



INTERNATIONAL EXHIBITION & SYMPOSIUM ON PRODUCTIVITY, INNOVATION, KNOWLEDGE & EDUCATION

“Optimizing Innovation in Knowledge, Education and Design”

EXTENDED ABSTRACT



e ISBN 978-967-2948-56-8



“Optimizing Innovation in Knowledge, Education and Design”

EXTENDED ABSTRACT

Copyright © 2023 by the Universiti Teknologi MARA (UiTM) Cawangan Kedah.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission, in writing, from the publisher.

© iSpike 2023 Extended Abstract is jointly published by the Universiti Teknologi MARA (UiTM) Cawangan Kedah and Penerbit UiTM (UiTM Press), Universiti Teknologi MARA (UiTM), Shah Alam, Selangor.

The views, opinions and technical recommendations expressed by the contributors and authors are entirely their own and do not necessarily reflect the views of the editors, the Faculty, or the University.

Editors : Dr. Siti Norfazlina Yusoff
Azni Syafena Andin Salamat
Nurfaznim Shuib

Cover design : Syahrini Shawalludin
Layout : Syahrini Shawalludin

eISBN 978-967-2948-56-8

Published by:
Universiti Teknologi MARA (UiTM) Cawangan Kedah,
Sungai Petani Campus,
08400 Merbok,
Kedah,
Malaysia.

12.	MFRS 137 Provisions, Contingent Liabilities and Contingent Assets: Smart Game App <i>Norliana Omar, Noor Saatila Mohd Isa, Dr. Masetah Ahmad Tarmizi, Dr. Mohd Taufik Mohd Suffian & Mohd Zulfikri Abd Rashid</i>	61-66
13.	Hi-Purlex Facilis: Learning Hire-Purchase Law Effectively in the New Age <i>Zuramaznum Sainan & Nasreen Miza Hilmy Nasrijal</i>	67-71
14.	Kickstart Your Writing Content with Water Kid Trick <i>Nur Asyrani Binti Che Ismail, Noorfarida Filzah Binti Mohd Sobri Paridaluddin, Hanna Insyirah Binti Mohd Sukri, Haida Umiera Hashim, Nurfarah Binti Saiful Azam & Omar Abu Hammad</i>	72-76
15.	Pembelajaran Cerita Jenaka Pak Pandir Menggunakan Permainan Digital Melalui 3T Dalam Kalangan Pemula <i>Nordiana Bin Ab Jabar, Sudirman Kiffli, Suraya Sukri, Daeng Haliza Daeng Jamal & Mohammad Syukran Bin Kamal Ruzzaman</i>	77-80
16.	Preserving Cultural Malay Traditional Jewellery: New Design of Kerongsang Tok <i>Ts. Rozita Shamsuddin, Ts. Emilia Abdull Manan, Ts. Mohd Masdi Abdull Manan, Mohd Hakim Mohd Sharif, Muhammad Shafiq Muda & Wan Salwana Wan Sulaiman</i>	81-86
17.	Evaluation of Co-Production in Local Government Services (CO-PRO) <i>Siew King Ting, Tze Wee Lai, Adeline Engkamat & Sze Wei Yong</i>	87-92
18.	Learning Grammar the Fun Way Using EGGA (English Grammar Guide App) <i>Abdul Hadi Abdul Talip, Sueb Ibrahim, John Francis Noyan, Lilly Metom & Zubaidah Bohari</i>	93-99
19.	<i>Ad-Dhomair</i> : Pembangunan Aplikasi Mudah Alih Melalui Pembelajaran Kata Ganti Nama Diri Dalam Bahasa Arab <i>Afifah Binti Azmi, Masitah Binti Omar, Puteri Faida Alya Binti Zainuddin & Mohd Zuhaili Bin Kamal Basir</i>	100-105
20.	Embedded Video Survey <i>Nurul Najihah Binti Mad Rosni, Noor Syafiqah Binti Mohd Sabri, Ts. Siti Nurul Ainun Binti Mohd Mustafa</i>	106-109
21.	Utilizing Blooket the Game-Based Learning Platform for Introduction to Computer Security <i>Lenny Yusrina Bujang Khedif, Sulastri Putit, Ketty Chachil, Zubaidah Bohari & Abdul Hadi Abdul Talip</i>	110-105
22.	eNativeCase <i>Lenny James Matah, Rafidah @Malissa Binti Salleh & Shirley Arvilla Andrew</i>	106-115
23.	FLUX 2.0: Sustainable Furniture Production with Revolutionary Modular 3D Printed Joinery System <i>Muhamad Ezran bin Zainal Abdullah, Nor Hamizah binti Abdul Hamid, Jarfulhizam bin Jaafar, Mohd Firuz bin Mohd Anwar & Siti Nurul Diana binti Sukri</i>	116-119

