 1 until Year 6 for reading skill, 2.2 stated that by the end of the 6-year primary schooling, pupils are required to be able to demonstrate understanding of a variety of linear and non-linear texts in the form of print and non-print materials using a range of strategies to construct meaning. Meanwhile, the Learning Standard 2.2.2 of Year 3 stated that pupils must be able to read and understand simple and compound sentences. This content standard and learning standard show that mastery of vocabulary must be achieved by pupils in order to demonstrate understanding of texts and know the meaning of a word and how to use it in context.

TEACHING AND LEARNING REFLECTIONS

I was assigned to conduct my third practicum in a school in Miri, Sarawak where I taught Year 3 Tekun. This school is in a suburban area, and there is only one class for each standard. Basically, 3 Tekun is a mixed-ability classroom with pupils of diverse background and English as a Second Language (ESL) proficiency levels. During my lesson, the pupils can understand what I was talking about but were unable to respond or describe what they feel or think using the English language. This is due to their low ESL proficiency. Besides, their lack of vocabulary also contributes to this problem. They could not find suitable vocabulary to use to communicate in English. Godwin - Jones (2010) claims that vocabulary is an essential component for improving proficiency in all areas of communication. This is also supported by their performance in reading. They could not understand what they read in English. This signifies that without enough vocabulary, one cannot talk fluently and read effectively.

RESEARCH FOCUS

The latest studies stated vocabulary is an outline of an understanding of lexis, the Greek for word, which in English “refers to all the words in a language, the entire vocabulary of a language” (Barcroft, Sunderman, & Schmitt, 2011). According to Kame’enui & Baumann (2012), vocabulary instruction improves not only students’ reading comprehension and writing quality, but also their listening vocabulary and their speaking vocabulary. Hence, to realize how important vocabulary learning is in English, in this action research, I intent to improve my instruction by improving on the learning of vocabulary of the Year 3 primary pupils. Pupils in this primary school lack the English language because they have mastered very few

skills to learn vocabulary. So, I came up with an interactive big book which I named the 'Interactive Magical Big Book'.

The main focus of this Interactive Magical Big Book is to improve vocabulary through the use of interactive activities. This Interactive Magical Big Book helps the pupils to get the meaning of a word in both; context and isolation. Aside from that, it gives pupils the chance to learn vocabulary through practice as pupils are given the opportunity to learn vocabulary interactively using pictures and games in the Interactive Magical Big Book. Moreover, the pupils also learned vocabulary through repetition. The target vocabulary is repeated at least three times which are in the text, pictures in the pocket and also in the game or activity. Lastly, this big book gives the pupils the opportunities to develop as many multiple intelligences as possible as they will learn the target vocabulary while singing, playing, touching, seeing, spelling, reading, and role playing.

RESEARCH OBJECTIVE AND QUESTION

This research has one research objective which is:

1. Improving instruction the use of the Interactive Magical Big Book to improve vocabulary of Year 3 pupils.

This research has one research question which is:

1. How does improving instruction through the use of Interactive Magical Big Book help in improving the vocabulary of Year 3 pupils?

TARGET GROUP

The target group is Year 3 pupils in a school in Miri, Sarawak. There are four respondents involved in this research. I chose three girls and one boy whose proficiency level of English is low.

PROCEDURE OF ACTION

This action research is conducted based on Stephen Kemmis and McTaggart Model (2000). This action research model consists of four stages which are planning, implementing, observing and reflecting in one complete cycle. Interactive Magical Big Book is used to improve the learning of vocabulary of the pupils. In Cycle 2, the improvement is made by minimizing the number of words and also highlighting the target vocabulary in the text. Table 1 shows the sample of difference number of words in the text in Cycle 1 and Cycle 2. The improvement is minimizing number of words in the text in Cycle 2.

Table 1 The difference number of words in the text in Cycle 1 and Cycle 2

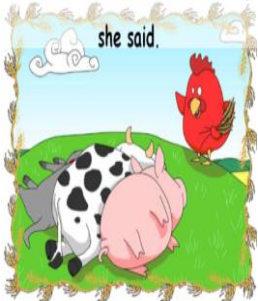
Sample text in the Interactive Magical Big Book in Cycle 1	Sample text in the Interactive Magical Big Book in Cycle 2
<p>Not long after, the mother sheep came home. The door was wide open. It was a total mess in the house. She looked for the children and could not find them. "Oh! What shall I do?" she cried</p>	<p>"Who will help me plant this wheat so that we can eat fresh bread?", she said.</p> 

Figure 1 shows the improvement made in Cycle 2 which is highlighting the target vocabulary.

Figure 1 The highlighted target vocabulary

- Pineapple plant has **long leaves**.
- The pineapple fruit has a **spiky crown**.
- The **flesh** of the pineapple fruit is yellow.
- Fresh pineapple is sweet and juicy.

There are three data collection instruments that were used namely document analysis, observation and an interview. For the document analysis, I used five worksheets to assess the achievement of the respondents' vocabulary before and after the intervention. Meanwhile, for observation, I observed the time taken of the respondents to match the target vocabularies to the pictures and the ability to use the vocabulary in speaking. Lastly, for interview, I used unstructured interview and the respondents were interviewed individually. The data were collected and had been transcribed.

