



FINCO READS

Action Research 2023

A Collection of English Language Teachers' Action Research Papers,
Offering Evidence-Based Strategies for Impactful Teaching and Learning



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If the publication you are currently holding includes only a selection of action research studies, kindly visit www.finco.my/resources-for-teachers to view or download the full publication.

ACTION RESEARCH A

The Effectiveness of Imaginary Lines to Improve Year 1 Students' Writing of Tall, Small and Tail Letters in Simple Words and Simple Sentences in Single Line Books

Aisha Fatimah Binti Mohamad Sadee, SK Sebuyau Ensegei, Simunjan, Sarawak

Target Group:

Year 1 (6 students)

Background:

SK Sebuyau Ensegei, a rural Sekolah Kurang Murid (SKM) school, has 14 teachers, including 1 School principal and 3 Assistant principals. The school has an approximate total enrolment of 90 students, which includes both preschool and primary school students. Among the school population, 60% are Malay, while the remaining 40% belong to other races. English is taught as the third language to the students.

Challenges:

Some common challenges observed among the students are the inability to distinguish between tall, short, and tail letters, and a lack of awareness when it comes to writing neatly. Many students struggle to differentiate between letters that are tall (such as 'b' and 'd'), short (such as 'a' and 'e'), and those with tails (such as 'g' and 'j'). This can impact their reading and writing skills. Additionally, there is a general lack of attention to writing neatly, with many students failing to form letters properly or maintain consistent spacing between words. Moreover, absenteeism is a prevalent issue, leading to inconsistent attendance and potential gaps in learning.

Vision:

By the end of the research, year 1 students will be able to improve their writing in a single line exercise book.

Possible Outcomes:

1. Students' penmanship is clearer, neater and easier to read.
2. Students are able to write neatly and independently without being frequently reminded.

Data Collection Method:

- Pre-intervention observation/test
- Post-intervention test
- Teacher's observation
- Student's work

ACTION RESEARCH QUESTION

How effective is the use of imaginary lines to improve year 1 students in writing tall, small and tail letters in simple words and simple sentences in a single line book after the Covid-19 lockdown phase?

Procedure:

Cycle 1

Step 1

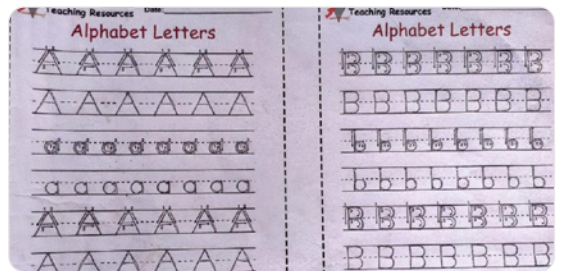
The activity commenced with a pre-intervention scavenger hunt, engaging the students in a task to write words using each letter of the alphabet. Throughout the activity, they provided writing samples by brainstorming words that began with each letter, such as 'ant' for 'a,' 'ball' for 'b,' and 'cat' for 'c.' Despite their then inability to distinguish between tall, short, and tail letters, the students actively participated in creating these words. This exercise likely provided a fun and interactive way for them to familiarise themselves with the alphabet and practise their writing skills, setting the foundation for further learning and development in letter recognition and word formation.



Students provided writing samples by brainstorming words that began with each letter

Step 2

To support their letter formation skills, the teacher provided step-by-step alphabet letter tracing for both lowercase and uppercase letters. This activity served as a refresher for the students, helping them remember how to correctly form each letter. By following the tracing guide, students were able to write the words (letters) accurately and reinforce their understanding of proper letter formation.



Students reinforced understanding of proper letter formation by using the tracing guide

Step 3

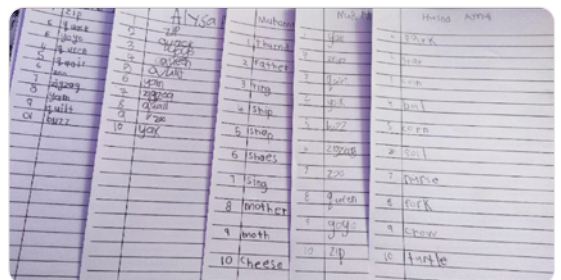
To provide further practise, the students were given worksheets that featured four-lined guidance. These worksheets allowed students to practise writing single words while maintaining proper letter placement and proportion. This exercise helped them develop their writing skills and ensured they continued to improve their ability to write words correctly.



Students used four-line guidance to practise writing single words

Step 4

Upon finishing the practice activity, the students underwent a post-intervention test. They were given a spelling test and provided with single-line paper to write on. The students attempted the test, demonstrating their understanding of spelling words. The primary purpose of the post-intervention test was to assess their progress and retention of the words they had practised throughout the scavenger hunt and other related activities.



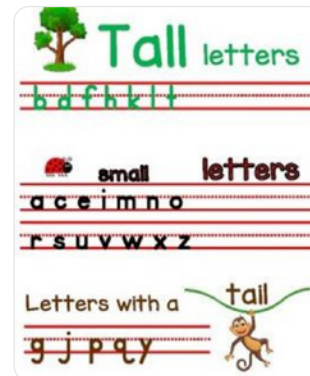
Samples of post-intervention spelling test 1 results

Cycle 2

Step 1

After the spelling test, the teacher introduced the concept of tall, small, and tail letters to the students. This was done using three-line writing templates, which provided guidance for letter placement and proportion. Each student received an exercise book tailored to their individual needs, featuring grey, dotted, or imaginary lines based on their ability.

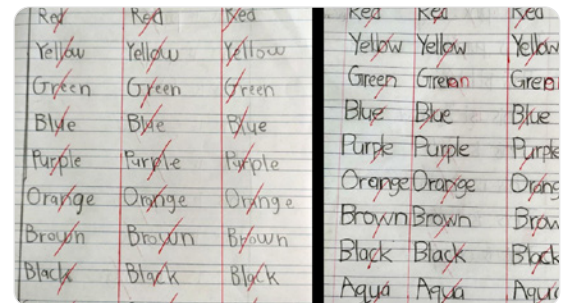
To further enhance their writing skills, the students were provided with a worksheet featuring two-line guidance. This allowed them to practise writing short sentences while maintaining proper letter formation and alignment.



Students are introduced to tall, small and tail letters

Step 2

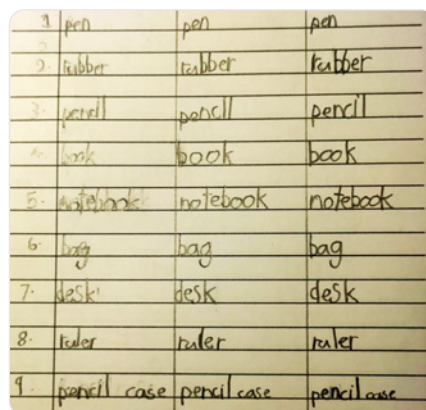
Following the introduction of tall, small, and tail letters, the students were given post-intervention spelling test 2 on a single-line paper. This allowed them to apply their newly acquired knowledge of letter distinctions and spelling.



Post-intervention spelling test 2 on single line paper

Cycle 3

After the post-intervention 1 and 2, the students concluded the activity with a final spelling test, referred to as post-intervention spelling test 3. Similar to the previous tests, this assessment also utilised single-lined paper for the students to write down the words. While the students were engaged in post-intervention spelling test 3, the teacher took the opportunity to observe their emotions and reactions.



Post-intervention spelling test 2 on single line paper



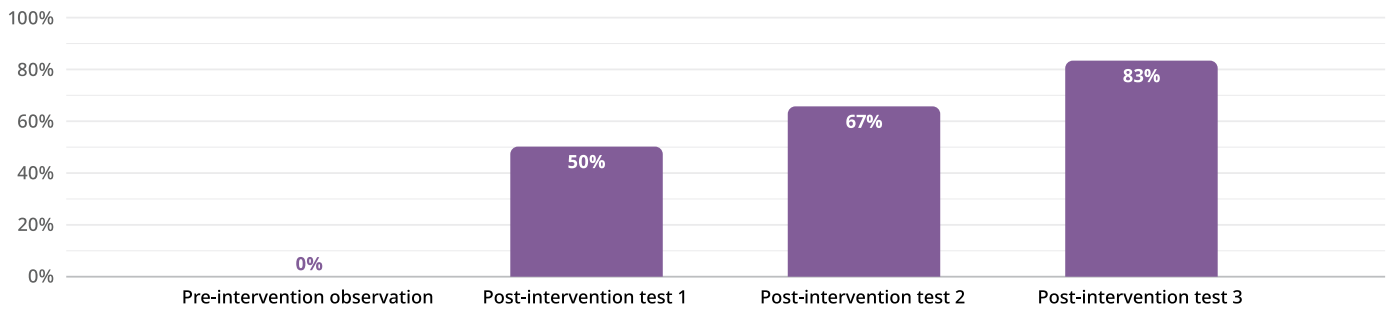
Teacher's observation on students' emotions and reactions while they are doing post-intervention spelling test 3

Data Analysis and Findings:

The data collected from the research showed the progress of six students in their ability to distinguish tall, small, and tail letters. At the pre-observation stage, none of the students could identify these types of letters. However, as the intervention progressed through multiple cycles, their skills improved significantly.

By the end of cycle 3, five out of the six students were able to distinguish tall, small, and tail letters in their writing. This indicated substantial progress and learning during the intervention. The percentage of students who could identify tall, small, and tail letters increased over the post-tests as follows:

Students' ability to distinguish tall, small and tail letters



The data clearly showed a positive trend in the students' ability to recognise different types of letters, with more students achieving this skill as the intervention continued. By the time they reached post-test 3, 5 out of the 6 students had made remarkable progress, indicating the effectiveness of the intervention in enhancing their understanding of tall, small, and tail letters in their writing.

Learnings:

The use of imaginary lines proved to be highly effective in enhancing the writing skills of year 1 students, particularly in distinguishing tall, small, and tail letters within simple words and sentences. This effectiveness was observed even after the lockdown phase, indicating that the intervention remained impactful despite the challenging circumstances. The imaginary lines provided a structured and visually guided approach, enabling the students to practise proper letter formation and alignment. As a result, their writing improved significantly, with a clear progression seen in their ability to correctly identify and reproduce different letter types. The use of single-line books further reinforced the practice, allowing for focused and consistent writing practice. Overall, the incorporation of imaginary lines proved to be a valuable tool in supporting young learners' writing development, helping them build a strong foundation in their language skills.

ACTION RESEARCH B

Colour Coded Comprehension - A Technique to Help Make a Connection Between Comprehension Questions and Reading Text

Muhammad Asyraf bin Khaja Mohideen, Sekolah Kebangsaan (F) Palong 5, Gemas, Negeri Sembilan

Target Group:

Year 6 (5 pupils)

Background:

SK (F) Palong 5 is located in the rural part of Negeri Sembilan, the socio-economic site of this area is characterised by 80% low-income households and 20% mid-income households. Within this context, there is a focus group consisting of five Year 6 pupils who exhibit low English proficiency levels. These pupils, with a biological age of 12 years old, face significant challenges in their reading abilities. Based on the Reading Proficiency Tool which uses reading age as an indicator of proficiency levels, their reading ages range between 6.1 to 7.3 years old.

Challenges:

The pupils faced several challenges when it came to answering comprehension questions. Firstly, the pupils were unable to effectively identify and locate the answers within the text. They had difficulty understanding how to read through the passage and extract relevant information. Moreover, they lacked the knowledge of what specific details or information to look for in order to answer the questions correctly. Additionally, the pupils found it challenging to comprehend the intent or meaning behind the questions, resulting in confusion and inaccurate responses. Lastly, they struggled with identifying the keywords within the questions, which were essential for guiding their search for relevant answers.

Vision:

By the end of this Action Research, participants will be able to answer comprehension questions.

Possible Outcomes:

1. Pupils are able to make a connection between the comprehension questions and the reading text.

Data Collection Method:

- Pre-intervention test
- Post-intervention test
- Interview
- Teacher’s observation

ACTION RESEARCH QUESTION

What are the causes of pupils’ inability to answer simple reading comprehension questions?

Procedure:

During the lesson, the teacher presented a reading comprehension passage to the pupils. Subsequently, the pupils attempted to answer the accompanying questions. However, the teacher observed that the five pupils were unable to provide answers to the given questions.

To address this challenge, the teacher introduced a strategy where keywords in the questions were highlighted using different colours. The intervention was done this way:

Pre-intervention test

5 pupils were selected to participate in the intervention. They were tested with 5 comprehension questions to identify their base comprehension level.



Target group pupils completing the pre-intervention test

Intervention

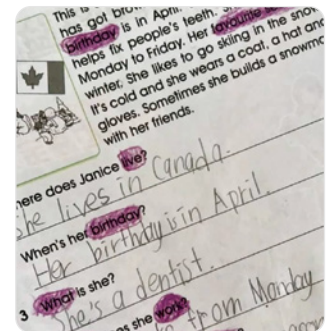
The participants were instructed to re-read the text and highlight relevant points using the corresponding colour scheme. This helped the pupils to make a connection between the questions asked and where they could find the answer.

EXAMPLE:

Nandi sat on the blue steps of her house. She was wondering "What if jelly beans made you jump really high?"....."What if pictures in your books flew around in your head when dad was reading to you?"

1. What was Nandi wondering about the jelly beans?

2. What did Nandi wonder when dad read to you?



Pupils attempt to re-read the text and highlight relevant points using the corresponding colour scheme

Practice

The pupils practised the technique using more exercises.

Post-intervention test

The pupils were tested with 5 comprehension questions to identify their comprehension level.

Interview and teacher's observation

The teacher conducted an interview session to understand the pupil's willingness to use the technique, emotions while using technique and ability to use the technique. During the process, the pupils' progress was also observed and recorded.

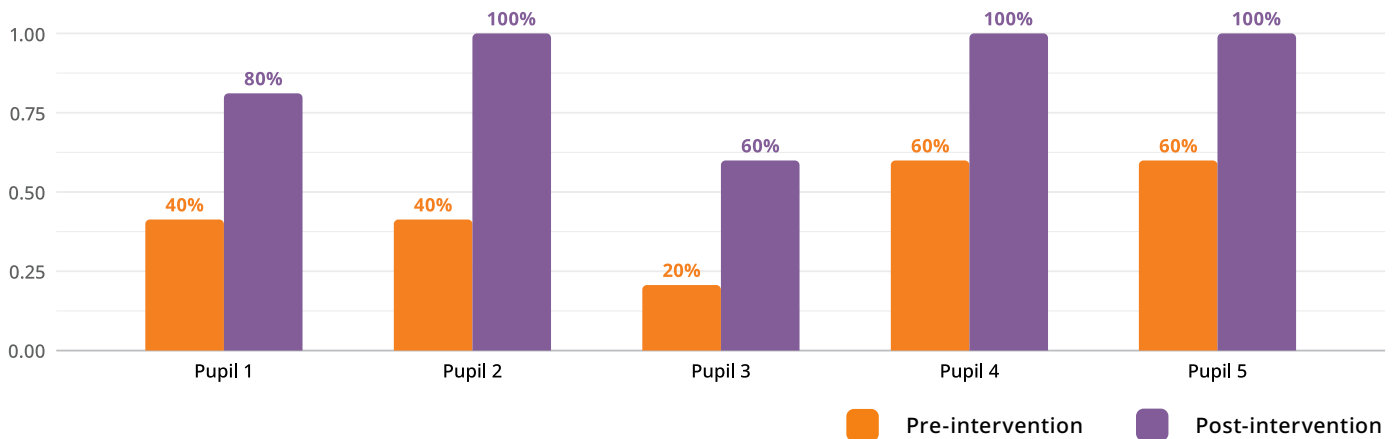


Samples of post-intervention spelling test 1 results. Target group pupils trying to answer comprehension questions using colour codes.

