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LIMITLESS MIND:
EMPOWERING INNOVATION THROUGH VISUALIZATION



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STUDENTS' IMPROVEMENT IN PERFORMANCE, CONCEPTION AND INTEREST ON COMPOUND NOUNS LEARNING VIA INOMAJ

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ABSTRACT

This study aims to investigate the usage of innovative flashcards called Inomaj to help students' performance, conception, and interest in compound nouns learning. This study was conducted on year 1 students. This study is based on a quantitative method that was collected through classroom assessments, pre, and post-tests, observations, and questionnaires. Before the treatment session, students were given a Pre-Test to determine their performance in the classroom assessment. The student's attitude during the treatment session was recorded by the observation method through the checklist. Post-tests were given to respondents after the treatment session ended. The questionnaire was conducted to collect information and feedback from them after using Inomaj. All data obtained is analyzed based on the content analysis approach. The findings show that the usage of Inomaj is effective to improve their performance in compound nouns learning. The post-tests result showed about 83% improvement. Similarly, students also interest to learn and able to conceptualize compound nouns.

Keywords: inomaj, flashcards, students, compound nouns

1. INTRODUCTION

Compound nouns are very unique and productive vocabulary. This statement was also supported by linguists such as Asmah (1993), Abdullah and Ainon (1994), Liaw and Abdullah (1994). Although different terms have been used by Asmah (equivalent phrase), Abdullah and Ainon (compound phrase), & Liaw and Abdullah (plural noun), they are actually referring to the same word formation. The usage of plural nouns still widely discussed despite many linguists wrote relevant articles. Moreover, the type of compound nouns that want to study also does not have uniformity in detailed terms and descriptions. The confusion as to whether it is a compound word or phrase is still a question. These conflicts have in fact opened up opportunities for clearer explanations, especially in this study. By Asmah (1982), Malay as the 'equivalent phrase' that give the impression in the minds of the Malays who like to look at the incidence and nature in pairs. The adverb phrase described by Asmah (1982) is the word that describes the verb. Examples of name phrases, work phrases, personality phrases and adverbial phrases. Her opinion is same with Abdullah and Ainon (1994) which states that one of the special features of the Malay language is like to use the two words overlap meaning. They believed that there are two types of word phrases. The first type consists of two words that have almost identical meanings. In describing Malay's compound nouns, the prevailing analysis was conducted by members of the language is based on the shape, type, function and meaning. Generally, most researchers agree on the classification of Malay compound nouns in terms of functionality. For example in the study by Asmah (1982), Liaw and Abdullah (1994), Abdullah (2006) and Nik Safiah Karim, Farid M. Onn, Hashim Haji Musa and Abdul Hamid Mahmood (1989, 2008). They divide compound words into plural nouns, plural verbs, and plural adjectives. For students in primary school, it is very important to them on compound nouns learning. This is because they

must able to make conception. So, one of the efforts to help them is trying to innovate them with an innovative learning tool.

2. PROBLEMS STATEMENT

2.1 Low Achievement

Year 1 students from 1 UTM got almost lower marks in classroom assessment.

2.2 Misconception

Students cannot generalize about compound nouns term.

2.3 Unattractive Learning

They easily get bored and focus cannot be done.

3. METHODS

3.1 Relect

3.1.1 Classroom Assessments Result

Table 1. Pre-test Result

| NUMBER OF STUDENT | MARKS |
|--------------------|------------------|
| 2 | 0-20 (very low) |
| 5 | 30-50 (low) |
| 3 | 60-70 (moderate) |
| - | 80-90 (good) |
| - | 100 (excellent) |
| 10 STUDENTS | TOTAL |

3.1.2 Observation Result before Treatment

Table 2. Preliminary Observation Analysis

| NO . | STATEMENT | Yes | Per/ (%) | No | Per/ (%) |
|------|--|-----|----------|----|----------|
| 1. | Student get ready when teacher enter the class. | 2 | (20) | 8 | (80) |
| 2. | Student keep on focusing during lesson. | 1 | (10) | 9 | (90) |
| 3. | Student participate very well during lesson. . | 2 | (20) | 8 | (80) |
| 4. | Student can easily understand about the topic given. | 1 | (10) | 9 | (90) |
| 5. | Teacher able to use an interesting method during lesson. | 1 | (10) | 9 | (90) |