RESEARCH FINDINGS

According to Lessard-Clouston (2013:3), the concept of a word can be defined in various ways, but three significant aspects that the teachers need to be aware and focus on are form, meaning and use. Nation (2001) as quoted by Lessard-Clouston (2013:3) states that the concept of meaning is what items it refers to, and the associations that come to mind when people think about a specific word or expression. In this research, I only focussed on the meaning of the word in which the respondents are assessed based on their ability to match the target vocabulary to the correct pictures.

Before the intervention, all worksheets are used to assess the respondents where they were asked to match the target vocabularies to the correct pictures. In Worksheet A, Worksheet B and Worksheet C, most of the respondents were able to match the target vocabulary to pictures correctly. Meanwhile, in Worksheet C, R1, R2 and R3 were unable to match the name of the occupations below the pictures. The three of them wrote 'swimming' instead of the word 'swimmer'. Instead of writing the name of the occupation, they wrote the name of the activity in the picture. R4 was able to match all target vocabularies to pictures correctly.

The improvement on the technique has been made which is mentioned in the procedure of action. After the intervention, R1, R2, and R3 were able to match all the target vocabularies to pictures correctly. R2 and R3 made minor spelling mistakes. However, their words were still recognizable and meanings were not compromised.

In the observation, the respondents showed improvement in term of reducing the time taken to match the target vocabularies to the correct pictures. It has been conducted in two ways; before intervention and after intervention. Most of the respondents were able to match the target vocabulary to pictures less than seven minutes after the intervention. This shows an improvement where the respondents took more than five minutes to match the target vocabulary to the correct pictures before the intervention.

In the unstructured interview, one of the interview questions for the respondents was "Do you think this big book can help you to learn new words well?". All of the respondents answered "Yes". This shows that the respondents enjoyed using this Interactive Magical Big Book hence it helps to improve their learning of vocabulary.

REFLECTIONS OF RESEARCH FINDINGS

This research is aimed to see the effect of changes of teaching practice in improving vocabulary of Year 3 primary pupils using the instruction Interactive Magical Big Book. The improvement of respondents' vocabulary is due to the help of the features in the

Interactive Magical Big Book. From the big book, the respondents learnt vocabulary in context and isolation, to make association and connection of pictures to the texts and practice the vocabularies in context by doing the activities

It is supported by Lesaux *et al.*, (2010); he stated teaching academic vocabulary within a context is beneficial to improving students' vocabulary and reading comprehension. In addition, in order to enhance the understanding of the meaning of a word better, teacher can teach it in isolation which is by associating and connecting the pictures to the target words. According to Mendelson & Darling-Wolf, (2009), they claimed that images tend to be more concrete, specific to a certain time and place and attract attention and interest, and break up the text, making the printed pages look more accessible.

The juxtaposition of these two ways of teaching; in context (words in the text) and isolation (associating and connecting the pictures to the target words) help the respondents to learn it in more effective and meaningfully. Lastly is practicing by doing the activities. According to Folse (2006), he stated that how frequently students' retrieved unfamiliar words influenced their retention more than how deeply they were involved in processing them which demonstrates that students could improve their retention of new target words more while engaging in exercises than while writing one original sentence with each target word. Thus, it shows that by practicing it, pupils will develop and improve their memory in keeping the new target words. To conclude, these features in the Interactive Big Book have helped the respondents to retrieve new words better.

FURTHER RESEARCH

Basically, Interactive Magical Big Book also can be used to teach spelling skill. The approach that can be used is the Phonic approach. It can be done by segmenting the words into phonemes and blending the phonemes into words. Respondents also can learn on how to spell the word by referring to the text in the Interactive Magical Big Book.

CONCLUSIONS

In a nutshell, this Interactive Magical Big Book can help to improve the mastery of vocabulary of the pupils. We as a teacher need to be more creative and innovative to find more techniques in order to create a better learning for future generations.

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IMPROVING CONTINUOUS TENSE SENTENCE CONSTRUCTION BY USING CONTINUOUS TENSE TABLE

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ABSTRACT

This action research was conducted to determine the effectiveness of continuous tense table technique in improving the teaching and learning of sentence construction in continuous tense forms. There were eight respondents of year four pupils consisting three male and five female in a primary school in Miri. These respondents were chosen based on their language proficiency and writing skill in sentence construction. This action research was conducted based on the Kemmis and McTaggart Model of research. Data was collected through observations, interviews and documents analysis (students' work). In this research, the respondents were required to construct sentences in continuous tense forms by using the technique of continuous tense table. Based on the findings in cycle one and cycle two, I summarized that all respondents gradually improved on their sentence construction skill in continuous tense forms with the help of the technique. I also found out that the teaching process became much more convenient with the help of the technique I implemented. Further research may expand and modify the table to be used in other context of writing skill.

