

MAJABUT :
Play, Spell and Say
(Main, Eja dan Sebut)

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Abstract

- *Early childhood education is very important for self-development and minds. However, not all children could master the skills though they attended pre-school classes, kindergarten and so on.*
- *This is because the level of students and their learning ability are different.*
- *My main problem is that there is a small group of pupils in Year One who are very weak and slow learners. This group couldn't recognize the alphabet thus cause them to drop out in the normal learning process.*
- *After 3 months of introducing the letters of the alphabet, I chose to teach them using games. Pupils had to be able to segment word into phonemes to spell (KV + KV).*
- *This method was chosen in accordance to their hyperactive nature, love to move around and prefer hands-on activities. Formal methods often made them bored and ended up in disturbing their friends.*
- *After completed LINUS (Literacy and Numeracy Screening) post-mortem, I discovered that seven of these pupils needed individual and specific guidance as they were only able to master skills 1 and 2 in the test.*
- *As a result, I decided to teach them in a small group so that the teaching would be easier. Observation and evaluation could be done effectively.*
- *Activities intervention was carried out – drilling combined the syllable, spells and writes the words through games KV + KV-Bang Bang Boom, Singing, Rapid Trains and Poisonous Box.*
- *Teachers also provided gifts to motivate them. After the activities carried out, the results increased tremendously. Numbers of pupils mastered these skills was increased and only one pupil failed to do so. Additional efforts need to be carried out to assist this pupil.*
- *Despite all the obstacles faced during conducting the task, I felt very satisfied as I was able to inculcate positive attitude towards learning to my pupils and able to overcome their laziness.*

REFLECTION ON PREVIOUS TEACHING AND LEARNING

- 42 pupils in Year One have completed the first “Preliminary Test” Reading and Writing Literacy in March. The result showed that 13 pupils passed sections 8-12.
- **The remaining 29 pupils who failed, took the second “Preliminary Test” in May where 11 pupils did not pass the test. Through post-mortem, 7 out of the 11 pupils were still very weak in mastering the syllables KV + KV, either in spelling or writing.**
- One of the factors that contribute to this failure is that the pupils did not recognise the alphabet in the early stage of Year One. In addition, the negative attitude of the pupils and having parents less concerned about early education for their children worsened the scenario.
- **In my observation, the pupils who belong to this group are pupils who are hyperactive.**
- The usual methods of learning are not suitable because their movements are very limited. Hence, I chose the method of learning that is involved with games in order to make the situation less formal, less casual and less natural.
- **These activities could attract and develop the learning level of the pupils. This group of pupils also need special guidance and individual attention.**
- Teaching and learning should be conducted in smaller groups in order to pay more attention to these pupils.

FOCUS OF STUDY

- This study focused on the methods of using **games** to develop the three skills, that is, **spelling, reading and writing** of words, which consist the correct syllables of **KV + KV**.
- From the observation of teaching and learning in the classroom and examination survey analysis, I found that the pupils **are still unable to write words from syllables KV + KV on the picture correctly**.
- This shows that they have yet to master the skill.
- Therefore, **attention and immediate actions** must be taken in order to overcome this weakness and to enable them to acquire the skills at a higher level besides preparing for the next test, "Preliminary Test 3".

OBJECTIVE OF THE STUDY

General objectives:

- To improve the ability to spell and write words consisting of syllables KV + KV among Year One pupils in a pleasant environment through games.

Specific Objectives:

- To allow pupils to **spell, read and write** words from the syllables **KV + KV** correctly.
- To create a pleasant learning environment full of **fun and excitement** but **effective and meaningful**.
- To reinforce pupils skills through **their own experience** in the activities conducted for **long-term memory effects**.
- To eliminate **boredom, fear and negative attitude** of pupils towards learning.
- To change practices and attitude of teachers in the use of teaching techniques and to create **more interesting and effective** lesson.
- To encourage teachers to be **more creative and innovative** in teaching.

TARGET GROUP

- The focus is on the **seven** pupils from **Year One** who were just able to master section **1-2** out of the 12 sections in **Reading** and **Writing** Literacy Test.

REVIEW PROCEDURES

- **First Review Observations**

From the teacher's observation during the process of teaching and learning in the classroom, the pupils were having **difficulties in understanding the lesson** that being carried out by the teacher. They need to be **guide in small groups and individually.**

- Pupils in this group are **hyperactive and like to move around.** They prefer a **hands-on** learning activities.

- **Review Analysis of Problem**

- i. **Pre test**
- ii. **Current test**
- iii. **Monthly test**

- **Implementation of The Program**

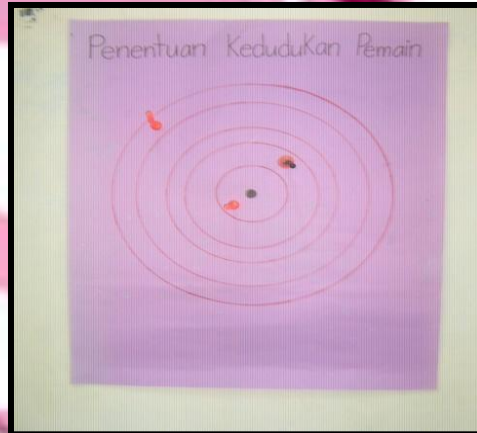
I chose four of the various activities to improve pupils mastery of the spelling and writing words from the syllables KV + KV.

