Chapter 21

The Use of SelfAdjecHoot to Enhance Order of Adjective among Lower Secondary School Students

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ABSTRACT
The development of learning and teaching not only stresses on aptitude such as skill-based learning and knowledge-based learning but as well as on the technological revolutions’ aspect. Consequently, the education growth in Malaysia should be corresponding with the recent Information and Communication Technology (ICT). The incorporation of digital literacy is essential for the growth and development of students’ grammar skills. However, it is acknowledged that students face complications in identifying the order of adjectives in the Malaysian school context. Henceforth, SelfAdjecHoot is the revolution program that aims to investigate the use of ‘Selfie’ and ‘Kahoot!’ to enhance the order of adjectives among lower secondary school students that is parallel with the 21st century learning. In this intervention, 50 lower secondary private Chinese school students were selected as the participants. Action research design was used in this study. Pre-test and Post-test, questionnaire as well as observation checklist were used as data collection tool to determine the students’ improvement in the order of adjectives. Based on the results, it is shown that the use of ‘Selfie’ and ‘Kahoot!’ has given an increase in adhering order of adjectives structure and significant impact on students’ learning. The study revealed that SelfAdjecHoot was indeed a free and approachable teaching tool to the students as it has some exceptional features that aided students and teachers to carry out-of-class activities. Based on the results, recommendations were given for further research.

Key Words: SelfAdjecHoot, Order of Adjective, 21st century learning
1. INTRODUCTION

Language learning is a compound process in which the teachers and students have to be updated with the latest information that is allied to the technology as it will be a great help in the process of teaching and learning as stated by Zhen, Ye. (2011). Hence, the performance of the students of Chinese Independent High School resulted as average level through their exam results that is categorized into three sections such as reading, writing and grammar paper that showed only 50% managed to score 60/100 which is the basic passing mark in the academic system due to plenty of grammatical errors and lack of exposure towards the subject matter. This is because students can’t differentiate on the structure of a sentence whereas it is an essential part to have basic knowledge on building the right sentence with the help of grammar being the central in teaching the basic knowledge and learning language effectively. The issue is that the teachers applied the traditional approach of teaching grammar which relies on the textbook instead of focusing on the modern method of teaching that consist of aids like Selfie and Kahoot. However, in order to master the order of adjectives, students find it is difficult to write or speak in English because generally students do not use the proper grammatical structure in formal or informal circumstances and also demotivates their intention as they are worried of being teased or insulted infront of everyone.

This paper addresses the following research question; What is the impact of Selfie and Kahoot in enhancing the order of adjectives among lower secondary school students? Accordingly, a study was conducted on 50 lower secondary school students and the results obtained from the experimental group showed that, there is a positive outcome from the invention of SelfAdjecHoot, that is Self (Selfie), a picture that one has taken of oneself is used by students to explain on the form of adjectives that matched the description of the picture with the exact order, Adjec (Adjective) is a word that modifies a noun or pronoun followed by adjective clause that consist of OSASCOMP. It represents the following acronym; Origin, Size, Age, Shape, Colour, Opinion, Material and Purpose as in the correct order that tend to hold an important part and much related to reading, writing and speaking as well as Hoot (Kahoot), an online game-based learning platform is further designed to check on the understanding of arranging and building the correct formula of OSASCOMP which was assigned as a homework. For example, in a sentence, ‘He is a charming (Opinion) young (Age) American (Origin) doctor’ fits the proper structure of the order of adjectives that will enhance the correct usage in speaking or writing. The result of the invention discovered that students had better comprehension and great interest in the order of adjectives through the involvement of Selfie and established an enjoyable and motivating method of learning with the help of Kahoot in the classroom (Anwar, U. H. & Zaiyadi, Z. A. 2017)
2. LITERATURE REVIEW

2.1. Factors Affecting Order of Adjectives
A number of researchers proposed factors that help to forecast the order of adjective through phonology, syntax, semantics and pragmatics as stated by Kasmiyati, M. Khairi Ikhsan, M.Pd, Yulmiti, M. Pd (2015) but it has not shown major improvements as students are still undergoing with difficulties to build proper sentence structure and lack of confidence in speaking or writing confidently. However, it is worth remarking that there has been little work regarding the influence of mnemonic (OSASCOMP) on the order of adjective. According to Safa, M. A. and Hamzavi, R. (2013), this will be a great help to the students as they will have better memorisation skill towards the order of adjective and increase the assurance in motivation aspect in speaking and writing to perform creatively.

2.2. Benefits of Incorporating ICT with the Order of Adjectives
Based on Suryani, A. (2010), the students can be active learners by using technology in their learning as they will be mindful of the information they need, the reasons they need it, and the solutions to get the information. This is because technology tend to deliver a way of cooperative learning for the student so that they can learn and adapt order of adjectives anywhere as it is assessible and also provide the students with authentic materials like approachable pictures to describe on the OSASCOMP that will arouse students’ interest in learning English. Thus, students will be able to engage in the lesson quickly as they explain on the pictures by using appropriate form of the order of adjectives.

2.3. Implementation of SelfAdjecHoot in Developing the Order of Adjectives
In a research done by Miangah, T. M. and Nezarat, A. (2012), they believed that Mobile Assisted Language Learning (MALL) plays as an influential motivator that is helpful for teachers and students in the classroom. The interference and incorporation of mobile learning (Selfie) and online platform (Kahoot) with a face to face classroom is known to be supportive in providing students with a stage for them to practice on their spoken and written communication skills using the correct order of adjectives according to the situations. This innovation is supported by a theory of Zone of Proximal Development by Vygotsky (1978) where it is believed that the Selfie and Kahoot act as agents in motivating students out of their comfort zone and ultimately refining students’ communication skills.