Assalamualaikum warahmatullahi wabarakatuh,



First and foremost, I would like to express my gratitude to the organizing committee of i-Spike 2023 for their tremendous efforts in bringing this online competition a reality. I must extend my congratulations to the committee for successfully delivering on their promise to make i-Spike 2023 a meaningful event for academics worldwide.

The theme for this event, 'Optimizing Innovation in Knowledge, Education, and Design,' is both timely and highly relevant in today's world, especially at the tertiary level. Innovation plays a central role in our daily lives, offering new solutions for products, processes, and services. By adopting a strategic approach to 'Optimizing Innovation in Knowledge, Education, and Design,' we have the potential to enhance support for learners and educators, while also expanding opportunities for learner engagement, interactivity, and access to education.

I am awed by the magnitude and multitude of participants in this competition. I am also confident that all the innovations presented have provided valuable insights into the significance of innovative and advanced teaching materials in promoting sustainable development for the betterment of teaching and learning. Hopefully, this will mark the beginning of a long series of i-Spike events in the future.

It is also my hope that you find i-Spike 2023 to be an excellent platform for learning, sharing, and collaboration. Once again, I want to thank all the committee members of i-Spike 2023 for their hard work in making this event a reality. I would also like to extend my congratulations to all the winners, and I hope that each of you will successfully achieve your intended goals through your participation in this competition.

Professor Dr. Roshima Haji Said
RECTOR
UiTM KEDAH BRANCH



WELCOME MESSAGE (i-SPIKE 2023 CHAIR)



We are looking forward to welcoming you to the 3rd International Exhibition & Symposium on Productivity, Innovation, Knowledge, and Education 2023 (i-SPIKE 2023). Your presence here is a clear, crystal-clear testimony to the importance you place on the research and innovation arena. The theme of this year's Innovation is "*Optimizing Innovation in Knowledge, Education, & Design*". We believe that the presentations by the distinguished innovators will contribute immensely to a deeper understanding of the current issues in relation to the theme.

i-SPIKE 2023 offers a platform for nurturing the next generation of innovators and fostering cutting-edge innovations at the crossroads of collaboration, creativity, and enthusiasm. We enthusiastically welcome junior and young inventors from schools and universities, as well as local and foreign academicians and industry professionals, to showcase their innovative products and engage in knowledge sharing. All submissions have been rigorously evaluated by expert juries comprising professionals from both industry and academia.

On behalf of the conference organisers, I would like to extend our sincere thanks for your participation, and we hope you enjoy the event. A special note of appreciation goes out to all the committee members of i-SPIKE 2023; your dedication and hard work are greatly appreciated.

Dr. Junaida Ismail

Chair

3rd International Exhibition & Symposium Productivity, Innovation, Knowledge, and Education 2023 (i-SPIKE 2023)

KICKSTART YOUR WRITING CONTENT WITH WATER KID TRICK

Nur Asyrani Binti Che Ismail

Akademi Pengajian Bahasa, Universiti Teknologi MARA Shah Alam
nurasyrani@uitm.edu.my

Noorfarida Filzah Binti Mohd Sobri Paridaluddin

Akademi Pengajian Bahasa, Universiti Teknologi MARA Shah Alam
faridafilzah@uitm.edu.my

Hanna Insyirah Binti Mohd Sukri

Akademi Pengajian Bahasa, Universiti Teknologi MARA Shah Alam
hannainsyirah@uitm.edu.my

Haida Umiera Hashim

Akademi Pengajian Bahasa, Universiti Teknologi MARA Shah Alam
haidaumiera@uitm.edu.my