Data Analysis and Findings:

The pre-intervention test results showed a very poor level of understanding among the five pupils when it came to answering comprehension questions. However, after the intervention, the post-intervention test data revealed a significant improvement in the pupil's ability to answer reading comprehension questions. The intervention seemed to have a positive impact on their comprehension skills.

Pupils' scores pre- and post-intervention



To gain insight into the effectiveness of the strategy taught during the intervention, the teacher conducted an interview with the pupils. The pupils shared their opinions about the technique, expressing that they found it easy to identify the answers from the text and write their responses accordingly. This suggests that the intervention was successful in equipping them with a useful and practical approach to tackle comprehension questions. Among questions asked were:

- How do you feel about answering comprehension questions using the strategy that I have taught you?
- Do you feel it's easier or still hard to answer comprehension questions?
- Why is it easy? Why is it still hard?

During the intervention, the teacher observed that the pupils were willing to try out the techniques taught, but there were variations in how they applied them. Some used one colour for highlighting, while others improvised with underlining and numbering. This flexibility indicates that the pupils adapted the technique to their preferences and learning styles. Emotionally, some pupils showed excitement and focus, likely motivated by their progress, while a few seemed frustrated with the repetitive task. However, in the end, all the pupils successfully applied the technique to answer comprehension.

Overall, the intervention proved to be effective in addressing the initial issues of poor comprehension and helped the pupils to become more proficient in answering reading comprehension questions.

Learnings:

The observed effectiveness and adaptability of the technique in enhancing pupils' comprehension skills indicated its potential applicability in other areas of English Language Education. One such area was summary writing. By utilising the highlighting and underlining technique, pupils could identify key points and relevant information from a given text more efficiently, aiding them in constructing well-organised and concise summaries. This approach could also be extended to listening comprehension exercises, where pupils could use the same highlighting and underlining strategy to identify important details while listening to spoken texts or lectures. This not only improved their listening comprehension but also reinforced their ability to extract essential information from oral sources.

ACTION RESEARCH C

Improving Year 4 Pupils' Simple Sentence Construction Using Colour Cues

Chua Xing Hui, SJK(C) Yuk Chyun, Petaling Jaya, Selangor

Target Group:

Year 4 (10 pupils)

Background:

This research was conducted in SJK(C) Yuk Chyun. It was done in class 4B, consisting of 28 pupils who come from diverse racial backgrounds. The pupils in this class have varying levels of academic abilities, representing a mixed ability group. Among the 28 pupils, there are 10 pupils who exhibit an average to low English proficiency level.

Challenges:

SJK(C) Yuk Chyun faced several challenges related to English as a second or third language. One major challenge was that English was not the pupil's primary language, which affected their overall language proficiency and communication skills. As a result, they struggled to construct sentences with correct grammar and sentence structure, leading to difficulties in expressing themselves effectively in English.

Another challenge was the average to low proficiency level of the pupils in English. This indicated that they had limited vocabulary, struggled with comprehension, and faced challenges in reading and writing in English. Such proficiency issues impeded their ability to fully grasp and engage with English-language content, impacting their overall learning experience.

Vision:

Pupils will be able to explore the use of colour cues in simple sentence construction using colour cues.

Data Collection Method:

- Photographs
- Pupils work
- Observation (checklist)

ACTION RESEARCH QUESTION

How does the use of colour cues help my Year 4 pupils to construct simple sentences?

Procedure:

Based on the initial survey, the teachers discovered that the pupils struggled with constructing simple sentences. Additionally, the pupils expressed that writing was the most challenging language skill for them compared to others due to their limited exposure to English.

In the survey, the teacher identified ten pupils who have English as their second or third language. These pupils exhibited average to low proficiency and struggled with constructing sentences with correct structure.

The intervention spanned across 3 lessons.

Lesson 1

The teacher introduced and explained the functions of the colour cue cards to the pupils, guiding them on how to utilise the cards through various activities. These cards were categorised into "Who" (Orange), "Action" (Yellow), "What" (Red), and "Where" (Green). Simultaneously, the pupils were tasked with creating vocabulary lists and constructing sentences based on the provided words. For instance, they would combine "My brother" for the "Who" category, "plays" for the "Action" category and "a ball" for the "What" category.

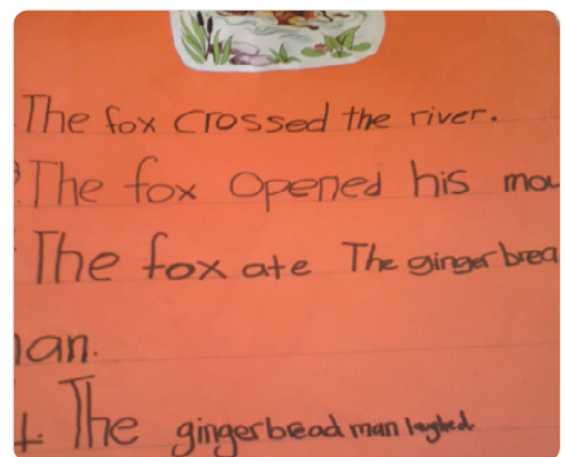


Pupils construct sentences using the colour cue cards

Lesson 2

The teacher conducted a storytelling session for the pupils, intentionally leaving out the ending of the story. The pupils were then required to make predictions and write down their own endings, drawing upon the activities they had previously engaged in.

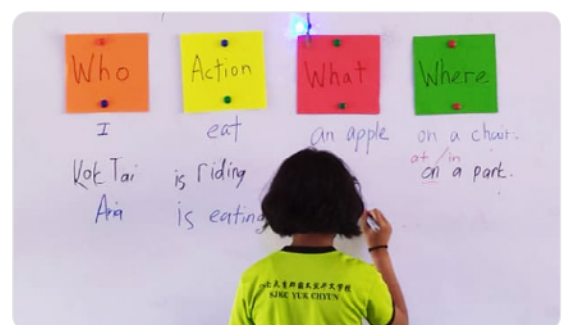
The pupils reinform what they have learned in the practise lessons. They form sentences with structures revolving around subject and verb, or subject, verb, and object sentences.



Pupils form sentences using the sentence structure they have learned

Lesson 3

In the third lesson, the teacher introduced a new cue card representing the "Where" category. This marked a stage where the pupils were taught to construct more complex sentences, moving beyond the simple subject, verb, and object structures they had been previously practising.



Pupils form more complex sentences with additional 'where' cue card

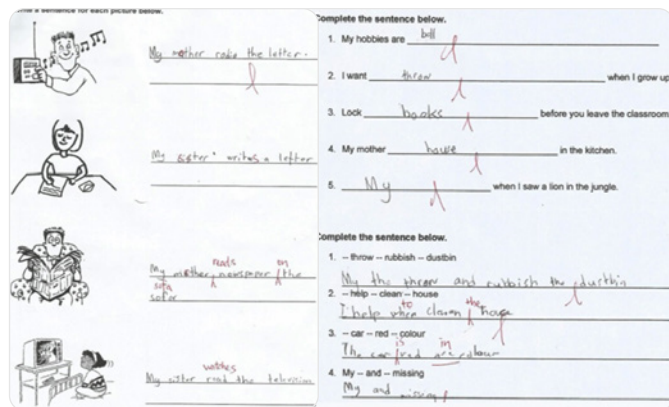
Data Analysis and Findings:

The teacher employed three data gathering methods, which included examining pupils' work, utilising photographs, and conducting observations using a checklist. Through photographs, the teacher captured instances where pupils effectively applied the colour cues in constructing simple sentences. These visual records also documented the pupils' responses and captured any observable changes in their behaviours.

Additionally, the teacher employed participant observation, actively participating in the lessons while directly observing the pupils' development. This approach allowed for a firsthand understanding of the pupil's progress. Furthermore, the teacher collected and analysed pupils' work samples, using them as evidence to demonstrate how the colour cues contributed to the improvement of simple sentence construction among the pupils.

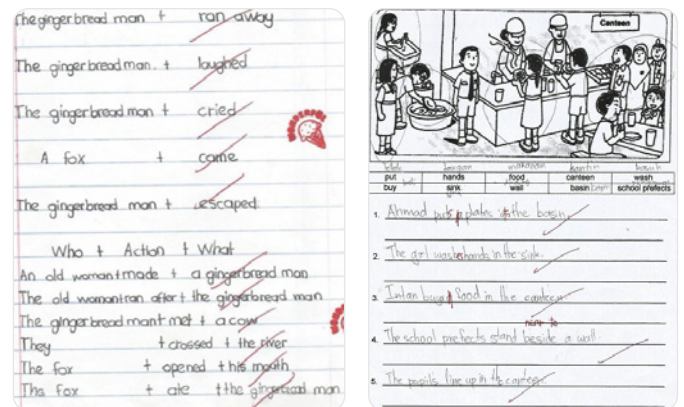
At the initial stage of the intervention, the pupils were provided with colour cue cards to aid them in constructing simple sentences. They would refer to these cue cards and copy the sentences into their exercise books. As the intervention progressed, the pupils gradually required less assistance. They became capable of constructing simple sentences without relying on the colour cue cards. However, they still needed support in identifying and writing down the different sentence elements. Eventually, towards the end of the intervention, the pupils were able to independently construct simple sentences without any external aids.

Before Intervention



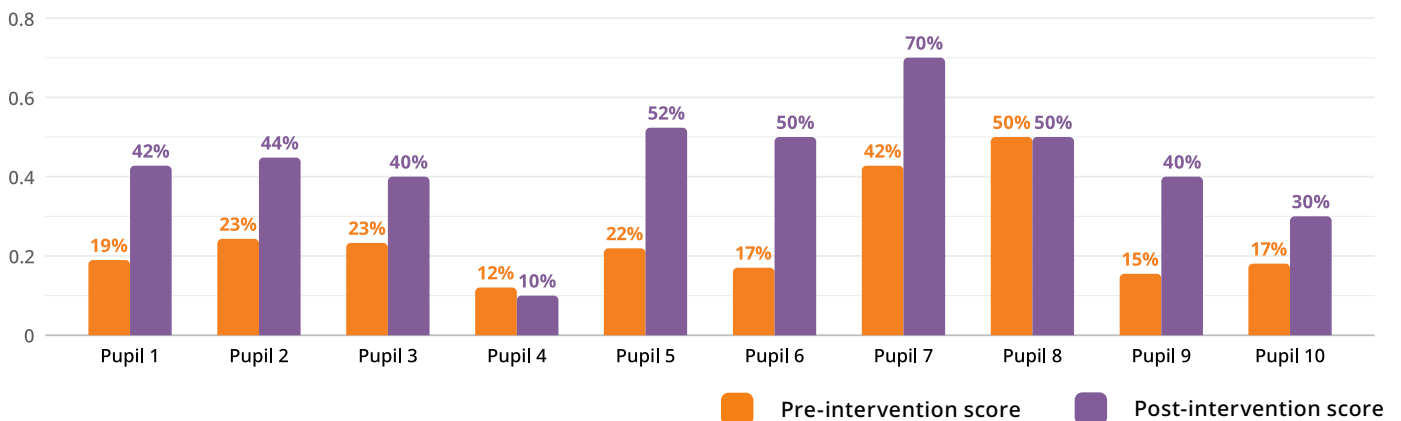
Pupils were unable to form a correct sentence before the intervention

After Intervention



Pupils showed improvement after the intervention

Pupils' scorecards pre- and post-intervention



Based on the graph, it is evident that eight pupils showed improvement in their simple sentence construction, with the exception of pupil 4. This variation in progress could be attributed to different learning styles among the pupils. The intervention employed a visual approach, which appeared to be more effective for visual learners. However, the teacher's observation revealed that pupil 8, who is an auditory learner, did not show much interest or benefit from the visual aids used during the intervention. On the other hand, pupil 4 struggled in constructing complete simple sentences due to a lack of vocabulary.

Learnings:

The implementation of colour cues proved to be a valuable tool for enhancing pupils sentence construction skills. By incorporating colour-coded elements into their sentence-building exercises, pupils were able to create more accurate and coherent sentences while making fewer errors. This technique not only improved the quality of their sentences but also encouraged them to construct longer and more complex sentences, thereby expanding their language proficiency.

One of the key benefits of using colour cues was that it increased language exposure in the classroom. By visually highlighting different components of a sentence, such as subjects, verbs, and objects, pupils were continuously exposed to these linguistic elements, which reinforced their understanding and familiarity with sentence structure. This heightened exposure helped in building their language skills and facilitated their overall language development.

Another advantage of employing colour cues was that it promoted active participation among the pupils. By providing them with multiple opportunities to engage in sentence construction activities, pupils became more actively involved in the learning process. This hands-on approach allowed them to practise constructing sentences in a supportive environment, leading to increased confidence and proficiency in their language abilities.

However, it was essential to recognise that the use of colour cues might be more beneficial for visual learners. To address the diverse learning styles within the classroom, it was important to incorporate a variety of activities and strategies that catered to different modalities of learning. This ensured that all pupils, regardless of their preferred learning style, could engage with and comprehend the material effectively.

Furthermore, it was crucial to consider the limitations of using colour cues. Not all pupils might have benefited equally from this approach, particularly those who were not visual learners. To enhance the intervention, educators introduced different sentence elements and incorporated various instructional techniques to provide a more comprehensive understanding of sentence structure. Additionally, they should be mindful of pupils who might be colour blind, as relying solely on colour differentiation might have hindered their access to word or graphic cues. By addressing these limitations, educators created a more inclusive and effective intervention that catered to the needs of all pupils in the classroom.

ACTION RESEARCH D

Article 'An' – From Letter to Sound

Fatimah Binti Mohd Zain, Sekolah Kebangsaan (P) Pudu 1, Kuala Lumpur

Target Group:

Year 6 (15 pupils)

Background:

SK (P) Pudu Satu is an all-girls school with a total of 122 pupils. The majority of the pupils in this school come from the PPR (Program Perumahan Rakyat) housing areas. In terms of academic performance, most of the pupils fall within the TP 3-5 range on the Pentaksiran Berasaskan Sekolah (PBD) scale, indicating their current performance level. Furthermore, the pupils in this school demonstrate a good level of language proficiency, as they are able to both speak and understand the English language effectively.

Challenges:

In this case, the pupils developed a misconception regarding the use of the article 'an' before words beginning with the letters 'a', 'e', 'i', 'o', and 'u'. They mistakenly believed that this rule applied uniformly to all words starting with these letters. However, when they encountered singular nouns with irregular pronunciations, such as 'hour', 'honest', 'heir', 'heiress', 'unicorn', 'university', 'uniform', and 'unity', they struggled to answer correctly.

Vision:

By the end of this Action Research, the pupils' misconception on the use of the article 'an' is corrected through the correction of word pronunciation.

Possible Outcomes:

1. Pupils can pronounce the words with irregular pronunciation correctly.
2. Pupils can use the article 'an' correctly.

Data Collection Method:

- Pre-intervention test
- Post-intervention test
- Observation
- Pupil's record (PBD)

ACTION RESEARCH QUESTION

Could correcting the pupils' pronunciation help improve their usage of the article 'an'?

Procedure:

In the initial phase of the intervention, the teacher conducted a series of activities to assess and enhance the pupils' understanding and pronunciation skills. Firstly, a pre-intervention test was administered, where the pupils answered a simple quiz focused on the correct usage of the article 'an.'

Next, the teacher guided the pupils through the pronunciation of a list of words with irregular pronunciations, which included words with silent 'h' or additional '-y' sound. This exercise allowed the pupils to practise and refine their pronunciation of these tricky words.

Lastly, the pupils were given a list of words to pronounce, and for each word, they received a score of 1 if pronounced correctly and a score of 0 if mispronounced. This scoring system encouraged the pupils to be attentive and accurate in their pronunciation attempts.

During the intervention, the teacher conducted a pronunciation drill. She emphasised the importance of pronouncing words correctly. She instructed the pupils to pay close attention to the sound of each letter and repeat them correctly.

Additional activities such as reading texts, singing songs, and reciting poems are carried out to provide more practise opportunities.