3. METHODOLOGY

3.1. Sample
The sample were 50 Elementary students from a Chinese independent high school situated in Selangor state Klang Valley. The English language proficiency level for all the students from the experimental group and the control group were above average and average level of proficiency.
3.2. Variables
Dependent Variable (DV) is the students understanding of adjective according to the order of OSASCOMP and the Independent Variables (IV) is SelfAdjecHoot deviation.

3.3. Instruments and Material
The instruments deployed in this study were:
- A questionnaire and an observation checklist to know students’ understanding of OSASCOMP.
- Pre-tests and the online post-tests, which were assigned as homework was used to measure their understanding about order of adjective.
- An observation during the use of the deviation.
- Pictures and video recordings during the application of the deviation.

The online post-test used in this study was from the existing online quiz platform Kahoot

3.4 Data Collection and Data Analysis
Data was collected through quantitative method and the study was done in an enclosed classroom setting. A set of questionnaires was given to the students and the pre-test was carried out to measure their level of understanding on how to use OSASCOMP or order of adjective before the SelfAdjecHoot deviation. The data collected was later analysed by Ms Excel and SPSS. The test was conducted based on the order of adjective, which is opinion, size, age, shape, colour, origin, material, and purpose. The post test was carried out after the deviation of SelfAdjecHoot was implemented. The questions ranged from MCQ questions and subjective questions. Throughout the surveillance all the activities were recorded via video and photos for evidence purpose and to carry on with the analysis of the data.

4. RESULT & DISCUSSION
Results of test were obtained before and after the innovation, SelfAdjecHoot was conducted. The mean scores of pre-test and post-test for both experimental and control groups were calculated and compared.

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERIMENTAL</td>
<td>25</td>
<td>9.4800</td>
<td>3.35559</td>
<td>.67112</td>
</tr>
<tr>
<td>CONTROL</td>
<td>25</td>
<td>9.6000</td>
<td>2.58199</td>
<td>.51640</td>
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Based on the outcome of the pre-test which tested students’ knowledge and level of understanding on the order of adjectives, the mean scores obtained by both the groups were almost the same. This shows that most students in both experimental and control groups struggled to use the correct order of adjectives to describe a noun. Only 3 out of
25 students in experimental group managed to score above 15 out of 20 for the pre-test. However, the control group had a higher mean score compared to the experimental group. The difference noticed in the mean score is 0.12.

After the implementation of SelfAdjecHoot on 25 students from the experimental group, they could produce better results and were more confident in describing a noun using the correct order of adjectives, especially when it involves the appearance of a person.

| Table 3 Mean and Standard Deviation of post-test for both groups |
|---------------------|-----------|----------------|-------------------|
|                     | N        | Mean          | Std. Deviation   | Std. Error Mean   |
| EXPERIMENTAL        | 25       | 12.8000       | 3.97911          | .79582            |
| CONTROL             | 25       | 9.9600        | 3.08869          | .61774            |

Based on the results obtained in the post-test, students in the experimental group scored far better than their pre-test. 8 out of 25 students in the experimental group managed to score above 15 out of 20 for the post-test. This shows an increase in their scores in the test after the intervention. There is a significant difference in their mean scores in pre and post-test compared to the control group. The difference of mean in pre and post-test for experimental group is 3.32. Whereas, the difference between pre and post-test for the control group is 0.36. There is a huge difference in the mean scores obtained by both the groups in post-test, which is 2.84.

This concludes that the use of SelfAdjecHoot enhances their grammar skill in using the correct order of adjectives to describe a noun. This is mainly due their higher level of motivation while doing the activity as using Selfie and online quiz in Kahoot enables them to remember the orders easily and increases their interest as well as participation in the tasks. Thus, the improvement of mean score from the experimental group proves that SelfAdjecHoot helps in increasing their motivation and interest in learning the order of adjectives.

5. CONCLUSION

The findings of the study state the connection between using technology and teaching OSASCOMP order to get students to express the quality of any person or object. The outcomes also show that the deviation of SelfAdjecHoot appealed to students’ senses thus making their work more creative. They were excitedly involved in describing their friends’ selfies using OSASCOMP thus participation was 100%. Nevertheless, the SelfAdjecHoot program has clearly shown that it could help students to make up more and more attractive combinations with the right order. Students were very much eager to use the online quiz platform, as it was something new to them. In a nutshell, SelfAdjecHoot was an accomplishment as students were aware using adjectives in
English correctly is an important skill in language education and in the world, it is one of the most important prerequisites in talking correctly.

6. RECOMMENDATIONS

1. A classroom climate that is positive, stimulating and energizing should be created by the teacher.
2. Teachers should encourage Mnemonic (Memory Aid) to remember the order of adjective.
3. Teachers’ roles should be more to a mentor in aiding students to learn.
4. Teacher should highlight more on the usage of OSASCOMP to improve the quality of students’ conversation.
5. Teacher must come up with creative ways such as incorporating technologies by this way students will remember better.
6. Teachers must emphasize on how good sentences can be created by using OSASCOMP in order to make writings more visual and vivid.

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