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I-RoLE 2023

INTERNATIONAL CONFERENCE OF
RESEARCH ON LANGUAGE EDUCATION 2023

**EMBRACING CHANGE:
EMANCIPATING THE LANDSCAPE
OF RESEARCH IN LINGUISTIC,
LANGUAGE AND LITERATURE**

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THE EFFECTIVENESS OF ‘MASTER THE VERBS’ INSTAGRAM FLASHCARDS AMONG YEAR SIX LOW PROFICIENCY LEVEL STUDENTS

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ABSTRACT:

It is vital that students understand verbs as soon as they begin studying English, and that teachers work hard to educate them in mastering them. With the help of Instagram verbs flashcards, it can be convenient and beneficial for students to learn and teachers to teach verbs effectively. The goal of this study is to see how effectively Instagram verbs flashcards work for low proficiency in English language students. This study's participants included 40 students and 21 teachers. Data was collected quantitatively and qualitatively. A pre-test and post-test were also conducted to determine the effectiveness of the innovation for the selected low proficiency level Year 6 students. A questionnaire was distributed to the teachers and interviews conducted to gather their opinions regarding the usefulness of using Instagram flashcards in the classroom. The results showed that after using the Instagram flashcards, all 40 students' scores increased. Feedback from the teachers' questionnaire and interviews revealed that by using the Instagram verb flashcards, there was an improvement in students' grammar proficiency level. In summary, the findings of this study showed the successful application of Instagram verb flashcards in improving verb proficiency of low proficiency students. The implication of the study is that the 'Master The Verbs' Instagram flashcards are beneficial as a teaching and learning tool to help students learn verbs.

Keywords: Instagram flashcards, low proficiency, year 6 students, verbs

1. INTRODUCTION

Grammar is a component of literature, talks, poems, and stories that we have read, and learning grammatical patterns of all languages and dialects will help us master the language (Brock Haussamen, 2002). However, learning verbs is challenging for students because numerous factors impact the challenges that students confront when learning verbs. One of the challenges is how educators teach verbs and how students acquire them. Furthermore, understanding verbs in English may be difficult for certain students since verb is such an abstract concept for them to grasp. It may be difficult for students, especially young learners, to study verbs. As a result, to master verbs, a teacher can make the learning process entertaining, interesting, and effective. The manner of teaching verbs has a significant impact on knowledge of the grammar to be taught in an English course. According to Ellis (2006), verbs teaching involves any instructional strategy that attracts learners' attention to a single grammatical form in such a manner that it helps them either meta linguistically grasp it or process it in comprehension or production so that they may internalize it.



According to Aman (2016), teaching grammar, particularly verbs, is difficult because teachers' educational beliefs about how students learn and what forms of instructions are best suited for deep learning are viewed as major determinants of the choices teachers make in the classroom regarding assessment and classroom management (Orton, 1996; Vartuli, 1999; Pajares, 1992; Aman 2016). Hence, the traditional teaching and learning methods are not successful in motivating learners to engage actively in grammar learning (Matas & Natolo, 2010). According to Erarslan (2019), social media platforms such as Instagram can be beneficial and useful for students and English teachers who utilise the platform as part of their everyday practice. This is because Instagram is the most popular social media site among students. The students enjoyed using it to learn English. As a result, social media has an influence on teaching and learning English. For example, learning grammar, pronunciation, writing, and reading.

Low proficiency level students have difficulty mastering verbs. According to Cowan (2008, p. 350) 'use of verb forms is one of the most difficult areas for low proficiency students to master'. Also, there is a significant drop in English language proficiency among many Malaysian students. Most of the low proficiency students in Malaysia find difficulties in learning English grammar to achieve the required skills such as reading, speaking, listening, and writing (Ngersawat & Kirkpatrick, 2014; Mtallo, 2015). Furthermore, grammar learning is always perceived as a boring lesson for the low proficiency students in Malaysia when taught using the textbook, chalk and talk methods (Angeline and Roslina, 2019).

1.1 Project Objectives

The research attempts to improve the grammatical proficiency of year 6 students. It is undeniable that the students in this primary school are weak in grammar due to a lack of awareness or grammar usage in their everyday lives. They communicate in their native languages (Bahasa Malaysia, Bahasa Mandarin, and Bahasa Tamil) and then English. They can only practice speaking and chatting in English language during their school hours in class, thus their grammatical errors are severe. Using technology has made teaching and learning of grammar more fun and interesting. Social media platforms such as TikTok and Instagram are used in teaching grammar. In present study, Instagram flashcards are used to implement the learning of verbs. The objectives of this study are as follows:

1. To identify the effectiveness of utilizing verb flashcards to assist students in improving their grammar.
2. To determine teachers' perception on the usage of Instagram verbs flashcards.