Nurfarah Binti Saiful Azam

Akademi Pengajian Bahasa, Universiti Teknologi MARA Shah Alam
farahsaiful@uitm.edu.my

Omar Abu Hammad

Al-Aqsa University, Palestine
o.hammad86@hotmail.com

ABSTRACT

Writing is one of the significant skills to be acquired by learners as a form of expression of ideas. A good writing requires a clear idea, an organised content and good control of language. However, it cannot be denied that most learners found it difficult to even initiate good ideas in their writing. Therefore, with the aim to aid learners in their writing learning process, an innovation called the WATER KID Trick has been designed and developed in assisting learners with their ESL writing process. The learners' difficulties in writing are gathered and the WATER KID Trick is then implemented to ten Form Four students of a public school in a state in Perlis, Malaysia. The trick consists of several steps learners need to follow which are Word, Time, Re-read, Keyword, Identify and Draft. To further investigate the usability of the WATER KID Trick, the trick was tested to ten Form Four learners and followed by an interview session with three experienced English teachers. The findings revealed that the WATER KID trick eases the learners to generate their ideas and could act as an assisting tool to help learners kickstart their thought process in writing.

Keywords: effectiveness, difficulty, idea, innovation, writing

INTRODUCTION

Writing is an essential part of language learning among learners. Apart from reading, listening and speaking, writing is integral especially for second language (L2) learners as it is exclusive and highly individualised (Teng, 2022) and can act as a tool for language proficiency. Good writing skills constitute several characteristics which include using correct grammar, inclusion

of pragmatic lexical features, vocabularies and integrating effective transitions within syntactic constructions (Maamuujav, Olson & Chung, 2021). By mastering good writing skills, it will enable learners not only to produce the correct use of the target language, but also facilitate global information through writing (Hadi, Izzah & Paulia, 2021). With these discussions in hand, it is to be understood that the proficiency of L2 learners is heavily dependent on good writing abilities which are achievable through active cognitive processing.

Past studies have dissected factors and challenges of second language learners in writing processes but not much attention has been given towards strategies to improve them. Some scholars have implied that one major hiccup that contributes to writing errors among L2 learners is language transfer, where idea construction is developed through first language (L1) basis to only then be transferred to the target language (Perkins & Zhang, 2022; Boonraksa & Naisena, 2022). Most of the errors committed by learners include collocation errors and use of synonyms in their essays. This process, also known as cross-linguistic transfer (CLT), however is not deemed to be entirely negative to some researchers, as Nsengiyumva, Oriikiriza and Nakijoba (2021) mentioned that input and exchange from L1 can help mold L2 processing. In a local context, Vaish (2021) revealed strong metalinguistic transfer from the mother tongue (Malay) to English lead to better vocabulary learning. This is also supported by a study done by Stapa and Majid (2012) which proves that L1 aids idea development in L2 writing and one of the linguistic components is improved vocabulary. They also elaborated that through CLT, language learners are able to develop mental vocabularies which are triggered by their innate and background knowledge (Stapa & Majid, 2012). While several studies have investigated how writing can be or is improved through automated writing evaluation (Ngo, Chen & Lai, 2022), digital multimodal (Zhang & Yu, 2022), cooperative learning (Yusuf, Jusoh & Yusuf, 2019) and collaborative writing tasks (Le, 2022), limited exploration have been given towards individualised learning of writing, specifically on idea development through vocabularies.

Therefore, this innovation is sought to identify the usability of a devised method called WATER KID Trick, where Malaysian L2 learners will learn to develop ideas triggered by specific stimulus as part of their individualised writing process. This method relies solely on the learners' background knowledge and cognitive abilities. Learners are also not discouraged to process thoughts through their L1. In ensuring its optimum potential, language instructors are also interviewed to reflect on the learners' proficiency levels and how this method is useful for teaching writing. The outcome of this innovation has potential to assist language instructors in developing a tool for L2 writing pedagogy which is also student-centered.

METHODOLOGY

This innovation was realized through a qualitative observation by employing a WATER KID trick session and this was followed by a distribution of questionnaires and an interview section with the respondents to further triangulate the usability of the WATER KID Trick in assisting learners with their ESL writing learning process.

