ENHANCING STUDENTS' SKILLS IN WRITING SENTENCES AND PARAGRAPH CONSTRUCTION THROUGH THE J-MATCH AND J-MIX PROGRAMS: AN INNOVATION THROUGH CALL METHODOLOGY.

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ABSTRACT

This study aims to determine the effectiveness of using the J-Match and J-Mix programs in enhancing the writing skills among the Year 4 students of SK Semenggok, Padawan, especially in relation to their sentences and texts construction. Both tools are the main components in the Hot Potato program which are interactive in nature and they are deemed effective in teaching the various skills of writing in ESL. Computer technology has been used for many years in language teaching and learning especially in the western countries but the usage of such technology in the Malaysian classrooms is only becoming more prominent, notably after the introduction of the teaching of Science and Mathematics in the English language begining in the year 2002. Besides that, this study serves to prove that teachers can be creative and innovative by inventing teaching tools that suit their students' ability. The success of the two tools in enhancing writing among the particular group of students shows that writing can be taught by the innovtive use of technology. Therefore, its inclusion and application into the Malaysian classrooms scenario should be ammicably embraced.

CHAPTER 1: INTRODUCTION TO THE STUDY

1.1 Introduction

As stipulated in the National Education Policy, English has to be taught as a second language in both primary and secondary schools in Malaysia. The main requirement of this policy is to enable all students to acquire the four basic language skills; such as listening, speaking, reading and writing.

The study undertaken would focus on a group of primary school pupils from a rural school background setting. The ultimate aim is to asses and to ascertain the pupil's attainment on the related writing skills, notably through the use of the mentioned interactive multimedia techniques. The result from the study is hoped to be able to provide a basic understanding on the use of the multimedia annotated techniques especially for the use of teaching and learning in the English language. Besides that, it would also help to mould them to communicate effectively and intelligibly, both, in the oral and written perspectives of the language.

The curriculum design for the English Language syllabus, which is recommended by the Ministry of Education of Malaysia, specifically mentioned that; by the end of their elementary level learning process, the learners should be able to:

1. *Listen to and understand simple spoken English and be able to converse in common everyday situations.*

2. *Speak and respond clearly and appropriately in common everyday situations using simple language.*