Completing pronunciation drills, the teacher decided to run a post-intervention test to assess the pupils' improvement in pronunciation. The test involved the same list of words previously practised. Each pupil was asked to pronounce the words individually, allowing the teacher to gauge their progress.

Additionally, the class was given a quiz on articles to evaluate their understanding and improvement in this area. This comprehensive assessment aimed to measure the pupil's growth in pronunciation skills and comprehension of articles, providing valuable feedback for both the teacher and the pupils.

The list of words

honest	hour	heir	heiress
uniform	unicorn	university	unity

A sample list of words with silent 'h' or '-y' used to test and practise the pupils pronunciation



The teacher demonstrates how to pronounce each word. Pupils also get to try pronouncing the words



The pupils practised the pronunciation via various activities

Post Test - Quick Article Quiz

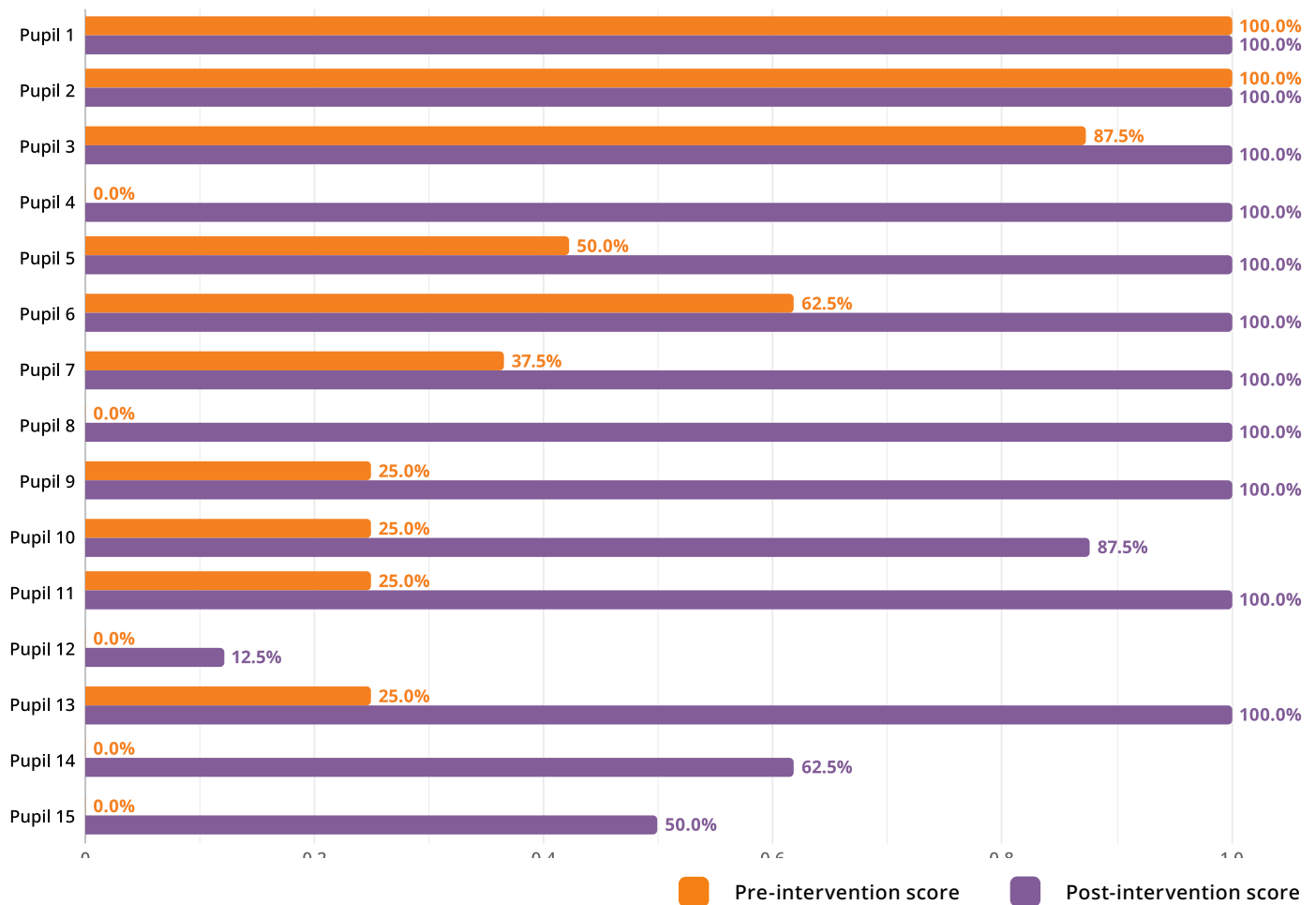
1. It is (a / an) honour to present you this gift.
2. (A / An) unicorn is a mythical creature.
3. Hazi would love to study at (a / an) university when he grows up.
4. (A / An) heir to the kingdom was born last night.
5. Darul is such (a / an) honest boy.
6. The students were given (a / an) hour to complete the task.
7. Mother bought (a / an) uniform for Lily to be worn ever Wednesday.
8. Paris Hilton is (a/an) heiress who became a famous celebrity.

Articles quiz conducted with the pupils to test learning outcomes

Data Analysis and Findings:

The data from the test results clearly demonstrated the significant impact of the intervention on the pupils' pronunciation and understanding of the quiz questions. The pre-intervention test scores were notably poor, indicating a need for improvement in their pronunciation skills. However, after the intervention, the pupils showed remarkable progress, as evidenced by their increased scores in both pronunciation and answering the quick quiz questions.

Pupils' scores pre- and post-intervention



These results illustrated the remarkable improvement achieved through the intervention. The pupils' increased scores indicated a better grasp of the irregular pronunciations and the correct usage of the article 'an.' The intervention's effectiveness was evident in the significant progress made by the pupils in a relatively short period, highlighting the success of the teaching approach and the pupils' commitment to learning.

Learnings:

The learning from this intervention indicated that the pupils answered the question with the article 'an' incorrectly because they were taught to focus on the letters rather than the sounds during their Lower Primary education. This teaching approach was intended to simplify the concept for the pupils, but it resulted in a misconception. As they had not encountered words with irregular pronunciations, they struggled to use the article 'an' correctly, especially with words starting with silent 'h'. To address this issue, it was crucial to correct their pronunciation from the beginning, emphasising the correct sounds associated with each word. By doing so, the pupils gained a better understanding of when to use 'an' instead of 'a' before words beginning with vowel sounds.

Additionally, the research highlighted the challenge of long-term retention of the pronunciation rule. While the pupils demonstrated comprehension during the intervention, sustaining this knowledge over time remained uncertain. To counter this, the recommendation of conducting a pop quiz in the following week helped reinforce their learning, assessed their understanding, and served as a reminder of the importance of accurate word pronunciation. This follow-up assessment aimed to improve retention and ensured that the pupils continued to apply the correct pronunciation rule beyond the initial learning phase.

ACTION RESEARCH E

Does Shared Reading Help to Improve Students’ Reading Age?

Nalini A/P Nagarajan, SK Batu Sembilan, Cheras, Selangor

Target Group:

Year 5 (10 students)

Background:

At SK Batu Sembilan, the school has 50 teachers and an enrolment of 757 students. Among the student population, 45.44% come from lower-income households. For the purpose of this discussion, a sample of ten Year 5 students was selected.

Challenges:

One of the main challenges faced by the students was that their reading age was lower compared to their biological age. This was primarily attributed to a lack of exposure to English language reading material and limited access to resources that would support their reading development. Furthermore, the students’ low proficiency in the English language hindered their ability to engage with and comprehend English reading material, leading to a lack of motivation to read. The root cause of their low proficiency lay in the overall lack of exposure to the English language and materials, which could be attributed to their surrounding environment and family background. These factors limited their opportunities to practise and develop their English language skills, delaying their overall reading proficiency and impeding their progress in reading comprehension.

Vision:

By the end of the research, students will be able to improve their reading age.

Data Collection Method:

- Pre-intervention test (reading proficiency tool)
- Post-intervention test
- Interview
- Peer observation

ACTION RESEARCH QUESTION

Does shared reading help to improve students’ reading age?

Procedure:

Five Finger Test

The teacher conducted a pre-intervention test using the reading proficiency tools, and it was evident that the students’ proficiency level was poor.

To address this, the teacher started by introducing the Five Finger Test (FFT) activity. The teacher began the lesson by displaying the Five Finger Test Poster and explained its purpose to the students. Emphasising that each finger represented encountering a word



Teacher conducts pre-intervention test using reading proficiency tools

they could not read or did not understand, the teacher used the Five Finger Illustration to demonstrate how students should start with their thumb and then move on to the index finger, middle finger, ring finger, and finally the little finger. The teacher explained that each finger represented encountering one or more difficult words.

The teacher then assessed the students' understanding by asking them to show the number of fingers they would put up if they encountered a certain number of unknown words. For example, the teacher said, "Show me your fingers if you don't know 3 words" and observed their responses. If they encountered no difficult words, they should not put up any fingers, indicating that the book was likely an appropriate level for them.

Next, the whole class read a sample text silently or in a whisper, applying the Five Finger Test to gauge its difficulty level. The teacher provided support to struggling students during the activity. Random students from various proficiency levels were selected to share their results, highlighting the words they had difficulty with, fostering a supportive learning environment.

Finally, students were guided to use the Five Finger Test to select a suitable book from the Interactive Reading Corner (IRC). By utilising the Five Finger Test, students gained a better understanding of their reading abilities and could choose appropriate reading material that offered both challenge and comprehension.

Shared reading activities

In addition to the Five Finger Test, the teacher implemented other shared reading activities to further enhance the students' reading skills.

These activities included a pre-reading prediction exercise and various post-intervention activities such as revisiting the book, the walking dictionary, and the vocabulary tree.

For the pre-reading prediction activity, the teacher engaged the students by asking them to make educated guesses about the content of the book before actually reading it. This activity helps activate prior knowledge and encourages students to make connections between their own experiences and the text, promoting comprehension and engagement.

Following the completion of the reading, the teacher facilitated a revisiting activity, where students had the opportunity to reflect on the book they just read. This could involve open-ended discussions, questioning, and sharing their favourite parts or memorable moments from the text. Revisiting the book helps reinforce comprehension, encourages critical thinking, and allows students to deepen their understanding of the story and its elements.



FINCO's Five Finger Test (FFT) poster



Students apply the Five Finger Test



Students making guesses about the content of the book



Teacher conducting a shared reading activity



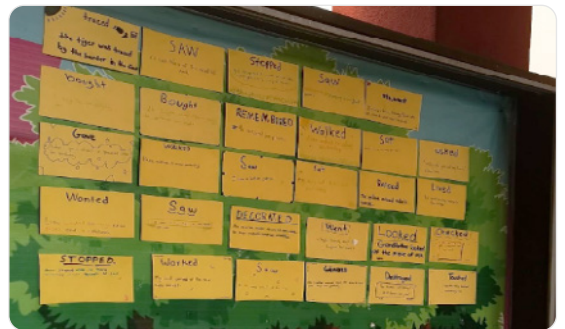
Student sharing her reflection on a book she has read

The walking dictionary activity involved students identifying and defining unfamiliar words encountered during the reading. The teacher guided students in creating a collaborative dictionary, where they collectively worked to determine the meanings and usage of unfamiliar vocabulary. This activity promotes vocabulary development, improves word recognition, and enhances overall reading comprehension.



Students attempting the walking dictionary activity

Another post-intervention activity the teacher conducted was the vocabulary tree activity. In this activity, students selected important or challenging words from the text and created a visual representation, such as a diagram or graphic organiser, that showcased the word, its definition, and related examples. This activity helped students expand their vocabulary, deepen their understanding of word meanings, and develop skills in word analysis and synthesis.



Vocabulary tree prepared by students

By incorporating these shared reading activities, the teacher provided a well-rounded reading experience for the students. These activities not only improved reading comprehension, fostered critical thinking, vocabulary development, and engagement with the text but also showed a tremendous improvement in the post-intervention test.

Data Analysis and Findings:

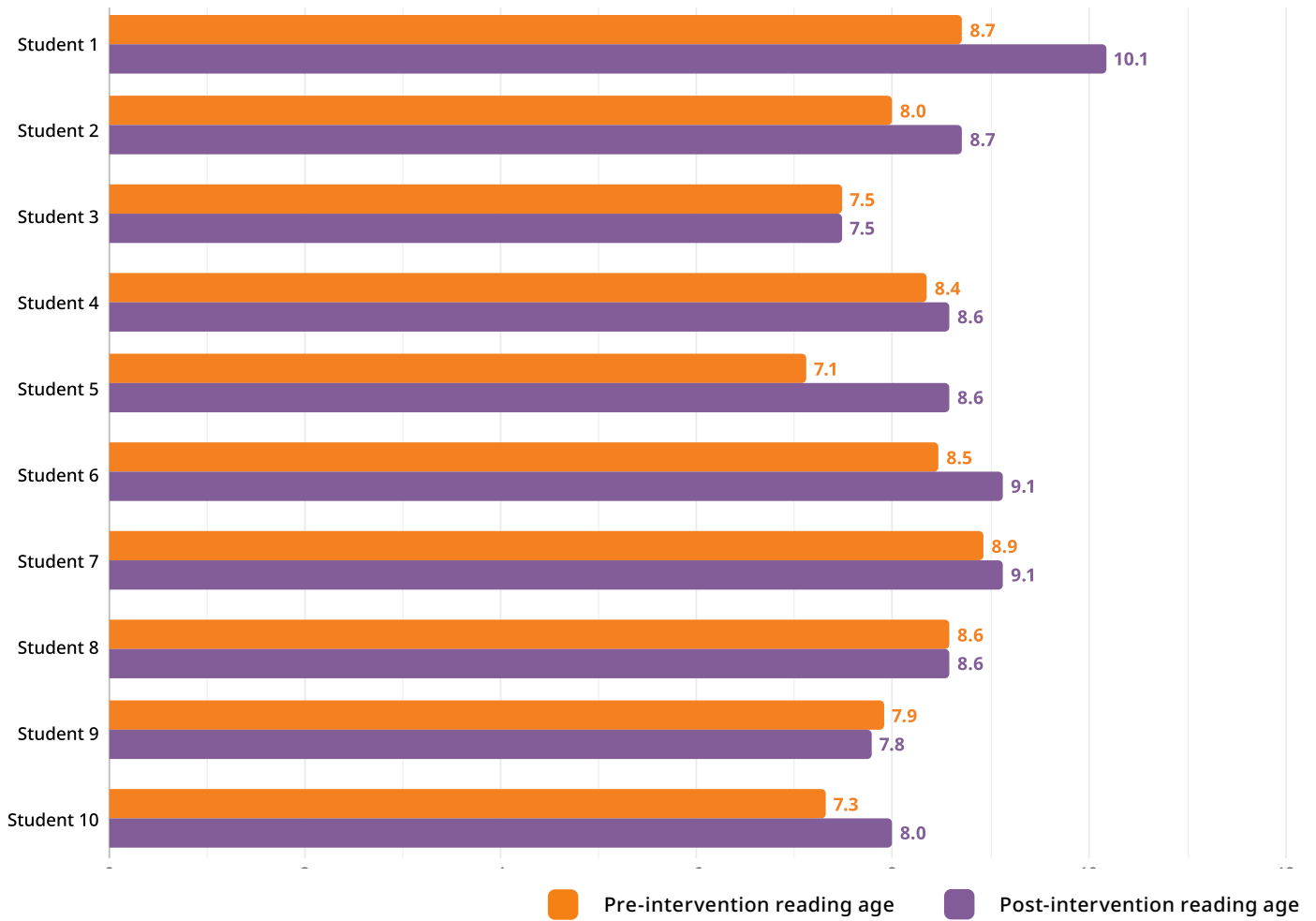
The implementation of these shared reading activities had a notable impact on the students' post-intervention test results in the reading age assessment. It was evident that the students' reading comprehension skills experienced a significant improvement, indicating the efficacy of the teacher's instructional strategies.