Keywords: Continuous tense table, sentence construction, Kemmis and McTaggart Model

ABSTRAK

Kajian tindakan ini dijalankan untuk mengkaji keberkesanan teknik 'Continuous Tense Table' dalam menambahbaikkan pengajaran dan pembelajaran dalam pembinaan ayat dalam bentuk 'continuous tense'. Lapan responden telah dipilih daripada darjah empat yang terdiri daripada tiga murid lelaki dan lima murid perempuan di salah sebuah sekolah di Miri. Responden tersebut dipilih berdasarkan tahap penguasaan bahasa dan kemahiran menulis dalam membina ayat. Kajian ini dijalankan berdasarkan model kajian Kemmis and McTaggart. Data dikumpul melalui instrumen pemerhatian, temubual dan analisis dokumen (hasil kerja murid). Dalam kajian ini, responden dikehendaki untuk membina ayat dalam bentuk 'continuous tense' dengan menggunakan teknik 'continuous tense table'. Berdasarkan dapatan kajian dari kitaran satu dan dua, saya simpulkan bahawa semua responden dapat menambahbaik kemahiran membina ayat dalam bentuk 'continuous tense' dengan bantuan teknik tersebut. Saya juga mendapati bahawa proses pengajaran juga menjadi lebih mudah dengan teknik yang telah saya laksanakan. Kajian lanjut boleh dijalankan dengan memperkembangkan dan mengubahsuai teknik tersebut untuk digunakan dalam konteks kemahiran menulis yang lain.

Kata kunci: Jadual 'continuous tense', pembinaan ayat, Model Kemmis and McTaggart

INTRODUCTION

According to Geetha (2005), substitution table which was created and developed by Harold Palmer is an effective way for learners to master the construction of English language. Different columns in the table can be substituted with different words. By using substitution table, learners can practice constructing the correct pattern of sentences.

In this action research, the concept of substitution table was used in the teaching and learning process to improve sentence construction among year four pupils. The substitution table has been modified to continuous tense table which can be used to construct sentences in continuous tense forms only. In the continuous tense table, there are four columns; sentence subject, auxiliary verb, action verb and phrase / chunk. The table is specifically modified to help in the teaching and learning of continuous tense sentences and to overcome the errors of omission of auxiliary verb and misuse of action verb in past participle/simple past form.

TEACHING AND LEARNING REFLECTIONS

Based on the previous practicum experiences, one of the problems faced by pupils is that they were unable to construct sentences in continuous tense forms. The two errors that they made while constructing sentences in continuous tense forms were the omission of auxiliary verb and misuse of action verb in past/simple present forms. These two errors have been found in pupils' work such as worksheets and exercises. Figure 1 and 2 below are the evidences.

Figure 1:
Omission of auxiliary verb

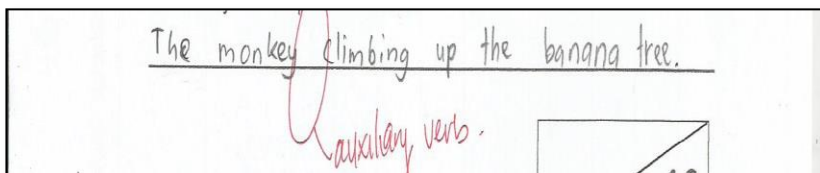
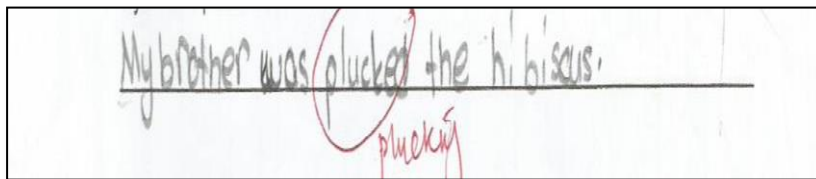


Figure 2:
Misuse of action verb in past participle form



RESEARCH FOCUS

This research was implemented to improve the teaching and learning of sentence construction in continuous tense forms and focused on pupils' sentence construction improvement in continuous tense forms through the use of continuous tense table technique.

Continuous tense table is a technique where sentences are constructed through four columns. The columns will help the pupils of what to write in order to get the correct sentence pattern. Through this technique, pupils were able to avoid the errors of omission of auxiliary verb and misuse of action verb in past participle form. Below is the continuous tense table template.

Table 1: Continuous Tense Table

Subject	Predicate		
	Auxiliary verb	Action verb (in present participle form)	Phrase / chunk
Example: <i>He</i>	<i>is</i>	<i>cooking</i>	<i>in the kitchen.</i>

RESEARCH OBJECTIVES AND RESEARCH QUESTIONS

Research objectives:

- (a) improve learning in constructing sentence through the use of continuous tense table,
- (b) improve pupils' sentence construction skill in continuous tense forms

Research questions.

- (a) How does continuous tense table help to improve the learning of sentence construction in continuous tense forms?
- (b) How does the use of continuous tense table improve pupils' sentence construction skill in continuous tense forms?

TARGET GROUP

There are three male and five female respondents (eight in total) that have been chosen from a year four class. These respondents were chosen based on their academic performance from good, average and low proficiency.

PROCEDURE OF ACTION

This research was implemented based on the research model of Kurt Lewin. The model involves the cyclical actions of planning, action, observation and reflection. This research was conducted for two cycles.

As the research started, respondents were introduced to the continuous tense table technique. Drills and demonstrations have been given to the respondents. Through the use of the continuous tense table, respondents were exposed to the continuous tense sentence pattern by using columns. From the technique, respondents can recognize the sentence pattern in order to construct correct sentences in continuous tense forms.

Data for this research was collected through three instruments; observations, interviews and document analysis. Respondents' behaviour of learning was observed throughout the research. Then, the respondents were interviewed and document analysis was taken from their worksheets. By the end of this research, all the data was analysed and coded into three parts (coding, category and themes).

