



**USING THE J-MIX AS AN INTERACTIVE TOOL TO TEACH  
WRITING TO YEAR 4 PUPILS OF SK GOEBILT, KUCHING.**

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## ABSTRACT

This research aimed to find out the effectiveness of using a computer teaching tool – the J-Mix to teach writing to a group of Year 4 pupils who were weak in writing. The J-Mix would help these low proficiency pupils in improving their writing skill. Treatment in the form of J-Mix activities focusing on arranging jumble-up words to form meaningful sentences were used to help the pupils. The findings revealed that by using the J-Mix, and as shown in the 5 tests, the low ability pupils were able to improve their writing. It also aided in increasing the pupils' level of interest towards the learning the language and helped promoting active participation from the pupils.

### 1.0 Introduction

The National Education Policy of Malaysia has stressed that English be taught as a second language in both primary and secondary schools as well as other institutions of higher learning in Malaysia. The main requirement of this policy is to enable all pupils in primary schools and students in secondary schools to acquire the four basic language skills namely, listening, speaking, reading and writing.

This study focuses on primary school pupils and as such, the aims are to equip pupils with the needed writing skills and provide a basic understanding of the English language so that these pupils are able to communicate, both orally and in writing, in and out of school. According to the Curriculum Specifications for English (2003), primary school pupils are expected to acquire two writing aspects. The aspects are to write simple paragraphs of several sentences each and to write in response to a variety of stimuli including stories, classroom activities and personal experiences. At this stage, pupils should be encouraged to write independently but when this is not possible, teachers need to set guided writing exercises relaxing the amount of control gradually as pupils show greater confidence.

However, the reality is that, most Malaysian pupils find it difficult to write correctly in English. It is sad to say that these pupils cannot even arrange jumble-up words to form meaningful sentences even though this type of guided or controlled writing is the easiest that teacher can provide for them. Pupils even find it a complicating task when they are required to write sentences by referring to stimulus or pictures as they have to use their own sentence structure. Even though particular words are given to assist pupils in writing sentences, most of the time, sentence construction will be disarray, make no sense and full of grammatical errors.

## **CHAPTER 2: REVIEW OF LITERATURE**

### **2.0 Introduction**

This chapter focuses on a comprehensive review of the literature related to the skill of writing in ESL as well as the effectiveness of CALL in language learning with regards to writing. The review will cover issues pertaining to both writing and CALL obtained from reliable sources especially from books, magazines, websites etc.

### **2.1 Related Literature Pertaining to Writing**

This section emphasizes on several aspects of writing. The first aspect covers the definition of writing and its principles. The next aspect focuses on teaching writing within the ESL context while the last aspect concentrates on why writing is considered a difficult task among learners.

#### **2.1.1 Definition of Writing**

Writing is a system for interpersonal communication using visible signs or graphic symbols on a flat surface such as paper, cloth or even stone slabs. Every language has its own graphic symbols. Written English uses a system consisting of 26 letters (a, b, c, d until z).

Rosemary Deen (2005) is correct in saying, "Writing is as close as we ever come to handling our ideas. The quality of our ideas is judged by how well we write about them".