Prior to the activities, one student expressed a lack of interest in reading English story books due to a perceived difficulty in understanding. However, after participating in the activities, the students' perceptions and attitudes towards reading transformed significantly.

One student expressed gratitude for the teacher reading the story aloud to the class, stating that it helped them understand and enjoy the story better. Another student expressed appreciation for the introduction of the Five Finger Test, recognizing its usefulness in selecting appropriate books.

Through the activities, the students became more engaged in the reading process, actively participating in discussions, making predictions, and reflecting on their understanding of the text. This heightened level of engagement played a crucial role in fostering their comprehension abilities.

Students' reading age assessment pre- and post-intervention



Learnings:

The combination of strengths, weaknesses, and opportunities in the implementation of the activities provided a comprehensive understanding of the situation at the time and potential areas for improvement. The strengths, such as the students' enjoyment, the fun and meaningful lessons, and the use of the Five Finger Test, laid a solid foundation for engagement and progress in literacy skills. However, the weakness of limited sessions per week posed a challenge in maintaining the frequency of engagement and practise. Nonetheless, the opportunities presented by the students' interest in learning, their enjoyment of reading English storybooks, and the potential strategies to address external factors provided avenues for further growth and development. By capitalising on the strengths, addressing the weakness, and utilising the opportunities, the shared reading activities could be enhanced to foster even greater engagement, motivation, and proficiency in reading comprehension among the students.

ACTION RESEARCH F

Using Task-Based Learning to Improve Year 4 Students' Simple Past Tense

Jenny Wong Xue Wen, SJK(C) Yuk Chyun

Target Group:

Year 4 (15 students)

Background:

Sekolah Jenis Kebangsaan (C) Yuk Chyun, commonly known as SJK (C) Yuk Chyun, was a National-type Chinese School located at Bt 6 1/2 Jln Klang Lama. It is attended by students from diverse racial backgrounds. The students in this class had varying levels of academic abilities, representing a mixed ability group. 15 students exhibited an average to low English proficiency level.

Challenges:

The students had faced difficulties in determining when to apply the Simple Past Tense in their essays and when answering comprehension questions. Instead, they had simply added “-ed” to the end of the base words for all the verbs. Moreover, a majority of them had often responded to the comprehension questions using the present tense. To address this issue, a sampling process was conducted, taking into account the preliminary data that had been gathered. Fifteen participants were selected for further analysis, as they had been unable to achieve a minimum score of five out of ten questions correctly.

Vision:

By the end of the research, year 4 students to demonstrate improvement in their understanding and usage of the Simple Past Tense.

Data Collection Method:

- Observation (field notes)
- Interviews
- Post-intervention test (structured interview)

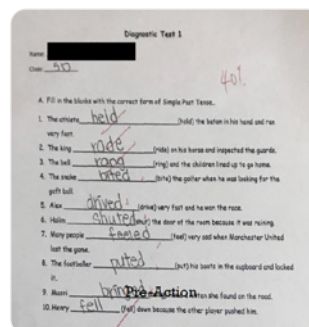
ACTION RESEARCH QUESTIONS

1. Does task-based learning enhance students' understanding and use of the Simple Past Tense?
2. Does task-based learning serve as a motivation for students to learn the Simple Past Tense?

Procedure:

Before introducing the interventions, the teacher administered a pre-intervention test to assess the students' initial levels of knowledge on simple past tense. The results of the test indicated that the students' performance was average.

The action research was carried out over a period of four weeks, allowing for a comprehensive investigation and evaluation of the chosen interventions.



Pre-intervention test sample where students simply added ‘-ed’ to the end of the base words for the verbs

Week 1 - Roleplay

The students were divided into groups and given a role play script. Their task was to modify the dialogues in the script to the simple past tense and then perform the role play in front of the class. This activity aimed to reinforce their understanding and usage of the simple past tense in a practical and interactive manner. By actively participating in the role play, the students had the opportunity to apply their knowledge of verb tense while enhancing their speaking and communication skills.

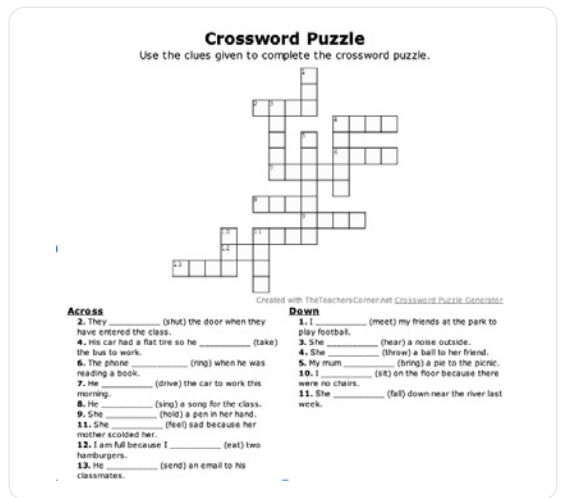


Students were challenged to change the verbs in the script to simple past tense

Week 2 - Puzzle

A quick recap of the simple present tense was conducted with the students. This served as a review of the basic concepts and usage of the present tense in English. To further reinforce their understanding, the students were given a word puzzle to solve. The clues in the puzzle were written in the present tense, and the students were tasked with changing the verbs to the past tense in order to successfully complete the puzzle. This activity provided an engaging and interactive way for the students to practise and apply their knowledge of verb tenses, specifically focusing on the transition from present to past tense.

While the students were actively participating in the puzzle-solving task, the teacher took the opportunity to conduct interviews with some of the students. These interviews allowed the teacher to gain insights into the students' understanding of the lesson and their progress in using the simple present tense.



Students were asked to convert present tense verbs into simple past tense in order to complete the crossword puzzle

Week 3 - Eye Challenge

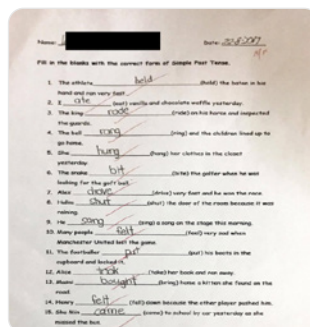
In a group task, students were engaged in an interactive game where they had to identify verbs within a given text and change them to the past tense. The objective of the game was for groups to work together to spot the verbs and quickly transform them to their corresponding past tense form. The group that completed the puzzle in the shortest amount of time emerged as the winners of the game. This activity not only fostered teamwork and collaboration among the students but also provided them with an opportunity to reinforce their understanding of verb tenses, specifically the transition from present to past tense.



Students worked as a team to spot verbs in present tense and convert them into simple past tense

Week 4 - Post action

During week 4, the teacher administered a post-intervention test to evaluate the students' progress and the effectiveness of the interventions that were implemented. The results of the post-intervention test showed significant improvement compared to the previous assessments. The students' performance had noticeably advanced, indicating that they had successfully absorbed and applied the concepts and skills covered during the intervening weeks.

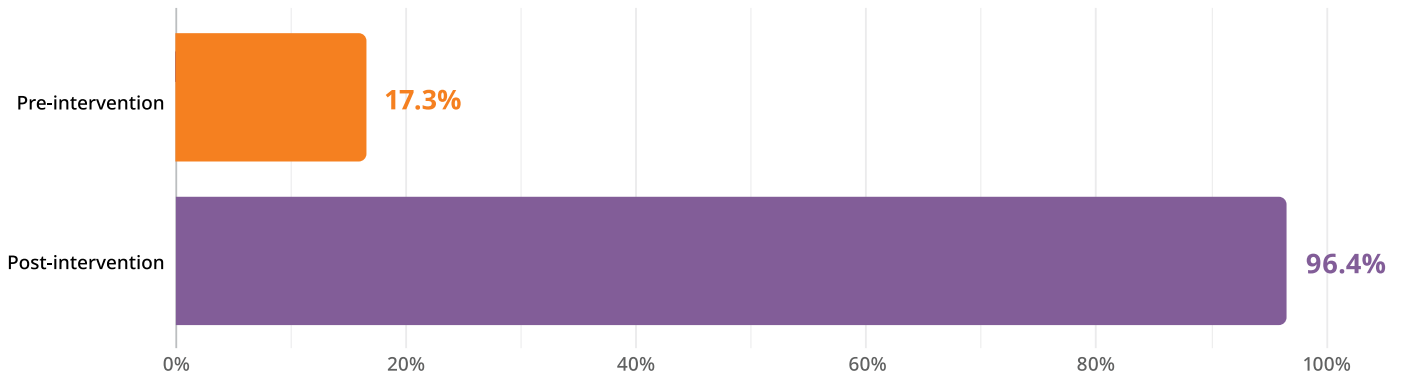


Students' understanding and use of simple past tense was tested in week 4 after the intervention

Data Analysis and Findings:

The teacher’s field notes revealed significant improvements in the students’ performance as evidenced by the pre-action and post-action data. The students’ scores increased from 17.3% in the pre-action phase to an impressive 96.4% in the post-action phase. This indicates a substantial growth in their understanding and application of the targeted concepts.

Students’ mean score pre- and post-intervention



During the role play activity, the students exhibited excitement but also displayed confusion and lack of confidence. This suggested the need for further support and guidance to enhance their comprehension and boost their self-assurance in role play scenarios. Conversely, the puzzle activity witnessed enthusiastic student participation and positive attitudes towards the game. The eye challenge task was similarly received with excitement, with students successfully completing the work despite some needing assistance. These findings highlight the effectiveness of the interventions in fostering engagement, enthusiasm, and learning progress among the students.

Learnings:

In conclusion, the implementation of task-based learning (TBL) in this action research proved to be successful in enhancing Year 4 students’ proficiency in using the Simple Past Tense and fostering their motivation in learning this grammatical concept. The use of interactive and engaging tasks allowed the students to actively practise and apply the Simple Past Tense in meaningful contexts, resulting in noticeable improvements in their language skills. However, the research encountered certain constraints that need to be acknowledged. Firstly, time limitations may have restricted the extent of the interventions and the duration for comprehensive data collection. Secondly, the number of participants involved in the research may have impacted the generalizability of the findings. It is important to note that the research instrument used was an observational checklist, which may have limitations in capturing the full range of student behaviours and language abilities. Despite these constraints, the overall outcomes of the action research highlight the benefits of task-based learning in promoting language acquisition and student engagement.

ACTION RESEARCH G

Integrating Grammar-Learning & Gamification in Improving Pupil's Mastery of Simple Present Tense: The Get Smart 4 Group Gamification. (The GGG)

Khairi Fakhri Bin Fazil, SK Amar Penghulu, Jelevu, Negeri Sembilan

Target Group:

Year 4 (17 pupils)

Background:

SK Amar Penghulu is located in the mountainous rural outpost of Jelevu, Negeri Sembilan with a low enrolment of 113 pupils. The pupil population at this school consists mostly of low-performing to intermediate, representing a mix of abilities. However, what makes this school unique is its diverse composition, with 47% of the pupils belong to the Temuan sub-ethnic group of the Indigenous Orang Asli community. Alongside the Temuan pupils, the remaining 65% of the pupils are Malay. This blend of different backgrounds and experiences creates a vibrant atmosphere, fostering a sense of inclusivity and offering opportunities for cultural exchange and understanding among the pupils. Despite the challenges associated with a small school and mixed abilities, the school in this rural area endeavours to provide a supportive and nurturing environment for all its pupils, celebrating their individual strengths and fostering their overall growth and development.

Challenges:

The pupils faced several challenges when it came to transforming sentences into simple present tense. Firstly, they struggled to orally create simple present tense sentences due to a lack of engaging hands-on practises. Without active involvement and practise, they found it difficult to grasp the concept effectively. Moreover, pupils often lacked the knowledge and understanding of how to transform sentences into simple present tense. They struggled to identify which part of a sentence needed to be converted and became confused about which part of a verb in a sentence required transformation. This lack of clarity hindered their ability to correctly apply the rules of sentence transformation. Additionally, the pupils' difficulties arose from a lack of hands-on practice specifically focused on transforming the part of a verb in a sentence into simple present tense. Without sufficient opportunities to apply this skill, they struggled to develop the necessary proficiency. Addressing these challenges required providing engaging activities, clear explanations, targeted practice, and interactive exercises to enhance their understanding and mastery of transforming sentences into simple present tense.

Vision:

To investigate the effects of the "Get Smart 4 Group Gamification" (The GGG) on pupil's mastery of the present tense, as well as the effect of The GGG on their general wellbeing and engagement in the classroom.

Data Collection Method:

- Pre-intervention test
- Post-intervention test (20 questions on simple present tense)
- Observation notes (wellbeing and engagement)
- Interview (oral feedback and interventions)

ACTION RESEARCH QUESTION

Why are pupils unable to orally create simple present tense sentences accurately?

Procedure:

For the purpose of this study, the data was collected for one cycle only.

To assess the pupils understanding of the simple present tense, a pre-intervention test consisting of 20 questions was administered. However, the results of the test revealed low scores among the pupils. In response, the teacher introduced an intervention known as “The GGG: Get Smart 4” group gamification. This intervention aimed to assist pupils in creating simple present tense sentences orally. The targeted grammar item was effectively learned through the utilization of resources, particularly the Get Smart 4 Interactive Whiteboard CD game. Furthermore, integrating cooperative grouping activities facilitated a more engaging learning experience and enhanced comprehension of the grammar item.

To promote high-order thinking skills (HOTS) and foster a communicative and collaborative learning environment, pupils were required to collaboratively analyse each question as a team before deciding on the answers followed by oral justifications. The questions were from a carousel of interactive touch screen games from the Get Smart 4 Interactive Whiteboard CD, including Camel Race, SkateWords and many more. These games provided an interactive platform for pupils to actively participate and apply their knowledge in an enjoyable manner. By engaging in these games, pupils were able to develop their critical thinking abilities, engage in meaningful communication, and collaborate with their peers to achieve the learning objectives.

During the intervention, the teacher also observed the pupils closely and conducted interviews with a focused group of pupils. These interviews likely served to gather insights and feedback on the effectiveness of the intervention and its impact on the pupils’ learning progress.



Pupils attempted to create simple present tense sentences orally



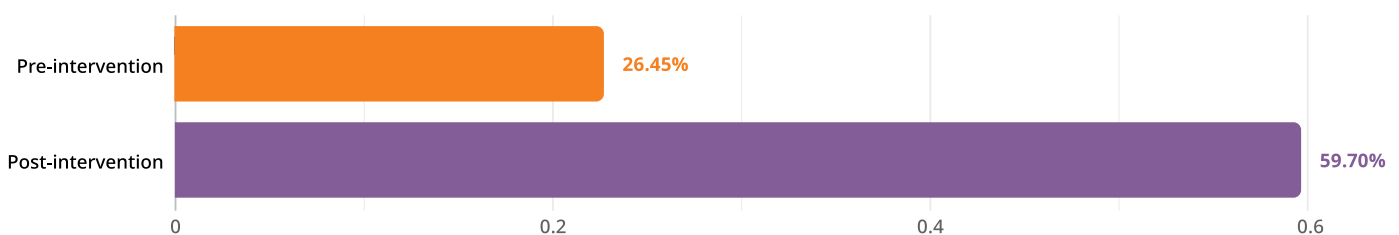
Pupils played interactive touch screen games such as Camel Race, Memory Game to develop their critical thinking abilities

Data Analysis and Findings:

Impact of the GGG

According to the data from the pre-intervention test, post-intervention test, and observation, there was a remarkable 225% increase in post-test performance. This significant improvement was evident in the post-intervention test mean score of 11.94, which was more than twice the pre-intervention test mean score of 5.29. These results indicated a substantial growth in the pupils’ understanding and application of the targeted grammar item.

Pupils’ mean score pre- and post-intervention



Furthermore, according to the teacher’s observation when it came to physical well-being, 78% of the pupils displayed positive signs. This assessment was made based on their body language and physical expressions, suggesting that the majority of pupils were in a positive state of physical health and well-being during the intervention.