RESEARCH FINDINGS

Throughout the two cycles, the technique of continuous tense table was used as a way to help pupils in improving their ability in constructing sentences in continuous tense forms. Data collected through observation, interview and document analyses were used to corroborate the findings.

Based on the interview, the respondents said the use of continuous tense table was easy to be used. It is a helpful technique that can be used to improve them to construct continuous tense sentences correctly. Their continuous tense sentence pattern is also improved. In cycle two, the errors of omission of auxiliary verb and misuse of action verb in past participle/simple past forms can be avoided. Figure 3 are some excerpts of the interview in which respondent said the technique is easy to be used just like filling in the blanks.

Figure 3:
Interview Transcript – Excerpt 1

T	Do you find the continuous tense table is easy to use?
R4	Yes, teacher. So easy.
R2	<i>Senang saja. Tulis saja dalam petak ni.</i>
T	Do you know how to use it already?
R6	Know lah. Just like <i>isi tempat kosong</i> .

From their participations, I can see they are motivated to try to do exercises on the board. They became more confident. It was a very positive improvement that I saw because to do exercises on the board is not easy. Some pupils were very afraid to be called up to do exercises on the board because they afraid they did it wrongly and laughed by their friends. However, after I exposed them the technique of continuous tense table, their participations increased. More pupils are eager to do exercises on the board. They consistently practiced to construct sentences by using the continuous tense table and their interest in learning was boosted by it.

The observation was done during the teaching and learning process took place. I found out that the respondents were more confident when I called them to construct continuous tense sentences on the board. This is because they learnt to construct the correct continuous tense sentences through continuous tense table. Whenever they are confident that their sentences are correct, they will volunteer to do it on the board. From what I observed, the continuous tense table has boosted their motivation to volunteer whenever I asked them to write continuous tense sentences on the board. The figure below showed one of the evidence of the findings.

Figure 4:
Cycle 1 Worksheet – Respondent 4

Use the table below to help you to make sentences in present continuous tense.

Subject	Auxiliary verb	Action verb	Predicate
She	is	cleaning	her own bedroom
Lina	is	folding	the paper into half
They	are	waiting	for school bus
I	am	reading	the book
My brother	is	charging	his phone
The farmers	are	digging	many holes on the soil
The cat	is	eating	the cookies
He	is	baking	a cheese cake
We	are	plan	a trip to Paris
The elephant	is	waving	its nose

Figure 4 shows the errors made by the respondent when constructing sentences in continuous tense. The errors shown above were misuse of action verb in simple present tense form and action verb in the base form.

Figure 5:
Cycle 2 Worksheet – Respondent 6

WORKSHEET

Instruction: Based on the words given, write a present continuous tense sentence for each picture. Use the continuous tense table as your guide.

1. ants - marching - parade
The ants are marching on the parade.

2. dragonfly - on the leaf
The dragonfly is resting on the leaf.

3. grasshopper - from the leaf
The grasshopper is jumping from the leaf.

4. ants - cookies
The ants are eating the cookies.

5. ant - eggs
The ant is laying the eggs.

Subject	Predicate		
	Auxiliary verb	Action verb	Phrase / chunk
The ants	are	marching	on the parade.
The dragonfly	is	resting	on the leaf.
The grasshopper	is	jumping	from the leaf.
The ants	are	eating	the cookies.
The ants	is	laying	the eggs.

(5/5)

Figure 5 above shows the progress made by one of the respondents in cycle two. This shows that the continuous tense table is able to help pupils to construct sentences in continuous tense with correct sentence pattern.

REFLECTIONS OF RESEARCH FINDINGS

The technique of continuous tense table was introduced to improve the learning of sentence construction in continuous tense forms. Besides saying the technique is easy to be used, respondents also showed a positive progress in their worksheets. This proven that continuous tense table can be a useful teaching device to improve the ability of pupils in constructing sentences in continuous tense forms. This is because the continuous tense table has four specific columns to help pupils to learn the patterns of continuous tense sentences. According to Richards and Rodgers (2001), substitution table can be used to internalise sentence structure rules. As I stated, I modified substitution table into continuous tense table for a specific use to construct sentences in continuous tense forms. The continuous tense table helps respondents to internalise the rules of continuous tense

sentence pattern. It is important that the respondents internalise the rules of continuous tense sentence pattern in order to avoid the errors of omission of auxiliary verbs and misuse of action verbs in past participle.

Respondents can construct sentences in continuous tense forms through the use of the continuous tense table. Thus, their sentence structure in continuous tense forms is improved. The technique helps respondents to overcome the error of omission of auxiliary verbs and misuse of action verbs in past participle form. According to Rajender Kumar (2006), substitution table is useful to fix the correct pattern of sentence. The table provides a fixed sentence pattern where pupils can use it to construct sentences in the correct pattern.

FURTHER RESEARCH

For further research, the technique of using table to construct sentences always can be modified according to the sentence pattern or tenses that matched. For example, one of the sentence patterns that can be used is SVOC (Subject + Verb + Object + Compliment). What can be done for further research is creating a table that matches the sentence pattern of SVOC.