Instrument

i) The WATER KID trick

The WATER KID trick is a model proposed to aid learners consisting of a few steps. The learners' progress in using the trick was observed. The steps of the trick are as follows, STEP 1 (WA) – choose ONE word (could be a theme). STEP 2 (TE) – In 7 minutes, write anything

that relates to the chosen word from STEP 1. Learners are not to worry about their grammar, punctuation or sentence structure. Next, STEP 3 (R) – Reread the writing. STEP 4 (K) – Find repetitive or consistent words (keywords). STEP 5 (I) – Identify the keywords and organize them accordingly. Last, STEP 6 (D) – Start drafting content.

ii) Questionnaire and interview

A set of questionnaires was distributed to ten Form Four students. Section 1 to Section 4 in the questionnaire were answered before conducting the writing section while Section 5 was completed after the writing session with the WATER KID trick application. The questionnaire was adapted from ESLP 82 Questionnaire: Self-Assessment of English Writing Skills and Use of Writing Strategies by Marquette University (Marquette University, 2008). The segregation of the sections of the questionnaire were as follows; Section 1 – General Writing Strategies, Section 2 – Before Writing for a Speech, Section 3 – During Writing for a Speech, Section 4 – After Writing for a Speech and Section 5 (answered after application of WATER KID trick).

Following the questionnaire, an interview was conducted with three experienced school English teachers of Form Four students. The interview questions aimed at gaining insight of the usability of the WATER KID trick application in writing tasks. Apart from that, the interview was also aimed at obtaining the teachers' feedback in terms of the factors contributing to writing difficulties among the learners and how the WATER KID Trick could help to address the challenges.

RESULTS AND DISCUSSION

From the findings, it shows that the learners are generally performing writing tasks only in the classroom. When it comes to writing something as in doing any writing activities, they have a minimal discussion and reference with their peers. However, when they need to ask for feedback, they will refer to their teachers. Aligned with the findings from Perkins & Zhang (2022), despite the learners practicing planning or drafting a certain writing task given, it is still difficult for them to generate ideas. In addition, they are not aware of the use of vocabulary as an idea initiator in writing. Therefore, these conditions contribute to a lack of writing ability in terms of generating a certain topic and ideas, as mentioned by Hadi, Izzah & Paulia (2021).

Thus, through an application of the WATER KID Trick, the findings revealed positive outcomes towards facilitating the learners to have better preparation in writing. This is because the trick enables the learners to generate an idea for a certain task given, either in speaking or writing tasks. Initially, this trick begins with a single vocabulary chosen by the students. It evidently shows that the trick enables the learners to further develop their ideas from the selected vocabulary. Furthermore, after using this trick, many learners agree that it helps them to be more expressive and free in the process of generating ideas as they are able to brainstorm many keywords which helps them to have more suggestions of possible topics. This eventually leads the learners to produce a specific topic throughout applying the WATER KID trick.

Figure 1 shows the sample of writing work after using the WATER KID trick. The figure presents the generation of ideas from a single vocabulary chosen by the learners.

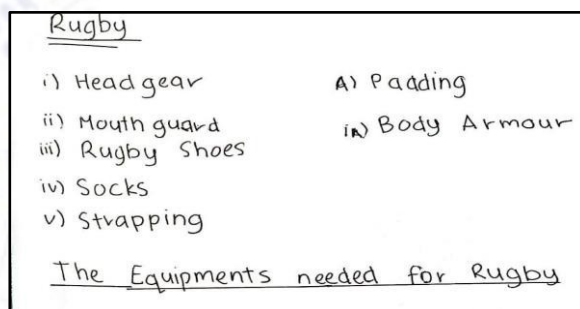


Figure 1 Sample of writing 1

Above sample shown in Figure 1 shows that the learners would start to find the words or phrases related to the first word they had decided to use. From there, the learners would review all the listed words or phrases and come up with a theme or a category representing all the listed words. Some words or phrases might not reflect the written theme or category so the learners would take into consideration the most related words to be merged into one appropriate topic.