Based on the provided data, 31% of individuals exhibited happy and energetic behaviour. A higher percentage, 47%, showed signs of happiness. 17% of individuals had a neutral expression, while only 5% appeared less expressive. Notably, no individuals in the data were dejected or sad, indicating a generally positive emotional state among the group.

Additionally, 68% of the pupils exhibited high levels of engagement with the target language during the intervention. This observation indicated that a significant portion of the pupils actively participated, showed attentiveness, and demonstrated involvement in activities related to the targeted grammar item. The high level of engagement signified that the pupils were actively invested in the learning process and motivated to apply their knowledge in meaningful ways.

Overall, these findings highlighted the effectiveness of the intervention, as evidenced by the substantial increase in post-intervention test performance, positive physical well-being, and high levels of engagement with the target language.

Impact on indigenous learners

Firstly, there was a significant increase of 377% in post-intervention test performance compared to the pre-intervention test mean. This indicates substantial improvement in their learning outcomes. Additionally, 65% of the Indigenous learners displayed positive physical wellbeing, as observed through their body language and physical expressions. This suggests that the intervention has had a positive impact on their overall health and well-being. Moreover, 62.5% of the learners showed high engagement with the target language during the intervention, indicating their active participation and enthusiasm. These findings collectively demonstrate the positive influence of the program on Indigenous learners, leading to improved academic performance, physical well-being, and engagement with the language being taught.

Interview

The interview based on the focused group indicated a highly positive response from the participants. When asked about their enjoyment of playing the game "PLAYING THE GGG," 100% of the participants expressed that they liked playing it. This reflected a strong level of engagement and enjoyment among the group. Additionally, when asked if they felt that playing the game helped them in learning the simple present tense, 57% of the participants believed that it indeed enhanced their learning experience. This indicated a perceived benefit of the game in facilitating language learning. Furthermore, an overwhelming majority of 89% expressed their enthusiasm for playing the game again, showing a desire to continue engaging with the activity. These results collectively demonstrated the high level of satisfaction, perceived learning improvement, and eagerness to continue playing among the participants in the focused group interview.

Learnings:

Upon completing the research, the teacher listed out a few suggestions. According to him, data collection could involve in-depth questionnaires utilising a TAM (Technology Acceptance Model - Davis 1989) based inventory. This would allow for a comprehensive understanding of learners' perceptions and attitudes towards technology and gaming as contributing factors to their learning experiences. Additionally, diagnostics should have been conducted to assess learners' familiarity with technological gadgets and gaming, as these factors could play a significant role in shaping their experiences. As for the sampling methods, researchers could have employed purposive sampling to specifically target Indigenous learners, thus gaining ethnographic insights into their unique indigenous knowledges & perspectives. Alternatively, employing controlled and experimental groups could have provided comparative analyses between different groups of learners. It was recommended to have a sample size of at least 50 participants to ensure statistical strength and enhance the generalizability of the findings. By incorporating these suggestions, future research could have shed more light on the intricate relationship between technology acceptance, gaming, and learning outcomes among diverse learner populations.

ACTION RESEARCH H

Using Graphic Cues to Teach Wh-Questions Among Year 4 Pupils

Nurwirdathinagiha bt. Hamdan, SK Rengit, Batu Pahat, Johor

Target Group:

Year 4 (20 pupils)

Background:

SK Rengit is situated on the outskirts of suburban Rengit, in Batu Pahat. The school has a total of 33 teachers who are responsible for teaching 290 pupils. Among the pupil population, 142 pupils, accounting for 49% of the total enrolment, are Orang Asli Semenanjung pupils, while the remaining 51% are Malays.

Challenges:

The school faced multiple challenges that contributed to the low proficiency level of pupils in the target language of English. Firstly, absenteeism was a persistent issue, with an average annual attendance percentage of around 70%. This irregular attendance hampered consistent learning and practise, impeding the development of language skills. Secondly, there was a lack of vocabulary among the pupils, further hindering their ability to effectively communicate in English. Additionally, the overall proficiency level was notably low, indicating a need for focused language instruction and support. Lastly, there was a notable lack of motivation and confidence among the pupils when it came to using the English language. Addressing these challenges required comprehensive efforts to improve attendance, enhance vocabulary acquisition, foster language proficiency, and boost pupils' motivation and confidence in using English.

Vision:

By the end of the research, the pupils will be able to distinguish the meaning and context of each WH word.

Data Collection Method:

- Pre-intervention test
- Post-intervention test
- Interview
- Pupils' record – remedial instruction analysis
- Attendance record

ACTION RESEARCH QUESTION

What impact does the use of graphic cues have on pupils' understanding and application of WH-Questions?

Procedure:

The research process involved several key components. Firstly, a pre-intervention test was administered to all participants to assess their initial skills and knowledge. The intervention was then implemented in three cycles. In the first cycle, an hour-long lesson was dedicated to introducing the intervention to all participants. Pupils were taught fun clues to remember the Wh question words and the functions.



The hand gesture when someone says the word 'what'.



The letter 'e' resembles a clock, symbolising time.



The two 'e's in this word resembles two eyes looking here and there.



The letter 'o' symbolises a person.



The letter 'o' symbolises a person with the letter 's' as the hand pointing to the letter 'e' which looks like a bag. The little word 'siapa' would trigger the Malay word 'siapa punya'.



The letter 'i' is substituted with the number '1' triggering the Malay word 'mana satu'.

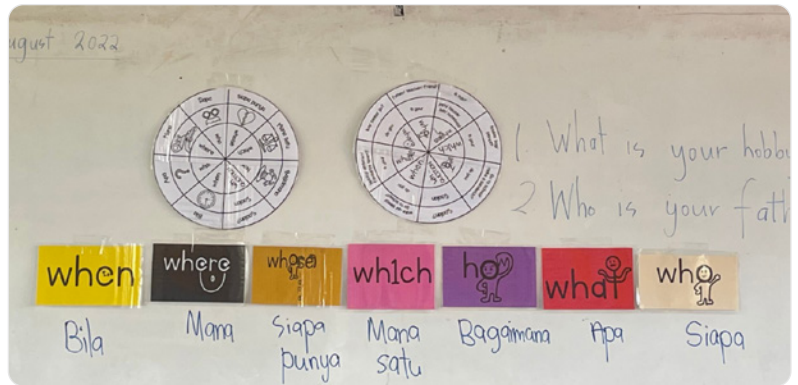


The letter 'o' shows a person with a thinking facial expression. The letter 'w' forms into fingers scratching the head. This is a common gesture when saying the word 'how'.

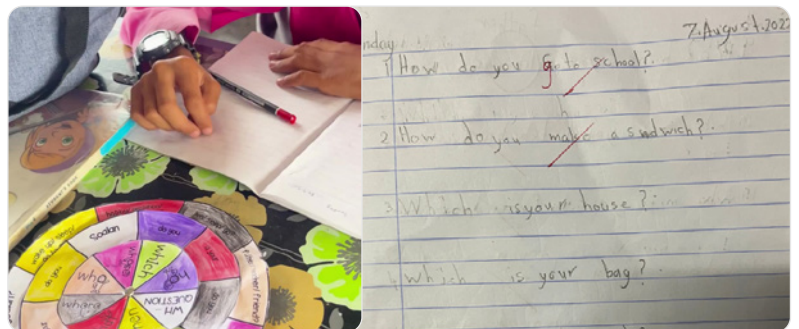
The second cycle specifically targeted the Low A1 remedial pupils, who were the focus of the research, with a 10-minute implementation during their regular lessons.

The third cycle utilised engaging tools such as colourful flashcards and a question wheel.

Following the intervention, a post-intervention test was conducted to measure the participants' progress and improvement. Additionally, interviews were conducted to gather valuable insights and opinions from the participants regarding the intervention. The collected data was analysed, primarily focusing on the Remedial Instruction rubric and attendance records to evaluate the effectiveness and impact of the intervention.



Colourful flashcards and questions wheels help reinforce learning



Student's post-intervention test

Data Analysis and Findings:

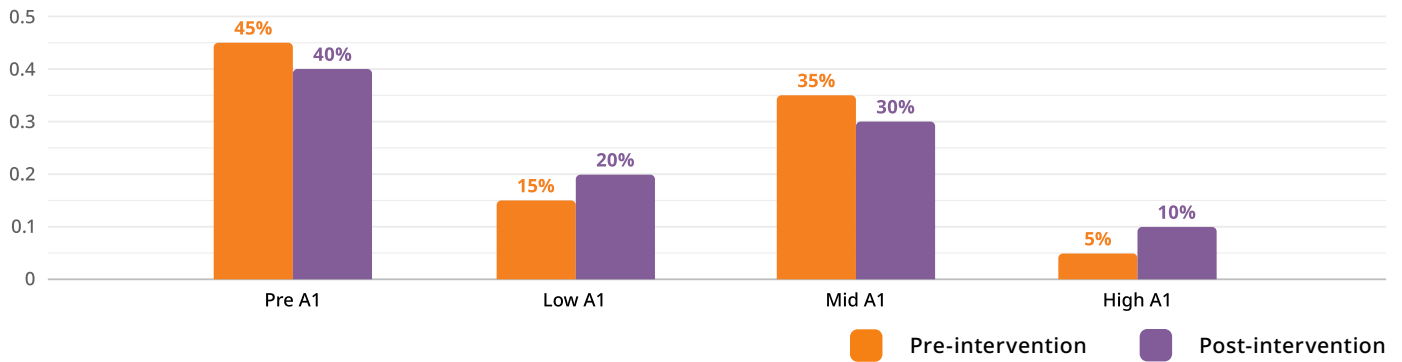
The implementation of graphic cues as a teaching tool for 4 Bijak yielded remarkable results. The attendance rate increased significantly, showing a notable increment of 9.89%. This positive trend could be attributed to the interactive and interesting lessons facilitated through the use of graphic cues. As a result, the pupils exhibited a great interest in coming to school.

Moreover, significant developments and changes were observed in the Remedial Instruction analysis. There was a substantial improvement in both objective and subjective question scores between the pre-intervention test and post-intervention test assessments. This improvement indicated the effectiveness of incorporating graphic cues in enhancing the pupils' understanding and knowledge acquisition.

Feedback from all the participants further reinforced the efficacy of graphic cues in learning. They expressed a preference for the use of graphic cues, as it significantly helped them comprehend the lesson material better. Additionally, they conveyed their desire to continue learning with graphic cues in future lessons.

These outcomes demonstrated the tremendous positive impact of utilising graphic cues as a teaching method for 4 Bijak. It not only increased attendance but also fostered a genuine interest in learning among the pupils, resulting in significant improvements in their performance and a desire for continued use of this approach.

Pupils' remedial instruction CEFR level pre- and post-intervention



Learnings:

The research was aimed at addressing several challenges faced by the participants, including a lack of vocabulary, very low proficiency in English, absenteeism, and a lack of motivation and confidence. These obstacles were hindering their language learning progress.

However, the intervention succeeded in capturing the participants' attention and fostering their interest in learning English. Through interactive and engaging activities, the intervention not only targeted vocabulary development but also worked towards improving their proficiency in English. By providing a supportive and motivating learning environment, the intervention helped boost participants' motivation and confidence in using the language.

While the initial challenges were significant, the intervention played a vital role in addressing them and creating a positive impact on the participants' English language learning journey. It provided them with the necessary tools and support to overcome these obstacles and encouraged them to actively engage in learning, ultimately enhancing their motivation and confidence levels.

Recommendations:

Based on the identified challenges and the success of the intervention, the teacher had offered the following recommendations:

1. Implement a fun element throughout the intervention: Introducing simple games and interactive activities made the learning process more enjoyable and engaging for the participants. Incorporating elements of gamification enhanced their motivation and enthusiasm to learn English.
2. Encourage participants to create their own graphic cues: Providing opportunities for participants to create their own graphic cues allowed them to actively engage in the learning process and be creative. This not only reinforced their understanding of the material but also empowered them to take ownership of their learning journey.

By implementing these recommendations, the intervention further enhanced participants' learning experience, making it more interactive, enjoyable, and personalised. These additions contributed to sustaining their motivation, boosting their confidence, and fostering a positive attitude towards learning English.

ACTION RESEARCH I

Developing Reading Comprehension Skills in Young ESL Learners Through the Use of Think-Pair-Share (TPS) Strategy

Nur Afini Najwa binti Azhar, SK Bandar Baru Sri Damansara 2

Target Group:

Year 4 (12 pupils)

Background:

Sk Bandar Baru Sri Damansara 2 is located at Jalan Cempaka Sd 12/2, Bdr Sri Damansara, Petaling Jaya, with 471 pupils. The majority of the school enrolment, comprising 452 pupils (96%), consists of Malay pupils, while 15 pupils (3%) are of Indian pupils, and the remaining 2 pupils (1%) belong to other races.

Challenges:

The pupils in SK Bandar Baru Sri Damansara 2 faced a few challenges. One of these challenges was a lack of interest in the target language among the pupils. When pupils lacked enthusiasm and motivation to learn the language, it became challenging for the teacher to create an engaging and effective learning environment. Another obstacle was the lack of pupils' participation during the lesson. If pupils were not actively involved in the learning process, it delayed their ability to practise and apply the language skills being taught. Additionally, difficulty in reading comprehension presented a significant challenge. If pupils struggled to understand the reading material and could not identify the meaning of the text, it became difficult for the teacher to facilitate their language development effectively.

Vision:

By the end of this project, pupils will be able to develop their reading comprehension skills for the subject.

Data Collection Method:

- Test administration
- Interview
- Observation

ACTION RESEARCH QUESTION

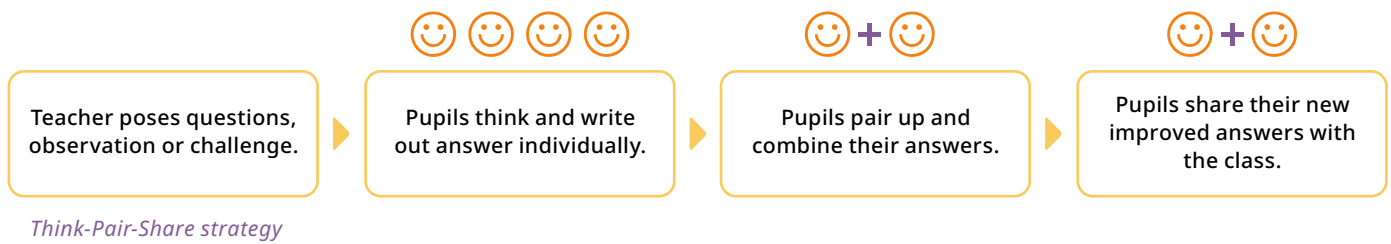
How can the use of the Think-Pair-Share (TPS) strategy be effective in developing reading comprehension skills in young ESL learners?

Procedure:

The instructional process was initiated by the teacher through a pre-intervention test administered using a comprehension text. The results of the test revealed average to low scores among the pupils.

In response, the teacher introduced the Think Pair and Share (TPS) intervention. In TPS, the teacher began by posing questions, observations, or challenges to the pupils. Individually, the pupils thought and wrote down their answers. Following this, they were paired up with another classmate to engage in discussion.

During this discussion, the pupils shared their individual answers and collaborated to determine the best response for each question. Subsequently, they presented their improved answers to the whole class. This method fostered a comprehensive understanding of reading comprehension among the pupils.