Table 2: SVOC Sentence Table

Subject (S)	Verb (V)	Object (O)	Compliment (C)
Example: <i>She</i>	<i>baked</i>	<i>cookies</i>	<i>yesterday.</i>

The above technique is one example that can be done for further research. Sentence pattern is not easy to understand if the teaching is just chalk and talk. Therefore, the substitution table technique is a good way to drill pupils with the sentence patterns.

CONCLUSION

In conclusion, the technique of using table is beneficial in constructing proper sentences. This can be proven in my research findings where the continuous tense table does help pupils to improve their writing skills in sentence construction in continuous tense forms. To construct proper sentences, pupils need to understand the sentence patterns. Sentence patterns can be learned through the technique of using substitution table. Besides helping pupils to

improve their writing skills in sentence construction, the technique of using table in constructing sentences also beneficial to the teaching process where it helps the teacher to precisely explain what is taught for a better understanding.

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COLOURED SUBSTITUTION TABLE HELPS IN MAKING SIMPLE SENTENCES

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ABSTRACT

This action research was carried out to find out the effectiveness of using Coloured Substitution Table to teach writing using the correct subject verb agreement. Kemmis and MacTaggart model was used for this research. The Year 4 Putih pupils of a school in Miri, Sarawak were facing a problem in using subject verb agreement appropriately in their writing. This research involved 5 pupils from Year 4 Putih. The focus of this research was to use Coloured Substitution Table in assisting teacher in helping the pupils to improve their writing skill with the correct use of subject verb agreement among Year 4 pupils. Coloured Substitution Table is divided into three parts namely subject, verb and object. Each part was assigned with its own colour. The subject is in red, the verb is in amber and the object is in green. The data has been collected by using interviews, observations and documents analysis. The data analysis was done by analyzing observations, transcribing interviews data and also analyzing pupils' work. From the usage of Coloured Substitution Table, it helps in guiding pupils to use subject verb agreement correctly among Year 4 pupils as well as motivates pupils to make correct simple sentences.

Keywords: Coloured Substitution Table, subject verb agreement, simple sentences

ABSTRAK

Kajian ini telah dilaksanakan untuk mengenalpasti keberkesanan penggunaan teknik Coloured Substitution Table dalam pengajaran penulisan ayat yang menggunakan subject verb agreement yang betul. Model Kemmis dan MacTaggart telah digunakan dalam kajian ini. Murid – murid Tahun 4 Putih di sebuah sekolah di Miri, Sarawak bermasalah untuk menulis ayat menggunakan subject verb agreement yang betul dalam penulisan ayat. Kajian ini telah melibatkan 5 orang murid Tahun 4 Putih. Fokus kajian ini adalah untuk menggunakan Coloured Substitution Table dalam membantu guru untuk membantu murid – murid Tahun 4 untuk memperbaiki penulisan mereka. Coloured Substitution Table dibahagikan kepada tiga kategori yang dinamakan subjek, kata kerja dan objek. Setiap bahagian telah diberikan warna masing – masing. Subjek berwarna merah, kata kerja berwarna jingga dan objek berwarna hijau. Data telah dikumpul dengan menggunakan temu bual, pemerhatian dan juga hasil kerja murid. Data telah dianalisis dengan menganalisis pemerhatian, membuat traskripsi temu bual dan juga menganalisis hasil kerja murid. Daripada penggunaan Coloured Substitution Table, ia membantu murid – murid untuk menggunakan subject verb agreement yang betul

sekaligus meningkatkan motivasi mereka untuk menulis ayat mudah yang betul.

Kata kunci: Coloured Substitution Table, subject verb agreement, ayat mudah

INTRODUCTION

As stipulated in KSSR standard document, there are four major skills in English namely, listening, speaking, reading and writing. Here, we can see that writing skill is one of the main skills in our education as stated in the KSSR syllabus itself.

However, when it comes to writing, pupils often faced major problem in writing simple sentences by using the appropriate subject verb agreement. Here, we can see that writing is not an easy skill. Teachers should focus on the grammatical concepts which are important for the clear communication of meaning since writing is a complex and challenging activity for many pupils.

TEACHING AND LEARNING REFLECTIONS

The researcher went through three phases of teaching practice. From those phases, the researcher had identified several problems and weaknesses that the pupils faced during English language lesson. One of the main weaknesses which appeared frequently during the lesson is inability to write simple sentences by using the appropriate subject verb agreement.

For example some of the sentences written are such as 'Ibu saya mencetak beberapa gambar' as in Bahasa Malaysia in English, pupils simply wrote "My mother print some pictures". Another example is "I buys a car" as translated from Bahasa Malaysia "Saya membeli sebuah kereta".

As we know, English language has certain rules to obey. The sentence structure of the above sentences is correct but it is wrong in term of grammar rules. The sentence written falls under SVO sentence pattern, "My mother" is the subject, "print" is the verb and "some picture" is the object. Since "My mother" is considered as singular personal pronoun as similar to "She", thus the verb "print" should be added with "s".

As for the second sentence, "I" is the subject, "buy" is the verb and "a car" is the object. Even though "I" is considered as singular personal pronoun, the verb "buy" should not be added with "s".

This is the common mistakes committed by pupils throughout the researcher's teaching practice. In English grammar, the singular subject is mainly for singular verb and plural subject is for plural verb.