NOVELTY AND IMPLICATIONS

The WATER KID Trick could be beneficial not only to the learners, but also to the teachers. From the findings, it is proven that the WATER KID Trick acts as medium for the learners to be involved in their own learning process, as they are able to brainstorm and comprehend better of their own thought process through the brainstorming session while developing ideas. On top of that, this innovation benefits not only the high proficient learners, but also the low and intermediate learners. WATER KID Trick acts as a catalyst to help the low and intermediate learners to kickstart ideas. Through the process of brainstorming for ideas, higher order thinking skills (HOTS) were sparked, causing the learners to force themselves to be out of the box and come up with ideas. This innovation of the WATER KID Trick also provides learners with the space for them to construct their own learning experience where they are free to choose a topic of their own for them to start with. Choosing a topic which they find interesting and related to the most would help the learners to enjoy the learning process and find it to be more meaningful. While the WATER KID Trick could be helpful in assisting learners with their own learning process as a platform for autonomous learning, teachers could also benefit from this innovation. Teachers find WATER KID Trick to be helpful as a teaching tool that could help them to initiate ideas for activities in the ESL classroom. This innovation could also act as a way to initiate collaborative learning among the learners and promote peer scaffolding.

CONCLUSION

Writing has been one of the toughest skills to be acquired by the learners. This is highly practical especially to those who are from a low proficient level in which they always find writing as a very difficult task to be done. This is because technicalities like vocabulary, points to write and grammar become factors for the learners to start thinking of an idea to be included in their writing. Through this innovation, interestingly, the WATER KID trick becomes a suitable method for learners to kickstart their writing better through a single word or vocabulary before they are able to develop more ideas, and eventually can help them produce a specific topic needed for their writing task. Not only that, this method is also highly potential and useful to be applied for a speaking task because it allows the learners to freely think of any potential ideas to be used for their learning purposes. Therefore, this innovation proved that the application of the WATER KID trick can be a good facilitator for the learners towards having

a good preparation for their writing purposes.

REFERENCES

- Boonraksa, T., & Naisena, S. (2022). A Study on English Collocation Errors of Thai EFL Students. *English language teaching*, 15(1), 164-177.
- Hadi, M. S., Izzah, L., & Paulia, Q. (2021). Teaching writing through Canva application. *Journal of Languages and Language Teaching*, 9(2), 228-235.
- Le, M. T. (2022). The effects of collaborative writing to learners' text in terms of writing accuracy from sociocultural theory perspective. *International Journal of TESOL & Education*, 2(1), 54-62.
- Maamuujaav, U., Olson, C. B., & Chung, H. (2021). Syntactic and lexical features of adolescent L2 students' academic writing. *Journal of Second Language Writing*, 53, 100822.
- Ngo, T. T. N., Chen, H. H. J., & Lai, K. K. W. (2022). The effectiveness of automated writing evaluation in EFL/ESL writing: a three-level meta-analysis. *Interactive Learning Environments*, 1-18.
- Nsengiyumva, D. S., Oriikiriza, C., & Nakijoba, S. (2021). Cross-Linguistic Transfer and Language Proficiency in the Multilingual Education System of Burundi: What Has the Existing Literature so Far Discovered?. *Indonesian Journal of English Language Teaching and Applied Linguistics*, 5(2), 387-399.
- Perkins, K., & Zhang, L. J. (2022). The effect of first language transfer on second language acquisition and learning: From contrastive analysis to contemporary neuroimaging. *RELC Journal*, 00336882221081894.
- Stapa, S. H., & Majid, A. H. A. (2012). The use of first language in developing ideas in second language writing. *American Journal of Social Issues & Humanities*, 2(3), 148-151.
- Teng, L. S. (2022). *Self-regulated Learning and Second Language Writing: Fostering Strategic Language Learners*(Vol. 26). Springer Nature.
- Vaish, V. (2021). Linguistic distance and translanguaging: teaching Malay-English bilingual learners. *Asia Pacific Journal of Education*, 41(4), 673-684.
- Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative Learning Strategies to Enhance Writing Skills among Second Language Learners. *International Journal of Instruction*, 12(1), 1399-1412.
- Zhang, E. D., & Yu, S. (2022). Implementing digital multimodal composing in L2 writing instruction: a focus on developing L2 student writers. *Innovation in Language Learning and Teaching*, 1-9.

e ISBN 978-967-2948-56-8