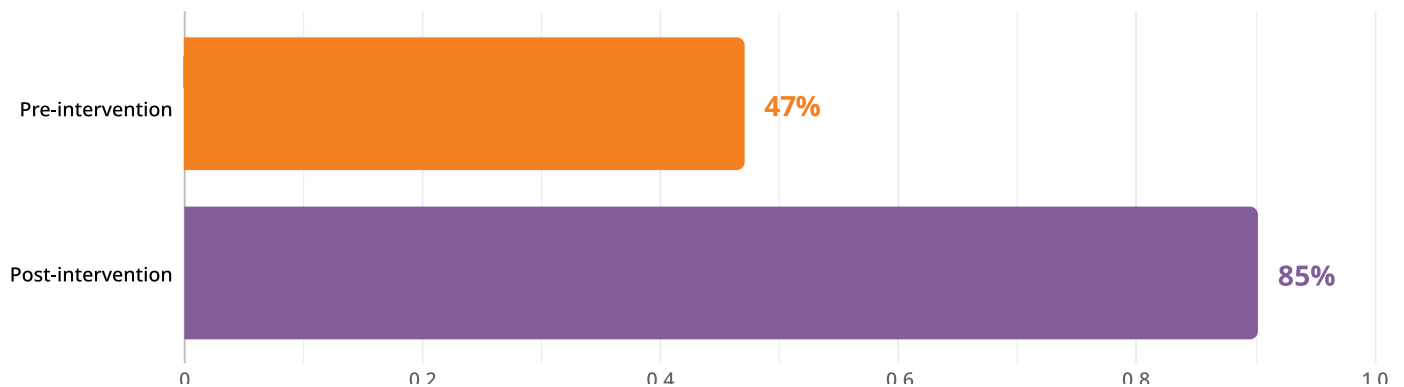
To practise this approach, the pupils were given several reading comprehensions. While the pupils were engaged in discussion, the teacher made observations.

Once the activity was done, the teacher conducted a post-intervention test and interviews to gather feedback from the pupils. These measures were implemented to evaluate the effectiveness of the intervention and gain valuable insights from the pupils themselves.

Data Analysis and Findings:

The research findings indicated a significant improvement in pupils' performance after the intervention using the teaching strategy. Prior to the intervention, the pre-intervention test scores showed that the pupils scored 47%. However, following the implementation of the strategy and the post-intervention test, the pupils' scores increased to 85%. This demonstrated a remarkable improvement in their understanding and mastery of the subject matter.

Pupils' mean score pre- and post-intervention



Moreover, the teacher conducted interviews with the pupils to gather their perspectives on the lesson and the teaching strategy. The pupils expressed positive feedback during the interviews. They reported that they found the lesson engaging and had a good understanding of the text. Additionally, the pupils acknowledged that the teaching strategy was instrumental in helping them comprehend the text better. Importantly, all pupils expressed their desire for the teacher to continue using the strategy in future lessons.

Furthermore, the observation conducted post-intervention corroborated the positive findings. The results of the observation indicated that the strategy was being implemented effectively, resulting in improved pupil engagement and performance. Overall, the research findings highlighted the effectiveness of the teaching strategy in enhancing pupils' understanding and learning outcomes, as evidenced by the substantial increase in test scores, positive pupil feedback, and successful classroom observations.

Learnings:

According to the teacher's SWOT analysis, there were several strengths associated with the strategy being discussed. Firstly, it provided a comfortable environment for pupils to work through new skills and explore their ideas, promoting a positive and conducive learning atmosphere. Additionally, the strategy helped to alleviate the teacher's burden during teaching and learning sessions, making the process more manageable. Moreover, it was noted that this approach was useful for all levels and class sizes, indicating its versatility and adaptability. However, there were also weaknesses to consider. One of the weaknesses was that the strategy had to be paired with someone the pupils had a good relationship with. This suggested that the success of the strategy relied on pre-existing connections between pupils. Furthermore, it was emphasised that the pairs could not be arranged without asking for their consent, highlighting the need for active participation and agreement from the pupils involved.

Moving on to the opportunities, it was suggested that incorporating more Higher Order Thinking Skill (HOTS) questions during the Think-Pair-Share (TPS) strategy could enhance its effectiveness. This would encourage pupils to engage in critical thinking and problem-solving, leading to deeper learning experiences. Additionally, the strategy could be implemented by pairing up pupils of different proficiency levels, providing an opportunity for peer learning and support.

However, there were potential threats to the strategy's success. One such threat was the presence of pupils with introverted behaviour who might be too shy to communicate effectively with their partner. This could hinder their active participation and engagement during the TPS sessions, impacting the overall effectiveness of the strategy.

ACTION RESEARCH J

Adjective Blog

Punitha A/P Selvarajoo, SK Bandar Baru Sri Damansara 2, Petaling Jaya

Target Group:

Year 5 (31 pupils)

Background:

Sekolah Bandar Baru Sri Damansara 2 is located at Jalan Cempaka Sd 12/2, Bandar Baru Sri Damansara, Petaling Jaya, with 471 pupils. The majority of the school enrolment, comprising 452 pupils (96%), consists of Malay pupils, while 15 pupils (3%) are of Indian pupils, and the remaining 2 pupils (1%) belong to other races.

Challenges:

The teacher has identified several challenges faced by the pupils in their language learning journey. First, there is a lack of vocabulary, which means that the pupils have a limited understanding of words and their meanings. Second, the pupils exhibit low proficiency in the language, encompassing aspects such as grammar, pronunciation, and fluency. This lack of skill and competence can make it difficult for them to communicate effectively. Lastly, the pupils have limited usage of the language outside the classroom, resulting in a lack of exposure and practise in real-life contexts. This hampers their overall language development. Many pupils feel more comfortable conversing in their mother tongue, leading to less exposure and practise in English.

Vision:

By the end of the research, pupils will be able to identify the adjectives and use the adjectives to describe the nouns.

Data Collection Method:

- Pre-intervention test
- Post-intervention test
- Interview
- Pupils record

ACTION RESEARCH QUESTIONS

1. How does the adjective “blog” influence pupil’s comprehension and usage of adjectives in relation to nouns?
2. What impact does the adjective blog have on pupils’ understanding and use of adjectives with nouns?

Procedure:

The teacher began the instructional process by engaging in a pre-intervention activity, which involved conducting interviews with the pupils. The questions centred around their views on the English subject, their perceived level of ease in learning English, their preference for English or Malay storybooks, and how frequently they use the English language in their daily lives.

Interview Questions:

- Do you like English subject?
- Do you think English is easy to learn?
- Do you prefer reading English or Malay storybooks?
- Do you have any opportunity to use English in everyday life?

Following the interviews, a pre-intervention test was administered to assess the pupils' understanding of adjectives, which revealed poor scores and minimal comprehension of adjective concepts and functions.

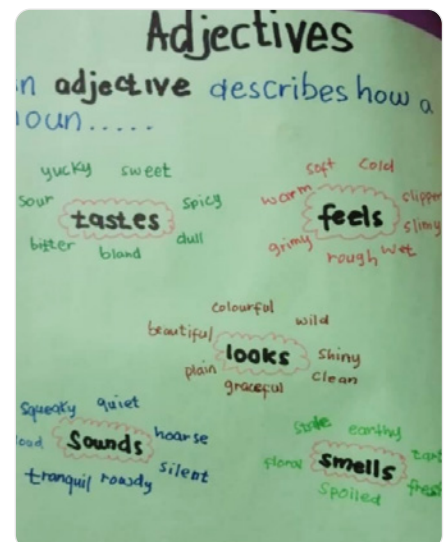
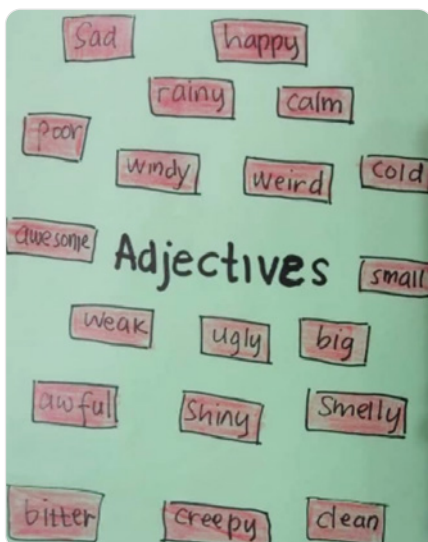
To address this, the teacher employed visual aids, utilising a picture race activity to explain adjectives. This approach proved beneficial as it enabled pupils to connect the logic of adjectives with the corresponding visual representations.

The first subsequent activity involved the pupils working in groups to create an adjective blog, which included definitions, examples, and descriptive pictures to reinforce understanding of adjectives and their functions.

In addition to the blog project, the teacher organised peer coaching sessions, inviting colleagues to observe the pupils and provide feedback on their progress. The purpose of the peer coaching was to enhance pupils' comprehension of adjectives.



Visual aid used by the teacher to explain adjectives



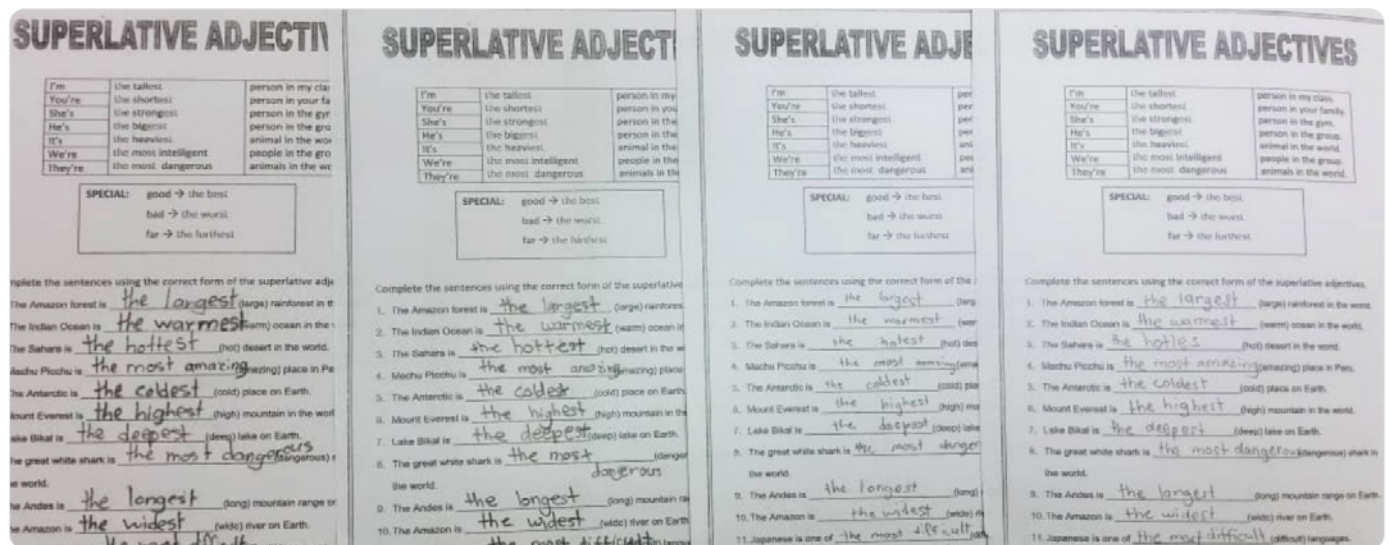
Pupils worked in groups to create adjective blogs, where they included definitions, examples, and descriptive pictures to reinforce their understanding of adjectives

Upon completion of the implementation phase, the pupils were assessed through a post-intervention test on adjectives, which they performed significantly better on.

To gather further insights, a post-intervention interview was conducted, seeking pupils' opinions on learning adjectives through songs, the effectiveness of the picture race activity in understanding comparative adjectives, and the impact of peer coaching on their understanding of adjectives.

Interview questions:

- Do you like learning adjectives using songs?
- Do you think the picture race activity helped you understand more about comparative and superlative adjectives?
- Do you think peer coaching helped you in understanding the adjective more clearly?



Pupils showed major improvement in a post-intervention test

Data Analysis and Findings:

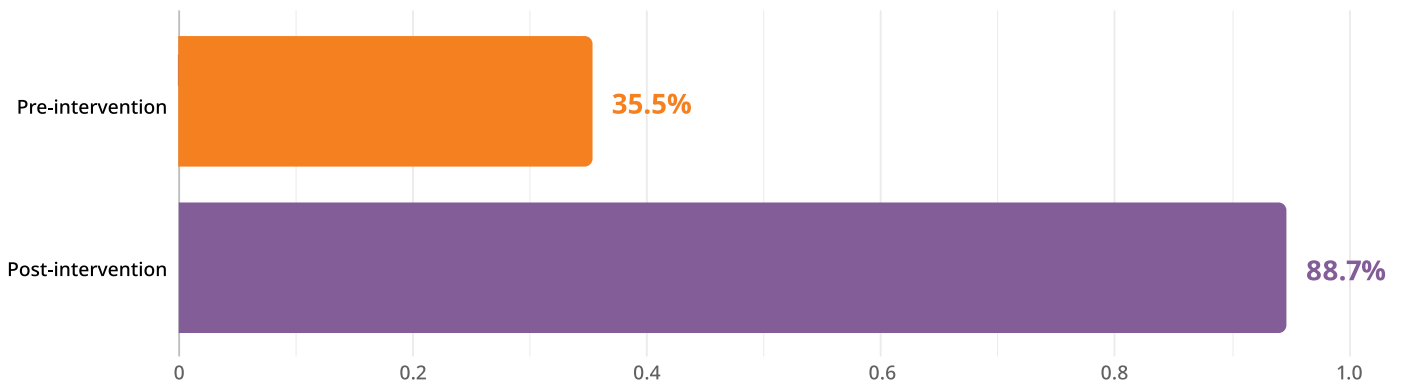
The initial pre-intervention test scores of the 31 pupils tested were significantly low, indicating a limited understanding of adjectives. However, after the implementation of interventions and instructional activities, the post-intervention test results showed a remarkable improvement in their performance.

The pupils' marks improved from 35.5% to 88.7%, suggesting that the interventions effectively addressed their learning needs and facilitated a deeper understanding of the topic. This positive outcome indicated the success of the teacher's strategies, such as using pictures to explain concepts, engaging pupils in group projects like creating an adjective blog, and conducting peer coaching sessions. The interventions helped the pupils grasp the material more comprehensively and resulted in a significant increase in their overall academic performance.

Furthermore, the pupils' feedback during the post-test interviews echoed the positive impact of the interventions. Many pupils expressed appreciation for the use of visual aids, particularly the picture race activity, which helped them relate adjectives to concrete representations and made the learning process enjoyable. The group project of creating the adjective blog also received favourable reviews, with pupils finding it both fun and informative. The peer coaching sessions were highlighted as valuable opportunities for receiving personalised feedback and improving their understanding of adjectives.

In conclusion, the combination of well-planned interventions, engaging instructional activities, and peer coaching proved to be highly effective in enhancing the pupils' grasp of adjectives. The substantial improvement in post-intervention test scores, coupled with positive pupils' feedback, clearly indicated the success of the teacher's strategies in addressing the initial challenges and promoting a deeper understanding of the subject. These results reinforced the importance of employing diverse teaching methods to cater to different learning styles and further encouraged the use of interactive and pupil-centred approaches to maximise learning outcomes.

Pupils' mean score pre- and post-intervention



Learnings:

Throughout the action research, several key learning points emerged. One notable strength was that the pupils demonstrated a solid understanding of adjectives and the associated rules when they engaged in the creation of the adjective blog. This activity effectively reinforced their comprehension and allowed them to apply their knowledge in a practical manner. Another strength observed was the positive impact of peer coaching on the pupils' learning experience. It facilitated an easier grasp of the concepts and fostered a supportive learning environment.

However, a weakness that surfaced was that some pupils struggled with differentiating between comparative and superlative adjectives. This confusion indicated the need for further clarification and targeted instruction in this specific area.

On the bright side, the action research revealed promising opportunities. The pupils displayed a genuine interest in learning, actively participating throughout the lessons. This enthusiasm created an environment conducive to effective learning and knowledge retention. Furthermore, the pupils acquired the ability to effectively describe nouns using adjectives, expanding their language skills and enhancing their overall linguistic competence.

Nevertheless, there were also threats identified during the research. Some pupils relied heavily on their peers to complete the adjective blog without making meaningful contributions themselves. This dependency hindered individual growth and could impede the development of crucial skills such as independent thinking and accountability.