RESEARCH FOCUS

The purpose of this research is to introduce the use of “Coloured Substitution Table” in writing sentences. As we know, writing is one of the most difficult skills to master in learning a language (Hiew, 2012). Since pupils have difficulties in memorizing rules of subject verb agreement, the researcher came up with a technique which involved colours.

Colour functions as a powerful information channel to the human cognitive system and has been found to play a significant role in enhancing memory performance (Mariam Adawiyah Dzulkifli & Muhammad Faiz Mustafar, 2013).

As for substitution table, it is when a teacher provides a table by giving model sentences with several of choices for learners to select from, using a set pattern. Substitution tables also provide models for learners to practise target language and support the development of specific grammatical features within the context of the curriculum.

It is a very useful scaffolding resource which extends the speaking or writing skills and it also can be used as a reinforcement of newly acquired language (British Council, 2016). It can help to motivate pupils and helps them to get a good achievement as targeted by the researcher which is on subject verb agreement to improve pupils' writing.

Subjects and verbs must agree with one another in number (singular or plural) (Self Teaching Unit, 2000). With this Coloured Substitution Table, the researcher hoped that it could help pupils in writing sentences using the correct subject verb agreement among Year 4 pupils.

RESEARCH OBJECTIVE AND QUESTION

The objective of this research is:

1. to find out the effectiveness of Coloured Substitution Table in making correct sentences.

The research question is:

1. how does Coloured Substitution Table helps in making correct sentences?

TARGET GROUP

The researcher has chosen 5 pupils as the research respondents which consist of a boy and 4 girls. They were chosen because of the recommendation from the English teacher who is also the class teacher of Year 4 Putih. The teacher suggested these five respondents to the researcher because of their low level proficiency especially in English.

The distribution of the respondents' gender, race, English paper 2 semester test grade and traits are as follows:

- R1: female, Malay, D, playful and talkative
- R2: female, Kayan, E, shy and quiet
- R3: male, Kelabit, D, willing to try and confident
- R4: female, Lun Bawang, E, playful and talkative
- R5: female, Iban, E, playful, talkative and willing to try

PROCEDURES OF ACTION

Before intervention

1. Plan: the researcher planned the instructions to be used, the teaching aids and the worksheets.
2. Action: the researcher conducted a series of lessons planned earlier
3. Analyzed: the researcher analyzed pupils' progress in writing sentences
4. Reflect: pupils were not able to write correct sentences, they faced a problem with subject verb agreement

After intervention

1. Replan: the researcher planned the instructions to be used, the teaching aids, the Coloured Substitution Table and the worksheets.
2. Action: the researcher conducted a series of lessons planned earlier and introduced the Coloured Substitution Table to teach pupils how to make correct sentences
3. Analyzed: the researcher analyzed pupils' progress in writing sentences by using the Coloured Substitution Table
4. Reflect: pupils were able to write correct sentences, they understood the rules of subject verb agreement

RESEARCH FINDINGS

Based on the interview done with the participants after the Coloured Substitution Table has been used, all respondents agreed that Coloured Substitution Table is able to arouse pupils' interest in writing and thus helps in boosting their confidence and understanding.

From the observations done, it is found that the Coloured Substitution Table is able to boost pupils' interest in writing. There were changes in the respondents' behaviour where they engaged well during the lesson. It is because their confidence has been boosted since they understood well about the subject verb agreement rules in making simple sentences.

Based on their worksheets, majority of the respondents showed massive improvements in their writing after the Coloured

Substitution Table has been used. It showed that the Coloured Substitution Table is effective in helping pupils in making simple sentences by using the subject verb agreement appropriately.

Thus, the use of Coloured Substitution Table helps in making correct sentences.

REFLECTIONS OF RESEARCH FINDINGS

The researcher found out that the substitution table can help Year 4 pupils to understand sentence construction with the appropriate subject verb agreement with the use of rules and examples provided in the substitution table. The effectiveness is further enhanced with the use of colours to illustrate the different parts of a sentence. The Coloured Substitution Table was found to be able to arouse pupils' interest in writing and helps them in boosting their confidence and understanding.

FURTHER RESEARCH

Based on the findings, the researcher felt that the technique can also be employed in other skills namely listening, speaking and reading. The Coloured Substitution table can be improvised to help in the language skills.

CONCLUSIONS

Coloured Substitution Table helps pupils to make simple sentences. Apart from that, it also helps pupils to use the appropriate subject verb agreement in making sentences.

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STRING ME RIGHT: JUMBLED-WORD

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ABSTRACT

This action research was conducted to help Year 5 pupils to improve their ability to write simple sentences. This action research was conducted using Kemmis and McTaggart Research Model. Six respondents were selected based on an observation and progressive test conducted. This research focused on the use of jumbled-word in improving the teaching and learning process to improve pupils' ability to write simple sentences. Respondents' achievement is measured by using three instruments such as observation, data analysis and unstructured interview. The findings indicate that there is an improvement in the pupils' ability to write simple sentences amongst the respondents. In the future, jumbled-word technique can be used to improve the pupils' sequencing skill in reading.