1.2 Entrepreneurial Opportunity

This project has the potential to generate income by selling flashcards including all the verb worksheets and activities for students and teachers. The Instagram flashcards cost around RM10. The flashcards can be marketed via an internet platform, such as the Instagram app. The rationale for selecting the Instagram application is that it is convenient since technology is widely utilized among school students and teachers. As a result, the customers have access to the Master The Verbs (M.T.V) Instagram account and may check on availability and purchase the goods. Moreover, the Instagram programme is also recognized as a famous platform where you can sell your product online. As a result, it is an excellent platform for displaying verb flashcards to English teachers who want to enhance their teaching methods in the classroom. These flashcards can be sold in Telegram and WhatsApp.

2. METHODOLOGY

The Instagram verb flashcards were designed over a period of 10 weeks. The flowchart below illustrates the overall process during the development of verb flashcards. The first phase involved creating the Instagram verb flashcards by generating ideas and doing literature reviews. The second phase was creating the flashcards using the Canva app. There were 30 flashcards created in total. In the third phase was the data collection. Data collection methods used were pre and post-test, questionnaire, and interviews. The pre and post-test were answered by 40 students, a questionnaire was distributed to 21 teachers and interviews were conducted with 2 teachers. The fourth phase was the evaluation of the product. The results of the pre and post-test and feedback from the teachers were gathered to determine the effectiveness of the Instagram verb flashcards. Figure 2 in Appendix 1 shows the pre and post-test questions and Figure 3 in Appendix 1 shows the post of the flashcards through Instagram apps.

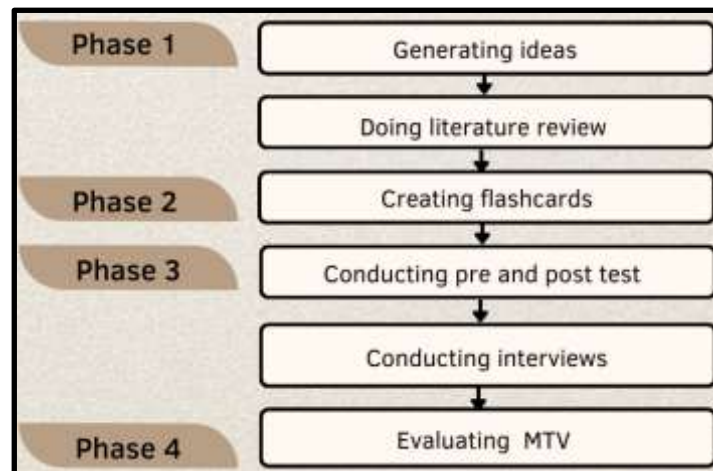


Figure 1: The flowchart of the process developing MTV

3. RESULTS AND DISCUSSION

The pre and post-test was delivered to the group of 40 students to extract data from them. The data collection for the pre and post-test and teachers' survey were completed successfully.

3.1 Pre-test and Post-test Results

A pre and post-test were given to the students to determine all the participants' degree of grammatical proficiency in learning verbs. The frequency distribution of students' scores in the pre and post-test is shown below. Each test has a total of 16 points. Table 1 shows the scores of the students' pre and post-test results.

No.	Gender	Pre-test	Post-test
1	Female	12	16
2	Female	12	14
3	Female	10	14
4	Male	11	15
5	Male	10	13
6	Male	11	16
7	Male	9	14
8	Female	10	14
9	Female	9	13
10	Female	11	16
11	Male	12	16
12	Female	9	13
13	Female	11	16
14	Male	6	13
15	Male	9	13
16	Male	10	15
17	Female	13	16
18	Female	8	13
19	Female	10	15
20	Female	11	16
21	Male	11	16
22	Female	11	14
23	Female	9	12
24	Male	10	14
25	Male	10	15
26	Male	9	14
27	Male	9	14
28	Female	10	15
29	Female	12	16
30	Female	9	14
31	Male	11	15
32	Female	13	16
33	Female	9	12
34	Male	10	15
35	Male	8	13
36	Male	11	15
37	Female	12	16
38	Male	9	12
39	Male	13	16
40	Male	13	16

Table 1: Scores of Pre and post-test results

3.2 Questionnaire Results of Teachers' Perceptions

Following the outcomes of the pre and post-tests, to gauge teachers' perceptions of the Instagram flashcards to teach verbs, a questionnaire was distributed to all 21 teachers. The questionnaire comprises 11 items intended to seek agreement or disagreement with the statements presented. Their feedback on the Instagram flashcards was compiled and analyzed.