ACTION RESEARCH K

Dictionary Skills and Reading Comprehension

Siti Rubiah binti Mohd Yusope, SK Bandar Baru Sri Damansara 2

Target Group:

Year 4 (12 students)

Background:

SK Bandar Baru Sri Damansara 2 is a school situated in Petaling Jaya, Selangor. With an enrolment of 471 students, the majority, about 96%, are Malays, predominantly from the B40s socioeconomic group. One of the challenges faced by the school is the low proficiency in English among its students. Efforts are being made to address this issue and improve English language skills, as it is an essential tool for communication and future success.

Challenges:

SK Bandar Baru Sri Damansara 2 students faced several challenges, one of which was their low proficiency in English. This issue was primarily attributed to the limited usage of English both at school and at home. Many students felt more comfortable communicating in their mother tongue, which led to less exposure to English language and usage. The lack of English immersion and opportunities for practising the language outside of the classroom setting further contributed to the low proficiency levels.

Vision:

By the end of the research, students will be able to answer comprehension questions, and true/false questions on the story read better.

Data Collection Method:

- Pre-intervention test
- Post-intervention test
- Observation
- Students record - CBA

ACTION RESEARCH QUESTION

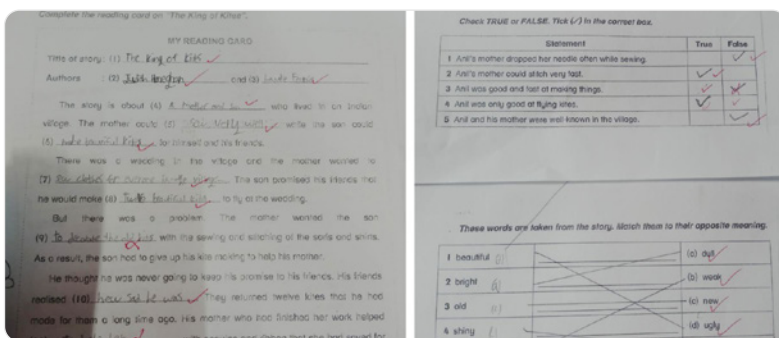
How do I improve my Year 4 Dahlia students' reading comprehension through dictionary skills?

Procedure:

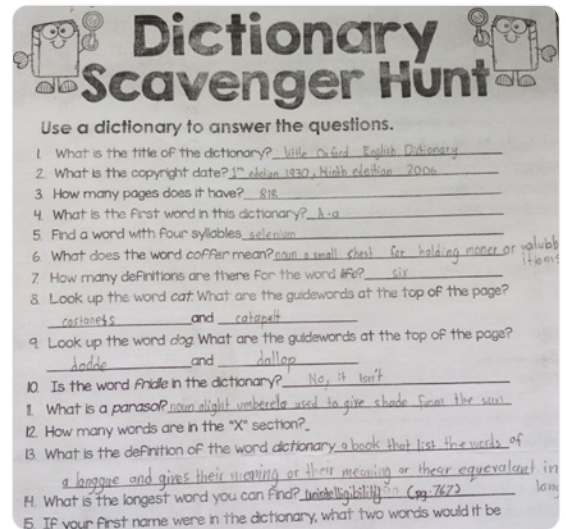
Activity 1

Prior to the lesson, a pre-intervention test was conducted by the teacher to evaluate the students' reading comprehension skills. The results indicated an average level of understanding. To address the students' limited vocabulary knowledge, the teacher introduced dictionary skills during the lesson.

As part of the activity, the students were given a dictionary scavenger hunt task, where they had to utilise the provided dictionaries to find answers to a set of questions. This activity aimed to enhance their vocabulary understanding and familiarity with dictionary usage.



Students did a reading comprehension as the pre-intervention test

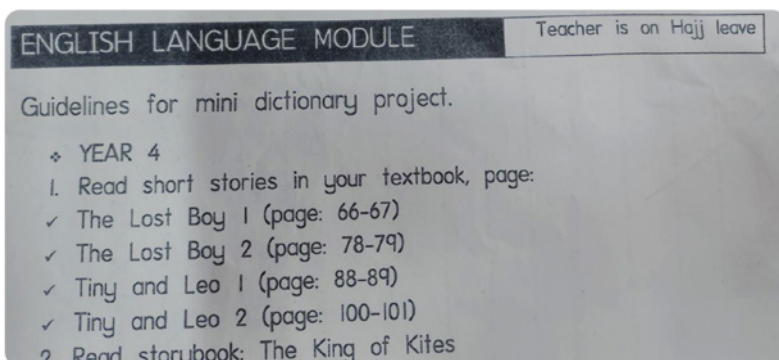


Students used a dictionary to complete the scavenger hunt as part of the pre-intervention activity

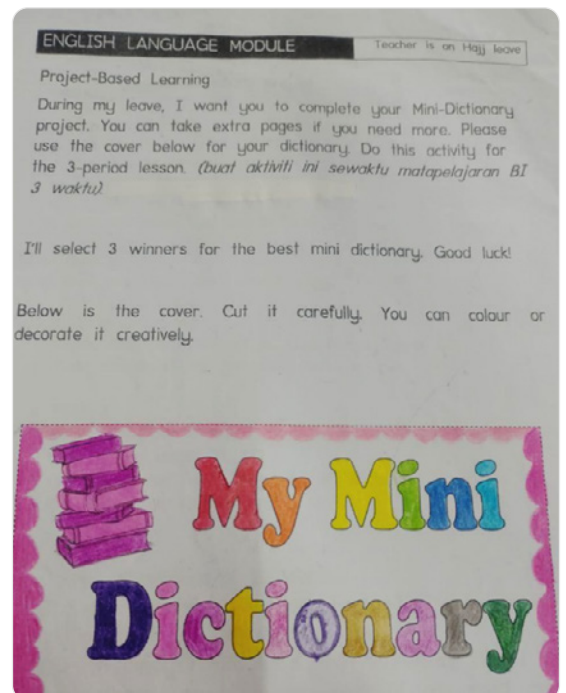
Activity 2

Since the teacher was on Hajj holiday, she prepared an English module for the students to work on independently. As part of project-based learning (PBL), the students were tasked with creating a mini dictionary.

They were given specific guidelines to follow to complete the project successfully. With the help of the guidelines, the students successfully designed their own mini dictionaries.



Students were given clear guidelines by the teacher to create a mini dictionary



Student's mini dictionary

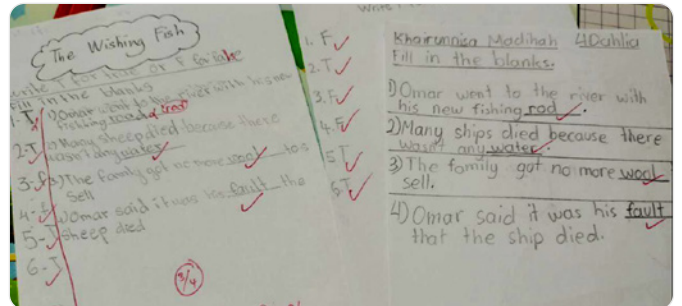
After the completion of the activities, the students were administered a post-intervention test to assess their understanding. The test consisted of true or false questions based on the story "Wishing Fish," which the students had to refer to in order to answer the worksheet.

Furthermore, the students were given a written task where they had to fill in the blanks with the appropriate words. (Pic 4.3)

In addition to the written test, a verbal test was conducted, whereby the students wrote down the words spoken by the teacher and then displayed their answers to the entire class. These post-tests aimed to evaluate the students' comprehension and vocabulary, and skills acquired throughout the lesson. (Pic 4.1 & 4.2)



Students did some fun and engaging comprehension exercises



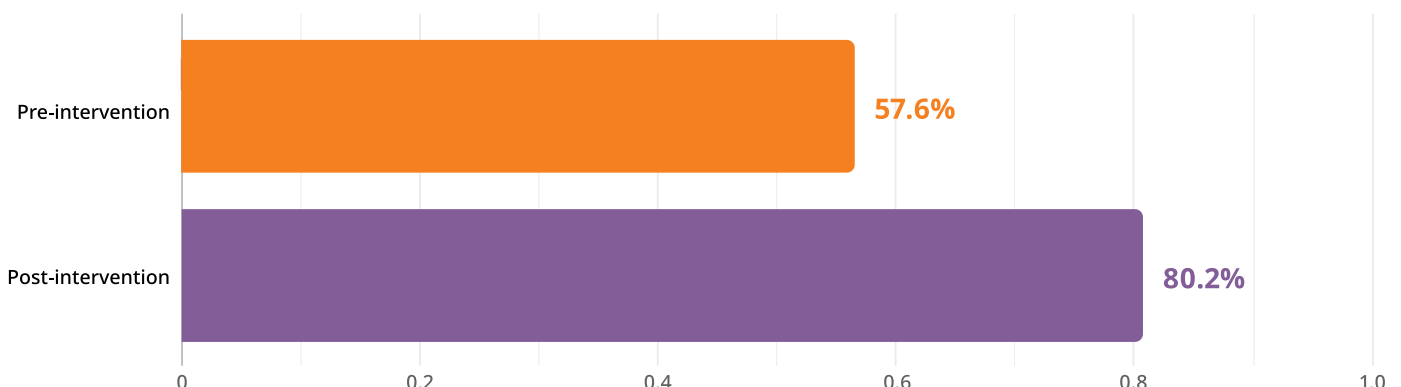
Students were given a written post-intervention test

Data Analysis and Findings:

The findings of the study suggested that the incorporation of dictionary skills had a positive effect on the students' reading comprehension abilities. The initial pre-test results showed an average level of understanding among the students. However, following the implementation of dictionary skills during the intervention activities, the post-verbal and post-written tests exhibited improved performance. The students demonstrated better comprehension and understanding of the reading material after engaging in the dictionary-related activities. These results indicated that the intervention positively influenced the students' ability to answer reading comprehension questions effectively.

Prior to the intervention, the 12 students received a score of 57.6% on the assessment test. The average score on the two post-tests (verbal and written) after the intervention was 80.2%.

Students' average scores pre- and post-intervention



Learnings:

During the research, the students not only gained knowledge about word meanings but also discovered other valuable aspects. Based on the feedback provided by the students who participated in the Dictionary Scavenger Hunt activity, they highlighted additional benefits they had derived from the experience. Firstly, they mentioned that apart from understanding word meanings, they had also learned the past tense forms of verbs. This indicated that the activity had helped them expand their knowledge of grammar and verb conjugation. Additionally, the students expressed that they had been able to identify the types of words, such as nouns, verbs, and adjectives. This suggested that the activity had facilitated their understanding of word classifications and had enhanced their overall language awareness. Overall, the students' feedback demonstrated that the Dictionary Scavenger Hunt activity had not only improved their vocabulary but also expanded their understanding of grammar and word categorisation.

ACTION RESEARCH L

Using '1 Versus 1+1' Table to Improve the Use of Subject-Verb-Agreement (Simple Present Tense)

Theva Sangiri A/P Tanabalam, SK Bandar Utama Damansara

Target Group:

Year 5 (20 students)

Background:

Sekolah Kebangsaan Bandar Utama Damansara is situated in the urban area of Petaling Jaya. The school has a total enrolment of 144 students and a teaching staff of 21 teachers. An interesting demographic aspect is that 80% of the student enrolment consists of Indonesian students, while the remaining 20% are Malaysian students.

Challenges:

In Sekolah Kebangsaan Bandar Utama Damansara, students faced significant challenges related to mother tongue influence, vocabulary limitations, and lack of confidence in using English. The majority of students came from an Indonesian background, where their native language held a strong influence. Consequently, English became their third language, resulting in lower proficiency levels. This mother tongue influence impacted their language acquisition and overall English proficiency. Furthermore, students struggled with a limited vocabulary, which hampered their comprehension and communication skills. Additionally, many students lacked confidence in using English, often due to fear of making errors or feeling self-conscious.

Vision:

By the end of the research, students will be able to write the correct Subject-Verb-Agreement (Simple Present Tense).

Data Collection Method:

- Pre-intervention test
- Post-intervention test
- Interview
- Teacher's observation

ACTION RESEARCH QUESTION

How do I improve the use of Subject-Verb-Agreement (Simple Present Tense) among the students using the '1 versus 1+1' table?

Procedure:

In the initial phase of the teaching intervention, the teacher conducted interviews with the students to gain insights into their attitudes towards English and grammar. Some students expressed a liking for English while others did not. When discussing grammar, students perceived it as challenging due to the multitude of rules and its differences from the Malay language. In terms of preferred learning methods for grammar, students mentioned songs, numbers, and games.

Interview questions: (Pre- Action Interview)

- Do you like English?
- What do you think about grammar?
- How do you prefer to learn the rules of grammar?
- Can you tell when to add 's' for the verb (Simple Present Tense)?

Following the interviews, a pre-intervention test on the simple present tense was administered, revealing a significant lack of understanding among the students. To address this, the teacher introduced the "1 versus 1+1" table method.

Through this activity, students learned to number nouns and matched them with the correct verb form, such as 's', 'es', or 'ies', based on whether the noun was singular or plural.

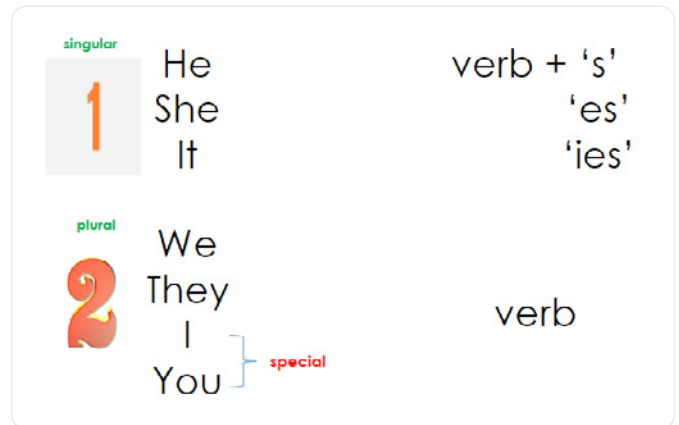
Students were engaged in quick exercises on the whiteboard and also participated in online quizzes to reinforce their learning.

After the intervention, students received the post-intervention test to further practise their skills. The teacher observed that students successfully utilised the numbering system, marking nouns with '1' or '2' to identify the appropriate verb form.

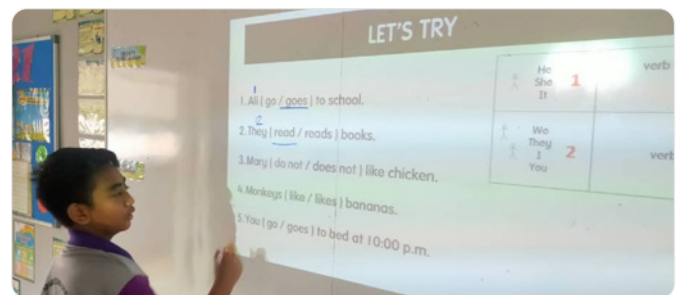
Finally, upon completing the post-intervention test, the teacher conducted an interview, and all students acknowledged that the numbering system significantly helped them add 's' to verbs in the simple present tense. They found the "1 versus 1+1" table method easy to remember, enjoyable, and effective in distinguishing between singular and plural subjects and verbs. Overall, the students expressed a positive perception of the intervention, highlighting its effectiveness in aiding their understanding of the use of 's' for verbs in the simple present tense.

Interview Questions:

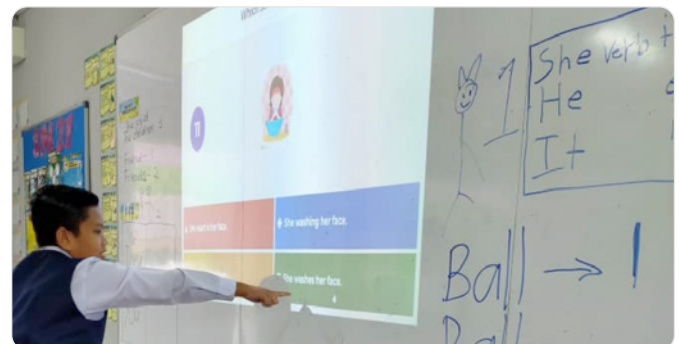
- Does the numbering system help you to add 's' to the verb when using Simple Present Tense?
- How do you feel when you use the '1 versus 1+1' table?
- Does it help you to understand the use of 's' for the verb (Simple Present Tense)?