Key words: improve, writing simple sentences, Jumbled words

ABSTRAK

Kajian tindakan ini dilaksanakan untuk membantu murid-murid Tahun 5 untuk meningkatkan kemahiran menulis ayat tunggal. Kajian tindakan ini telah menggunakan Model Penyelidikan Tindakan Kemmis dan McTaggart. Enam responden telah dipilih berdasarkan pemerhatian dan ujian progresif yang telah diberikan kepada murid-murid. Fokus kajian ini adalah penggunaan "Jumbled words" dalam meningkatkan proses pengajaran dan pembelajaran untuk membantu murid-murid menulis ayat tunggal. Tiga kaedah digunakan untuk menganalisis data iaitu kaedah pemerhatian, analisis data dan temubual tidak berstruktur telah digunakan untuk menganalisis hasil pencapaian responden. Hasil dapatan menunjukkan bahawa terdapat peningkatan dalam penulisan simple sentence diantara responden. Pada masa hadapan, teknik "Jumbled-word" boleh digunakan dalam kemahiran membaca untuk meningkatkan tahap penyusunan ayat responden.

Kata Kunci: meningkatkan, penulisan ayat tunggal, "Jumbled words"

INTRODUCTION

Since English language is used globally it has become a crucial language to be learned by ESL learners in Malaysia. There are four skills to be mastered from pre-school education until tertiary education where writing is seen as the most difficult skill to be mastered. Wolfersbberger (2003; 1) as cited in Stapa (2008) stated

that writing skill is the most challenging skill to be mastered as the ESL learners need to have a strong foundation of sentence construction. A poor foundation in sentence construction will lead to the inability to construct complex sentences. Thus, it will prevent ESL learners in mastering the construction of sentences.

TEACHING AND LEARNING REFLECTIONS

Throughout my practicum experience, I found out that most of my pupils were not able to write simple sentences. Initially, during the teaching and learning process I taught the pupils to write simple sentences by expanding the note expansion provided. They were required to add on the subject and other constituents of a simple sentence. However, since the pupils were not familiar with the structure of simple sentences they constructed sentences with incorrect word order.

There are two prominent weaknesses that the pupils always make which are the inability to write simple sentences in logical order and misplaced verbs in simple sentences. The pupils' sentences showed that they wrote verbs preceding the subject in a simple sentence. This indicates that the sentences written by the pupils were not in correct word order. The sentences are often semantically incorrect. Nordquist (2016) defined a sentence as a group of words having a subject and a predicate and expressing a complete idea. However, even though a sentence has a subject and a predicate but if it is not arranged in logical order the sentence is meaningless. This is because the sentences must be semantically correct. Thomason (2012) defined semantics as the study of meaning and how it is constructed by language so that it is understood by other people. Thus, it is important for the pupils to master the sentence pattern of simple sentences in order to be able to write simple sentences in logical order.

Another common problem I saw is that the pupils made a grammatical error when writing sentences using the present and past progressive tense. According to British Council (n.d) the present progressive tense is formed from the present tense of verb "to be" and the present participle (-ing form) of a verb. Most of the time, the pupils wrote the present participle verbs preceding the verb "to be" in simple sentences. The sentences constructed become meaningless as the readers might not be able to interpret its meaning.

RESEARCH FOCUS

The focus of this research is to find out how the changes in the teaching and learning process help to improve the pupils' ability to write simple sentences using the jumbled-word technique. Cambridge

Learner's Dictionary (2001: 359) defined jumbled as to mix the words together in an untidy way. In my context, the words will be placed randomly or arranged randomly on the board and in their written task. The pupils will rearrange the jumbled word into correct word order to form simple sentences. However, according to Hedge (2005) as cited in Alves (2008) since the pupils were not able to write simple sentences in logical order there is a need to pay attention to the sentence structure first in order to create a feasible meaning. Once the pupils grasp the structure of a simple sentence they will be able to organize the development or arrangement of the words into logical word order to form simple sentences. Therefore, I will focus only on the construction of simple sentences in term of word order without focusing on language accuracy.

RESEARCH OBJECTIVE AND QUESTION

The objective of this research is to:

1. improve teaching and learning process using the jumbled-word technique in improving the pupils' ability to write simple sentences.

The research question is:

1. how does the change in my teaching and learning process using the jumbled-word technique help to improve the pupils' writing of simple sentences?

TARGET GROUP

My respondents are six Malay pupils who have problem constructing simple sentences which are semantically correct. They were selected based on the observation and progressive test 1 conducted. These pupils have low ESL proficiency level.

PROCEDURE OF ACTION

This research was conducted using Kemmis and McTaggart (1988) model. There are four steps in this model which are plan, act, observe and reflect (Hall & Keynes, 2005). Jumbled-word is used in order to help the respondents to notice and remember the sentence structure before they are able to write simple sentences. Initially, the jumbled words are divided according to its phrases. Examples are *They / are playing / at the field.* and *She / walks / to school.* Since many of the respondents were not able to rearrange the jumbled word in logical order, the same structure is taught and learnt. There were a

lot of practices given to the respondents especially in terms of word order and the progressive tenses in simple sentences.

During the planning stage, I identified the most prominent problem among the pupils in the class and I found that the respondents were not able to write simple sentences in logical order. Then, I looked for the technique to be used to improve the respondents' ability to write simple sentences. The jumbled word technique is used throughout the intervention. Table 1 was used to show all the types of sentences.