Figure 4 in Appendix 2, majority of the respondents, 11 respondents strongly agree while 8 of them agree, 2 disagree and none strongly disagree that they are interested in using Instagram flashcards to teach verbs.

Based on the result (Refer Appendix 2 Figure 5), most of the respondents, 11 out of 21 strongly believe that using flashcards to learn verbs is appropriate for students who are weak in verbs. This is followed by 8 respondents agreeing with the statement and 1 respondent disagreeing with it. 1 respondent strongly disagrees with this statement. As a result, most respondents still believe that the Instagram flashcards are appropriate for students who are weak with verbs.

In relation to the effectiveness of utilising Instagram flashcards in classroom, results show that 7 respondents strongly agree, 11 respondents agree, and 2 respondents disagree with the statement. A small percentage (4.8%) of those polled disagree. Most respondents believe that using Instagram flashcards would help students learn verbs. (Refer Appendix 2 Figure 6).

3.3 Interview Results of Teachers' Perception

In addition to the questionnaire, interviews were conducted to support the results. It was found that teachers have positive perceptions because 'Master The Verbs' Instagram flashcards are effective for learning verbs. The researcher asked 2 teachers about their perception about verb flashcards. Their answers are:

'The Instagram flashcards helped the students to learn verbs effectively. The students enjoyed learning English verbs more after using the flashcards.' - Teacher 1

'The students showed an improvement in their scores after using the flashcards. The flashcards helped them improve their verb proficiency.' - Teacher 2

3.4 Results of the Product ‘Master the Verb’ Instagram Flashcards

‘Master The Verb’ Instagram flashcards consists of 30 flashcards which teach verbs in a fun and interesting method. There are also verb worksheets and activities included for the students and teachers to learn and teach verbs effectively. Figure 7 below shows the content of the Instagram flashcards.

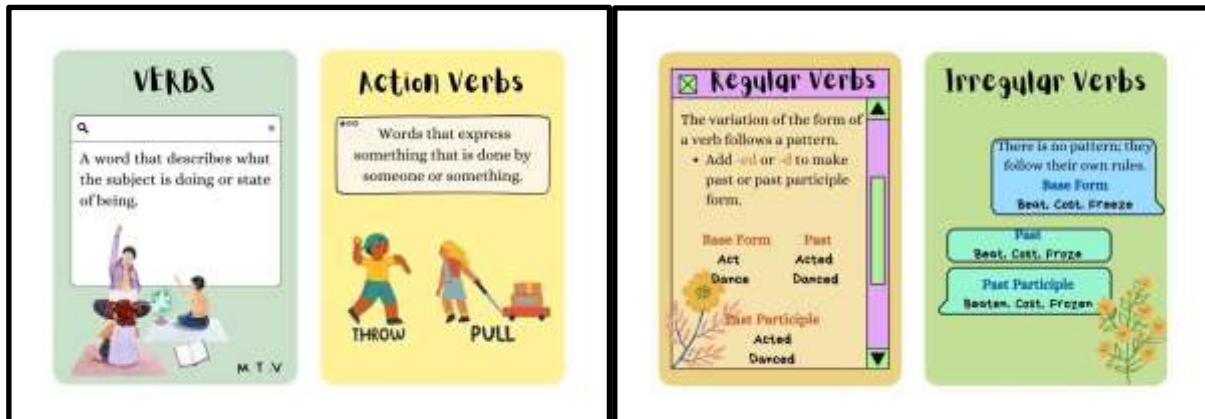


Figure 7: ‘Master The Verbs’ Instagram flashcards

4. CONCLUSION

The purpose of this research is to determine how well Instagram verb flashcards function for low proficiency students. The results indicated that after using the Instagram verb flashcards, all 40 students' scores improved. In terms of teachers' perceptions of using verbs Instagram flashcards to teach verbs, the current study's findings revealed that most respondents feel that using Instagram flashcards is extremely successful in improving students' verbs understanding. Teachers provided positive comments after the implementation of Instagram verb flashcards demonstrated an improvement in students' grammatical competence level. Akhlar, Mydin, and Kasuma (2017) discovered that students have a high degree of positive perceptions and opinions about utilizing Instagram to increase their verb competence. It is also recommended that teachers use excellent social media sites such as Instagram to create an effective learning environment that encourages students to learn English. Nonetheless, this research provided vital insights into the effective use of Instagram verb flashcards in enhancing the verb proficiency of low competence students.