Activiti 1: Bang Bang Boom

- **Tools and materials:**

Two toy pistols, three bullets, two white boards, two marker pens, blue tac, picture cards, 1st syllables cards, 2nd syllable cards, a manila card (bullseye).

- Rotation is determined by the accuracy of participants in the mid-point shooting circle. Players that can shoot accurately in the mid point of the circle will be the first participant, followed by the other participants at the rate of accuracy in target shooting circle.
- In each round, pupils are given three rounds and required shooting of three cards; picture cards, 1st syllable cards and 2nd syllable cards on the board.
- Pupils who are unable to complete the three cards need to replace the cards and retry the next round. Card set (picture card + 1st syllable card + 2nd syllable card) that can be shot completely removed.
- Participants who are able to collect the most cards with the complete set will win the game.



Aktiviti 1: Bang Bang Boom

Nama	Pusingan		
	1	2	3
Faidz	3		
Muzamir	1		
Rahayu	2		
Hakimi	0		
Alif	3		
Ku Amar	3		
Hafizi	0		

Activity 2: What Do You Want? (Group)

- **Tools and Materials:** picture cards, white boards, marker pens, cards (name group)

Pupils are divided into two groups. Each group is given 10 different picture cards of the word KV + KV. Competition is in the form of a game inspired by songs and playing the "Goreng Pisang" melody.

- **Group 1 :** Mahu apa, mahu apa, mahu apa sekarang?
- **Group 2 :** (A pupil held up the picture of a table) “mahu meja.... mahu meja..... mahu meja sekarang,
All pupils sang, meja apa..... meja apa....meja apa sekarang?”
- **Group 1 :** All pupils spelled, “m.e. me, j.a. ja....meja”
- **Group 2 :** Mahu apa, mahu apa, mahu apa sekarang?
- **Group 1 :** (A pupil held up the picture of a trishaw) “mahu beca....mahu beca.....mahu beca sekarang,
All pupils sang, “ beca apa.....beca apa... beca apa sekarang?”
- **Group 2 :** All pupils spelled, “b.e. be, c.a, ca....beca”
- Group 2 is asked, while group 1 shows the picture to be spelled by the second group. Singing and spelling activities will continue until all the cards have been used completely. The group that can spell correctly and quickly all the picture cards will win the game.



Activity 3: Poisonous Box (Individual)

- **Tools and materials: Radio, CD track, white boards, marker pens, box, picture cards.**
- Pupils form a circle. When the teacher plays the music, pupils start to move the box around to their friends in a clockwise rotation.
- When the music stop, the pupil with the poisonous box need to open the box and take a picture inside it.
- That pupil has to show that picture to his friends and he must also write and spell the words correctly. Later he must pronounce the word clearly and correctly.
- The picture can only be used once in a game. The game continues when the music starts again. Participants who can write, spell, pronounce and can collect a lot of cards will win the game.



Activity 4: Rapid Train (Group)

- **Tools and materials : hoops, baskets, chairs, desk, picture cards, 2nd and 3rd syllable cards, blue tack, white board.**
- Pupils are divided into two groups. Each group forms a (train) using hoops.
- Each train must go through three stations and take a card at each station. (Station one: picture cards, station 2: 1st syllable cards, station 3: 2nd syllable cards).
- The cards should be pasted on the board provided. Activities begin with the first group, then followed by the second group.
- Groups that completed the task earlier will be the winner.



Evaluation

Pre-test was used to assess pupils to master their spelling and writing abilities. Current tests are used to look at pupils' achievements. Post-test was then given the end of the lesson to assess the effectiveness of these activities.

Name	Pre-test	Current Test	Current Test	Post-test
	Reading Writing	1	2	Reading Writing
1.Subject 1	17/50 16/42	22/50	38/50	50/50 42/42
2.Subject 2	15/50 12/42	24/50	28/50	20/50 20/42
3.Subject 3	18/50 19/42	25/50	37/50	49/50 41/42
4.Subject 4	19/50 17/42	29/50	42/50	48/50 40/42
5.Subject 5	17/50 16/42	30/50	40/50	50/50 42/42
6.Subject 6	14/50 13/42	28/50	38/50	48/50 40/42
7.Subject 7	14/50 15/42	23/50	39/50	48/50 40/42

REFLECTION OF THE RESEARCH

- After the activities have been carried out, we could see the changes in the pupils' performance from time to time. It started with the pre-test, all the pupils obtained **low results**. Changes could be seen in the proceeding tests where the **marks increased**. The actual results could be seen later in the post-test.
- Overall one out of seven pupils failed to achieve the fixed standards. However, these pupils did have some **improvement** in spelling and writing words from the syllables KV + KV.
- In conclusion, these activities did not only enhance the performance of the pupils but also attract them **to do better**. These activities can **motivate** pupils and encourage them **to compete** at a higher level.
- In addition, I can motivate myself **to create more inspiring activities** for pupils to follow the teaching and learning process effectively. What is important, I get satisfaction out of seeing my students **mastering the skills** being taught to them successfully.

SUGGESTION FOR FURTHER RESEARCH

- Based on the success of this activity, I hope that action research on the subject of **reading can be conducted smoothly.**
- Many pupils from Year One are able to spell and read words correctly but they are really not able to read the phrases, sentences and paragraphs fluently.

Thank you



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