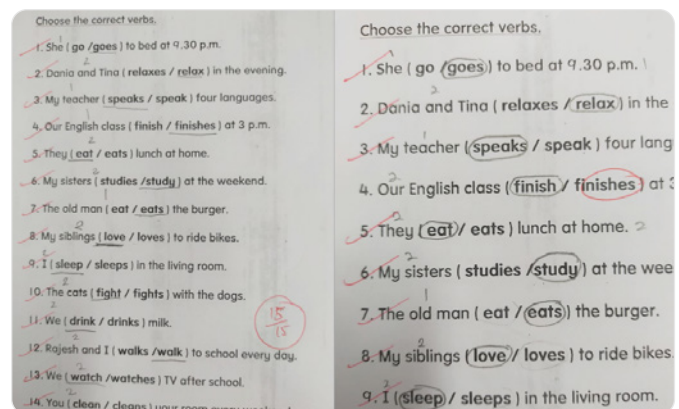
The 1 versus 1+1 table method helps students learn to number nouns and match them with the correct verb form



Students trying to answer simple present tense questions by using the 1 versus 1+1 table method



Students participating in online quizzes

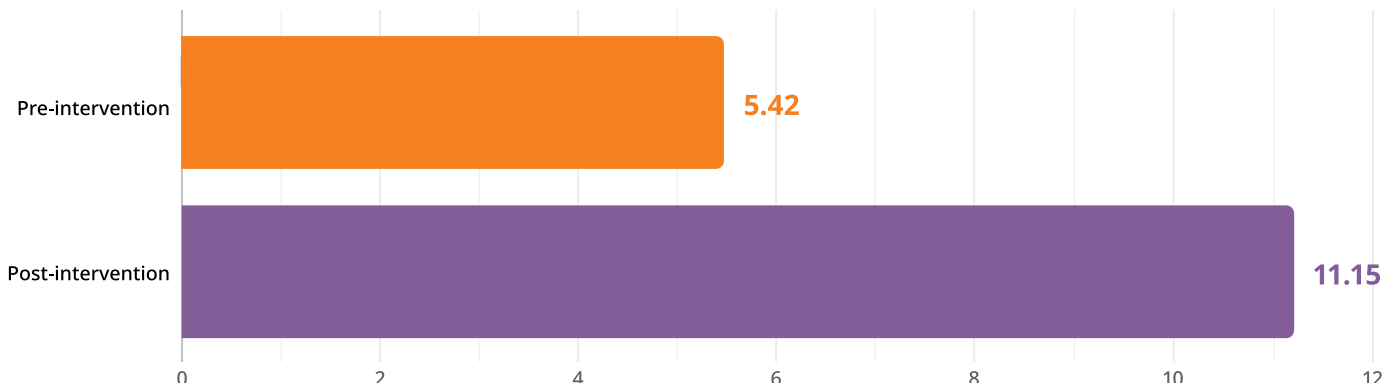


Students using the numbering method marking nouns with '1' or '2' to identify the correct answer in the worksheet given

Data Analysis and Findings:

The findings of the study indicated that the implementation of the '1 versus 1+1 table' method had a positive impact on students' use of 's' in Subject-Verb-Agreement (Simple Present Tense). The results of the post-test showed a significant improvement compared to the pre-test. The mean score for the pre-test was 5.42, while the mean score for the post-test increased to 11.15. This signified an improvement of 5.73 in test scores following the intervention. These results strongly suggested that the '1 versus 1+1 table' approach effectively enhanced students' understanding and usage of 's' in Subject-Verb-Agreement (Simple Present Tense).

Students' mean scores pre- and post-intervention



Learnings:

Throughout the action research, several key learning points emerged. One notable strength was that students demonstrated a strong understanding of the rules of the simple present tense when the '1 versus 1+1 table' method was employed. They found the lessons to be fun and meaningful, which enhanced their engagement and comprehension. Additionally, the students showed a genuine interest in learning, actively participating throughout the lessons, and displaying a solid understanding of the simple present tense rules.

However, a weakness was identified in that some students struggled to understand the '1 versus 1+1 table' concept when a stickman was used. For weaker students, the use of pictures might be beneficial in helping them grasp the rules of the simple present tense more effectively. It was also important to be aware that students might tend to forget the rules when they were learning other grammatical concepts, which posed a potential threat to their retention and application of the simple present tense rules.

These insights highlighted the need for instructional strategies that catered to different learning styles and ongoing reinforcement of the simple present tense rules to ensure a deeper and lasting understanding among students.

ACTION RESEARCH M

Using Whack-A-Mole Digital Game to Improve Year 4 Pupils' Ability to Identify Simple Past Tense

Wafa Irdina Iman binti Azham, SK Bandar Baru Sri Damansara 2

Target Group:

Year 4 (4 pupils)

Background:

SK Bandar Baru Sri Damansara 2 is situated at Jalan Cempaka SD 12/2, Bandar Sri Damansara, Petaling Jaya. The school has a total of 471 pupils, with the majority, around 97%, being Malay pupils. Indian pupils make up approximately 3% of the pupil population, while the remaining 1% comprises pupils from other races.

Challenges:

Some of the pupils at SK Bandar Baru Sri Damansara 2 faced several challenges that affected their English proficiency. Firstly, they exhibited a reluctance to use English in their communication. This may have stemmed from a lack of confidence or limited exposure to English-speaking environments. Secondly, these pupils lacked knowledge in certain subject matters, which could have impacted their ability to comprehend and express themselves effectively in English. Lastly, traditional teaching methods might not have engaged these pupils, resulting in boredom and disinterest in English language learning.

Vision:

By the end of the research, pupils will be able to identify simple past tense.

Data Collection Method:

- Pre-intervention test
- Post-intervention test
- Interview
- Teacher's observation

ACTION RESEARCH QUESTION

How does using a Whack-A-Mole digital game enhance year 4 pupil's ability to identify the simple past tense?

Procedure:

As part of the research, the teacher selected four pupils with the lowest marks, who demonstrated low to average English proficiency. The research began with an interview conducted by the teacher to gauge their understanding of the simple past tense.

Following the interview, a pre-intervention test was administered to assess their initial knowledge and skills.

After completing the pre-intervention test, the teacher proceeded to explain the rules and functions of the simple past tense. To engage the pupils in a fun and interactive learning experience, the teacher introduced them to a digital game called “Whack-a-Mole”. In this game, pupils had to identify and “whack” the incorrect tense verb.

During the first round of the game, the teacher used a list of simpler verbs to ensure comprehension and build confidence. Once the pupils completed the first cycle successfully, they progressed to the next level, which included more advanced simple past tense verbs.

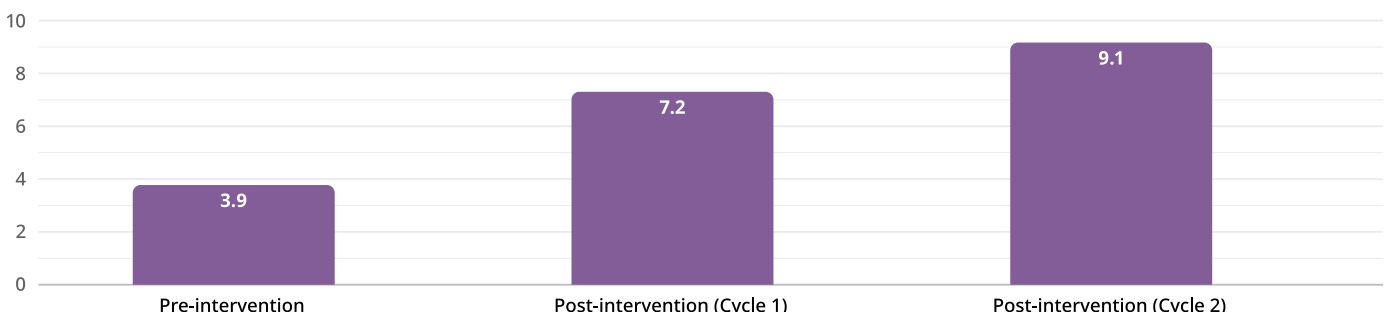
Following the game activity, the pupils were given a post-intervention test that contained questions related to the simple past tense. While the pupils attempted the test, the teacher observed their progress and understanding as they worked on the worksheet.

Data Analysis and Findings:

The data analysis and findings from the study provided strong evidence supporting the effectiveness of the Whack a Mole digital game in improving pupils’ understanding of the simple past tense. The post-intervention test results demonstrated a significant improvement in pupils’ performance compared to their initial pre-intervention test scores. This indicated that the implementation of the game successfully enhanced pupils’ comprehension and usage of the simple past tense.

The pupils’ average pre-intervention test score was 3.9. Following the intervention, pupils scored 7.2 in cycle 1 and 9.1 in cycle 2 of the activity.

Pupils’ average scores pre- and post-intervention



Learnings:

Before the intervention, the participants displayed a lack of confidence in answering questions related to the simple past tense. They had limited to no knowledge about this grammar concept and struggled with comprehension. Furthermore, they exhibited a lack of collaboration and communication skills, hindering their ability to effectively work together. The pre-intervention assessment revealed that some participants achieved very low marks, indicating their difficulty in grasping the concept.

However, after the intervention, a noticeable transformation was observed. The participants showed increased confidence in answering questions and applying the simple past tense. They acquired a better understanding of the grammar structure through the intervention activities. Additionally, the intervention fostered the development of collaboration and teamwork skills among the participants, enabling them to engage in effective group work and communication.

The post-intervention assessment demonstrated significant improvement, with participants achieving higher average marks compared to their pre-intervention scores. This positive outcome indicated the effectiveness of the intervention in enhancing the participants' comprehension and proficiency in the simple past tense, as well as their overall language skills and collaborative abilities.

Overall, the intervention had a transformative impact on the participants. Their increased confidence, improved knowledge of the simple past tense, development of collaboration and communication skills, and higher marks collectively underscored the success of the intervention in promoting language learning and fostering a supportive learning environment.

ACTION RESEARCH N

The Difficulties in Reading the Sight Words Among the 4 Gigih Pupils

Mohd. Redzuan bin Razali, SK Seri Jasa Sepakat, Batu Pahat, Johor

Target Group:

Year 4 (10 pupils)

Background:

Sekolah Kebangsaan Seri Jasa Sepakat, which opened in the middle of 1950, is a rural school with a total of 57 pupils. It has a small teaching staff comprising only 10 teachers. Due to its low pupil population, the school falls under the category of SKM (Sekolah Kurang Murid).

Challenges:

Sekolah Kebangsaan Seri Jasa Sepakat faced several challenges that impacted both teachers and pupils. The limited number of teachers in the school, coupled with the need to fulfil other school programs, created time constraints and made it difficult to provide individualised attention to pupils. Additionally, as English was a second language for the pupils, who primarily spoke Bahasa Melayu, there were challenges in understanding and communicating effectively in English. The pupils also struggled with differentiating letters and their corresponding sounds, leading to decoding problems, as well as a lack of vocabulary and confidence. Furthermore, phonological and phonemic awareness issues affected their reading and spelling abilities.

Vision:

At the end of the research, the pupils will be able to read the sight fluently, confidently and correctly.

Data Collection Method:

- Pre-intervention test
- Post-intervention test
- Observation
- Interview

ACTION RESEARCH QUESTION

Can the pupils read the sight words confidently?

Procedure:

To commence the research, the teacher conducted a pre-intervention test and observed the pupils' poor performance, primarily due to their limited vocabulary and unfamiliarity with numerous English words. In response, the teacher introduced an intervention strategy employing the reading proficiency tool, which focused on teaching sight words to enhance reading skills. This tool was specifically designed to improve reading proficiency.

Furthermore, the teacher continued the lesson by introducing the 4R reading method, which entailed reading silently, reading aloud, engaging in shared reading, and reading together with the teacher.



Pupils using the reading proficiency tool, which was designed to teach sight words to enhance their reading skills

4Rs'	Explanation of 4Rs'
Reading silently	Pupils were required to read the sight words silently and ask the teacher or their friends if they had any difficulties reading the sight words. Reading silently helped the pupils build their confidence levels in reading on their own.
Reading aloud	After gaining a confident level in reading the sight words, the pupils read them aloud on their own. At this stage, the pupils were able to read confidently by themselves.
Shared reading	In this stage, pupils who were now proficient readers were able to share their reading of the sight words with their friends who had not yet mastered them. Shared reading helped the low proficiency pupils to read the sight words.
Reading together with the teacher	At this stage, pupils were expected to read together with their friends without hesitation. They were to read the words confidently and clearly.

Upon completing the 4R method, the teacher continued with the 4B method, which stood for Brain, Book, Buddy, Boss. This method aimed to build pupils' confidence in reading. The teacher guided the pupils to read the word list, likely using strategies that engaged their cognitive abilities, such as visualising the words, using mnemonic devices, or other memory techniques.

4Bs'	Explanation of 4Bs'
Brain	This was the first step where the pupils read on their own before asking the teacher or friends if they had difficulties reading the sight words.
Book	This was the second step which the pupils needed to use if they couldn't read or think by themselves. They could use a dictionary, scrapbook, or any other visual tools such as videos that might help them read the words.
Buddy	This was the third step the pupils needed to use if the first and second steps couldn't help them read or find the answer. Pupils needed to ask their friends to help them read the sight words.
Boss	This was the fourth step the pupils needed to use if the first to the third steps couldn't help them read the sight words. Pupils could ask the subject teacher or any other teachers without hesitation to help them read the sight words. At home, they could ask for help from their parents, siblings, or any other adults to assist them.

Once the pupils completed both the 4B and 4R methods, they were given a post-intervention test. In this test, the pupils were presented with a word list and required to correctly identify and circle the sight words.

Data Analysis and Findings:

Apart from pupil 5, who didn't show significant improvement, the other pupils displayed progress in their test scores and reading age following the intervention, despite their initial lower performance in the pre-intervention test.

While the post-intervention test results were not highly impressive, there was a slight enhancement observed in their reading abilities and age. The application of the reading proficiency tool, along with the 4B method and the 4R method, did not yield remarkable outcomes, but it did contribute to a modest increase in the pupils' performance.

		Pre-intervention test score	Post-intervention test score	Pre-intervention test reading age a.b (a=years; b=months)	Post-intervention test reading age a.b (a=years; b=months)
Pupil 1	M	21%	23%	6.02	6.04
Pupil 2	M	5%	22%	5.05	6.03
Pupil 3	M	8%	10%	5.06	5.07
Pupil 4	M	17%	25%	6.00	6.05
Pupil 5	M	33%	23% ▼	6.11	6.04 ▼
Pupil 6	F	12%	30%	5.09	6.09
Pupil 7	F	26%	30%	6.06	6.09
Pupil 8	F	48%	50%	8.01	7.06 ▼
Pupil 9	F	38%	54%	7.03	7.10
Pupil 10	F	71%	71%	9.03	9.03

Learnings:

In order for pupils to become proficient readers, several key factors were considered. Firstly, it was crucial for them to recognise individual letters and their corresponding sounds before they could effectively read. This emphasised the importance of phonics, as pupils needed to master the foundational skills of associating letters with their respective phonetic values. Additionally, familiarity with sight words played a significant role in reading development. These were commonly used words that pupils should be able to identify instantly, as they appeared frequently in texts.

However, reading success was not solely dependent on classroom instruction. The cooperation between teachers, families, and school management was vital in supporting pupils' growth in reading. A collaborative effort allowed for consistent reinforcement and personalised guidance.

Lastly, developing confidence in reading was essential for pupils. When they believed in their abilities and felt empowered, they were more likely to engage with texts and further enhance their reading skills.



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