3.1.3 Questionnaire Result before Treatment

Table 3. Preliminary Questionnaire Analysis

| NO. | STATEMENT | No. | Yes (%) | No. | No (%) |
|-----|--|-----|---------|-----|--------|
| 1. | I know and understand about compound nouns. | 1 | (10) | 9 | (90) |
| 2. | I completely love to learn the compound nouns topic so much. | 1 | (10) | 9 | (90) |
| 3. | I can say any compound nouns taught by teacher. | 2 | (20) | 8 | (80) |
| 4. | I can say other words that form compound nouns. | 0 | (-) | 10 | (100) |
| 5. | I can apply some compound noun to form new words. | 0 | (-) | 10 | (100) |

3.2 Plan

- i. The game will be started by a judge and followed by two players.
- ii. The judge will explain the rules of the game. Each game will be given the same red and yellow marked flash cards.
- iii. The first player will first choose a picture card to place in the middle of the Inomaj site.
- iv. Players will answer and place the correct card on the basis of a picture card. Each answer will be checked by the judge via AR tool named Aurasma.
- v. Each question that is answered correctly will get 10 marks. If the player fails to answer correctly, the player will get no score.
- vi. Students who successfully complete the score and finish the game are considered winners.

3.3 Observation

The results will be analyzed and interpreted in the form of tables and percentages to examine the results of the study through post-test result, checklist, and questionnaire.

4. RESULTS AND FINDINGS

Table 4. The Comparison Marks Result

| Subject | Pre-Test Mark (%) | Post-Test Mark (%) | Score Advancement (%) |
|---------|-------------------|--------------------|-----------------------|
| 1 | 20 | 50 | 30 |
| 2 | 60 | 90 | 30 |
| 3 | 50 | 90 | 40 |
| 4 | 20 | 50 | 30 |
| 5 | 40 | 80 | 40 |
| 6 | 30 | 50 | 20 |
| 7 | 70 | 100 | 30 |
| 8 | 30 | 80 | 50 |
| 9 | 50 | 70 | 20 |
| 10 | 60 | 100 | 40 |

Table 5. Questionnaire Analysis

| NO. | STATEMENT | No. | Yes (%) | No. | No (%) |
|-----|--|-----|---------|-----|--------|
| 1. | I know and understand about compound nouns. | 9 | (90) | 1 | (10) |
| 2. | I completely love to learn the compound nouns topic so much. | 10 | (100) | 0 | (-) |
| 3. | I can say any compound nouns taught by teacher. | 9 | (90) | 1 | (10) |
| 4. | I can say other words that form compound nouns. | 8 | (80) | 2 | (20) |
| 5. | I can apply some compound noun to form new words. | 9 | (90) | 1 | (10) |

Table 6. Checklists Analysis

| NO. | STATEMENT | No. | Yes (%) | No. | No (%) |
|-----|--|-----|---------|-----|--------|
| 1. | Student get ready when teacher enter the class. | 9 | (90) | 1 | (10) |
| 2. | Student keep on focusing during lesson. | 10 | (100) | 0 | (-) |
| 3. | Student participate very well during lesson. . | 10 | (100) | 0 | (-) |
| 4. | Student can easily understand about the topic given. | 7 | (70) | 3 | (30) |
| 5. | Teacher able to use an interesting method during lesson. | 9 | (90) | 1 | (10) |

5. CONCLUSION

Based on the findings, students showed their improvement of their achievement. They like to learn in conducive atmosphere. In addition to this, innovative flash cards called Inomaj came with augmented reality tool impressed them to have a fun in learning. In fact, students know how to provide a brief, complete description of the compound nouns. Some respondents can give more than one example from other word. The affective aspect has also shown positive changes. Subjects became supportive, active, enthusiastic and interested during lesson. In future, the concept of learning for fun by using a technology designed by educators will help boost to boost their knowledge. Indeed, current industrial revolution 4.0, need students to come with high level of knowledge and skills.

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Sekian, terima kasih.

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