ACKNOWLEDGEMENT

I would like to use this time to express my appreciation to my family and friends for all their moral support and I would like to express my heartfelt gratitude to the school administration and Year 6 students for their involvement in this research project. I would also like to thank my supervisor, Dr. Kuldip Kaur Maktiar Singh, for giving me all the assistance I needed to finish my research report effectively

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APPENDIX 1

Name:
Class:

Part A

In each of the following sentences underline the correct verb form.

- The cost of flowers (has, have) gone up drastically.
- A group of hardworking and diligent students (run, runs) the Eagles Club.
- Half of the food (is, are) already eaten.
- The netball team (hopes, hope) to win the tournament next week.
- Half of the candy bars (was, were) eaten by the children before dinner.
- His driver's license (has, have) expired.
- January and February (is, are) the coldest months during the winter season.
- Fifty minutes (is, are) the maximum length of time allowed for the exam.
- My friends in the band (wants, want) me to play the guitar.
- Neither the Chairperson nor the committee members (has, have) found a solution to the problem.

Part B

Identify the verb in the following sentences. Circle the correct answer.

- The monkey sat by the door.
A. Monkey
B. Be
C. Door
D. Sit
- Jack left in a hurry.
A. A
B. Hurry
C. Jack
D. Left
- Michelle hurt her elbow while playing.
A. Hurt
B. This
C. Michelle
D. Hurt, playing
- Please open the door.
A. Open
B. This
C. Please
D. Door
- Joe accepted the job offer.
A. The
B. Job
C. Accepted
D. Joe
- Johnson wants a lot of money, but he spends it too.
A. Wants
B. Spends
C. Wants until spends
D. Johnson

Figure 2: Sample of the pre and post-test questions.

Figure 3: Sample of the flashcards promoted through the Instagram app.

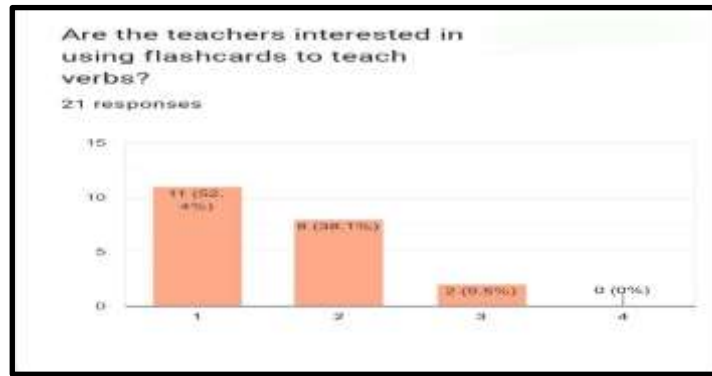


Figure 4: Are you interested in using flashcards to teach verbs?

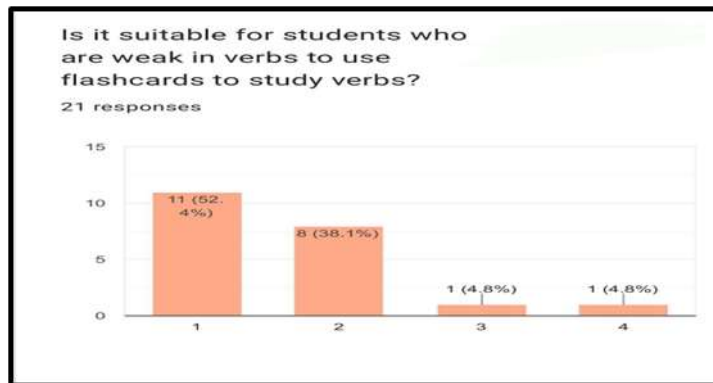


Figure 5: Is it suitable for students who are weak in verbs to use flashcards to study verbs?

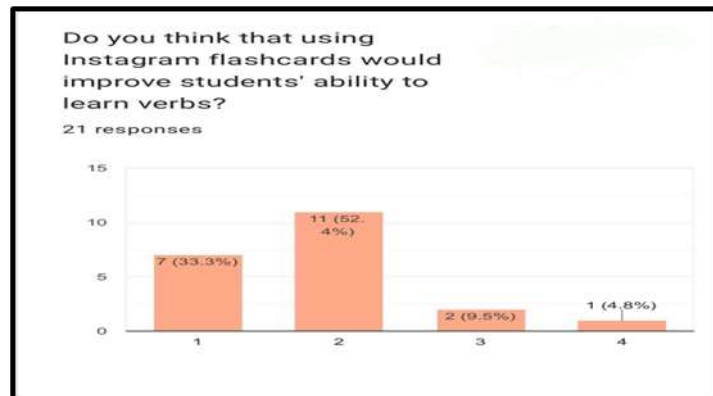


Figure 6: Do you think that using Instagram flashcards would improve students' ability to learn verbs?