Table 1
Type of Sentence Patterns

Sentence types	Example
SV	She is eating.
SVO	She is eating an apple.
SVOO	She gave me some apples.
SVA	She walks to school.
SVOA	She put the key on the cupboard.
SVC	She is happy.
SVOC	She made him afraid.

During the action implementation stage, I showed the sentence structures to the respondents. Then, I drilled them to identify the subject and verb in the simple sentences. I showed them the structure of a simple sentence as S + V + _____ (other constituents of the sentences which can be an adjunct, complement or object) and I demonstrated how to rearrange the jumbled words to form a simple sentence with correct word order.

During the observation stage, the respondents were asked to work with their partners to rearrange the jumbled-word to form semantic simple sentences. Firstly, they identified the subject and verb in the sentences. Then, they practiced to rearrange the jumbled words to form simple sentences with correct word order.

During the reflection stage, I found out that the respondents' still has problem in rearranging the jumbled-word into correct word order to form simple sentences therefore, the same structure is used for the next lesson and a lots of drilling are given to the respondents.

RESEARCH FINDINGS

The data was collected through three data collection instruments; document analysis, observational analysis and interview. From the three analyses, the introduction of jumbled word technique

during the teaching and learning process helped improving the respondents' ability to rearrange the jumbled-word into logical order to form simple sentences. Initially, during the teaching and learning process most of the respondents were not able to rearrange the jumbled-word into correct word order. Thus, the same structure was used and drilling technique was used to help the respondents to be familiar with the sentence structure. Therefore, by the end of the intervention, most of the respondents were able to rearrange the jumbled word into correct word order to form simple sentences with the verb written immediately after the subject. They were able to identify the subject and verb in the sentences and they knew what to be written first, second and last in simple sentences. Besides that, most of the respondents were able to rearrange the progressive tense correctly. They knew that the verb "to be" must be written first before the participle verb in a simple sentence.

In addition to the findings, I found out that the jumbled-word technique helped to motivate the respondents' in learning to write simple sentences. Before the technique was introduced some of the respondents' were not participating actively during the teaching and learning process. They were not paying attention during the activity conducted. However, after the jumbled-word technique was introduced, most of the respondents were motivated to learn to write simple sentences where most of them were able to rearrange the jumbled-word with correct word order with lesser mistakes made and they were able to complete the task within the time allocated given. During the interview, most of the respondents stated that the jumbled word technique help them to write simple sentences where they were learning in a fun way. This is because they have some guidance to follow during the instruction.

REFLECTIONS OF RESEARCH FINDINGS

In order to master the construction of simple sentences the respondents need to have a lot of practices during the teaching and learning process. It is supported by Goh and Silver (2004) that a child or learner at any ages for SLA must imitate, repeat, practice and receive feedback in or to master the construction of simple sentences. They also stated that the repetitive practice will enhance the respondents understanding on the word order of simple sentences since it offers modelling and imitation. This is because the respondents are exposed to the structure of the simple sentences and they were doing the same activity repeatedly. It will help them to be familiar with the sentence structure.

This technique also helped another researcher in improving her students' writing ability. It can be proven in Nurhayani's research entitled 'Teaching English Writing through Jumbled Words Technique' with her students in fourth grade (Nurhayani, 2012). Initially many of

her students were not able to write simple sentences but after she introduced the jumbled words technique to her students there is improvement in the students' writing simple sentences. There was a significant difference between her students' writing scores when jumbled words technique is used compared to the score when the technique is not used. Thus, she concluded that jumbled words technique is effective to be used to improve the pupils writing simple sentences.

Fun and interesting activity attract the respondents' interest in learning the construction of simple sentences. Kottler and Kottler (2002) stated that young learners get their knowledge through play and therefore the jumbled word help to captivate the respondents' interest in learning the construction of simple sentences. They added that when the respondents were playing during the instruction they will subconsciously learn the structure of simple sentences. The end of cycle 2 the respondents were able to rearrange the jumbled word according to its correct word order correctly and they were able to place the verb correctly.

Lastly, the respondents need to have stimulus as guidance for them to acquire the knowledge. Young learners need a concrete stimulus in order to master the construction of simple sentences. It is supported by Weigle, Alderson and Bachman (2007) that in order to learn the construction of simple sentences, the respondents need to have stimulus so that they will be able to learn and understand the word order of simple sentences. This is because the respondents will hear and see how the simple sentences are arranged in logical order. Besides that, they were able to touch the jumbled word and it also helped them in mastering the construction of simple sentences. The stimulus help my respondents to get the idea on how simple sentences are constructed and they knew what to be written first, second and last in a simple sentence.

FURTHER RESEARCH

The jumbled word technique helps the pupils to write simple sentences thus, in the future, I would like to improvise this technique to help the pupils to write a paragraph. Jumbled sentences will be introduced to cater to the changes in the UPSR format for English subject (Rajaendram, 2015). In the future, the ESL learners have to write many compositions therefore they need to master the construction of paragraph in order to be able to write one. Jumbled sentences will help the pupils to organize their thought coherently and logically.

CONCLUSION

The use of jumbled word is a success and it helped the respondents to improve their ability in writing simple sentences. Plus, from the technique itself the respondents will understand and be familiar with the word order in the simple sentences. Thus, they will be able to identify what to write first, second and third in a simple sentence.

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