

'SIM COM2' Quiz Is Used In Edmodo For Pre University Students To Develop The Writing Skill

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Abstract - The use of ICT (Information and Communication Technology) in teaching and learning is organized and appropriate to improve the efficiency of the teaching and learning process for MUET especially in a rural area. As we know, the SIM COM2 quizzes are designed to stimulate interest, increase students self-confidence and guide students to produce a good piece of essay with variety of sentences where they can score a high band for language in MUET writing (800/4). This study uses the experimental methods, which are pre-test, brainstorming session, treatment and post-test. This study was conducted on 10 of my school's 6th upper form of Economy/Science students. The construction of SIM COM2 quizzes in Edmodo is carried out within two months. At first, the students could not score high marks in their language due to the traditional method and poor language background in their pre-test. 88% of students scored the range of marks of 11 – 18 (Band 2 – 3). Thus, they lost their interest and had a depleted motivation. Therefore, the SIM COM2 quizzes are used in one of the educational websites named Edmodo to teach writing in the computer lab to the 10 students and is built to help students to write variety of sentences in a captivating way. After using SIMCOM2 quizzes in teaching and learning through Edmodo, students could use various types of sentences in their post-test to get high marks for the language part in writing MUET where 100% students could score a band 4 – 5 (language). This study is recommended due to the MUET writing weightage is 90 of the other three skills and MUET is compulsory for the students to get into university.

Keywords - Stimulate Interest, SIM COM2, Edmodo, Experimental Methods

I. INTRODUCTION

Preamble of the Action Plan

This action research is carried out to teach on how to use the variety of sentences by using SIM COM2 quizzes in Edmodo. In order to get high band for MUET writing, besides content, language is very essential which carries 30 marks. Selected students in my class have not acquired this technique to be applied in their essay writing. They could write an essay with simple sentences, which put them in a band 3. Not only that, they feel bored and have no idea while writing the essay. Thus, I carried out this research to make them score a high band for language (30 marks) in MUET writing.

Background and Context of Target Audience

I feel that if I use SIM COM2 quizzes in Edmodo, it might help the students to answer the writing paper and they enjoy answering in Edmodo. In an initial survey conducted through a short paragraph, it is obvious that the students were not able to write different kind of sentences. It proved that the students do not know how to make a variety of sentences apart from other grammar items and content. Even though they have been learning English for

12 to 13 years, due to the mind-set of the students that MUET is difficult, they failed to score in their essay. I carried out this research to make them score a high band for language (30 marks) in MUET writing.

Issue Identification

SMK Sultan Idris Shah II is situated in the Hulu Perak District. The people in Gerik are mostly rubber tappers, farmers or hawkers selling savouries. Their academic backgrounds are either primary or secondary school level. Therefore, they seldom speak and use English either in school or at home. They are reluctant to use English in their daily conversation for the fear of being laughed by friends or simply because they do not have the vocabulary to do so. The students have very strong village accent where each village here in Gerik has its own accent. Due to these problems, the students could write an essay but could not score for Question 2 (Extended Writing). As for Writing, they attempt Question 1 (Based on a graph) and Question 2 (Extended Writing). Their vocabulary is so limited that they could only write a few good sentences where they are typical band 3 candidates. As a result, they are not interested in MUET writing and they are too lazy to read books to gain vocabulary. Thus, I carried out this research to make them score a high band for language (30 marks) in MUET writing.

II. PLAN OF ACTION

Aims and Outcome of Plan

This research is carried out to find the following possibilities writing an essay using a variety of sentence pattern especially Simple, compound and complex sentences. The aims of this study are as follow:

- a. To improve students' ability to write the essay by using sentence patterns.
- b. To instill a positive attitude and attraction towards the learning of MUET.
- c. Improve their confidence to get a high band to enter university.

There are some specific objectives; the specific objectives of this study are as follow:

- a. Students should be able to write a good piece of essay by using SIM COM2 quizzes.
- b. Students enjoy answering questions in Edmodo.
- c. Arouse students' interest by using ICT in MUET lesson.

Description Of Theory/ELT Principle Guiding The Plan/Toolkit

There are a few theories that we could apply in teaching sentence patterns on Edmodo by using SIM COM2 quizzes. First, Edmodo quizzes are really interesting and arouse the students’ interest to love MUET. Edmodo is an educational tool offering collaboration, communication and coaching platform to K-12 schools and teachers. The Edmodo enables teachers to distribute quizzes and assignments in an interesting way. Teachers and students spend large amount of activities. There are many games for grammar (Davis, P., and Rinvoluceri, 1995). Teachers can apply the games on Edmodo and create the quizzes.

Other than Edmodo, brainstorming is one of the approaches too. When managed well, brainstorming can help you generate radical solutions to problems. Brainstorming can also encourage people to commit to solutions, because they have provided input and played a role in developing them. The best approach to brainstorming combines individual and group brainstorming. During the brainstorming process, there should be no criticism of ideas, and creativity should be encouraged.

Madison Avenue advertising executive Alex Osborn developed the original approach to brainstorming and published it in his 1953 book, "Applied Imagination." Since then, researchers have made many improvements to his original technique. The approach described here takes this research into account. Brainstorming combines a relaxed, informal approach to problem solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions to a problem, while others can spark even more ideas. This helps to get people unstuck by "jolting" them out of their normal ways of thinking.

In addition, "The Grammar Book" (Marianne Celce-Murcia & Diane Larsen – Freeman ,1999) it helps to define students’ learning challenges by knowing where English is inherently difficult. The are many approaches in this book where the students can write an essay with a variety of sentences. Moreover, some actually come away from the experience believing, as we do, that learning is fun.

By looking at the theory, (brainstorming) and toolkits (Edmodo and quizzes) found that students need to identify the problems by asking questions in brainstorming session and provide quizzes for sentence patterns. Therefore, these approaches are applicable in scoring marks in MUET writing and arouse the students’ interest to love MUET.

Implementation Procedures of Each Activity

This action research is carried out to determine whether the 10 selected students in 6th upper economy and science can write their essay by using SIM COM2 technique. In order for this research to flow smoothly and fulfil its objectives, a few activities were carried out and data was collected from the activities. These activities mainly determined the students’ writing skills. Pre- test and post-test were used in this research in order to measure the

students’ performance before and after the treatment. In between, brainstorming has taken place.

Pre-Activity

For the pre-test, I used a double period to conduct the lesson. The double period slots were chosen to provide enough time to write their essay. In this pre-test, I distributed a worksheet containing Question 2. I gave a mahjong paper to write their paragraph. I went through the question and elicited information for the question from the students. I gave the outline to write the essay in a paragraph. Students should write according to the outlines, which are topic sentence, explanation, examples and justification. Then, I gave the worksheet to the target students to produce the essay writing on the mah-jong paper. After the pre-activity, I checked and marked the students’ essay. I collected the data as well to determine whether the target students’ achieved the objective.

Below is a table indicating the performance of the target students in their essay writing for pre-test.

TABLE 1 : PRE – TEST MARKS

Num	Name of the students	Marks (30 Marks)
1.	A.DARSHINII A/P A.SIVASANMUGAM	16
2.	FARAH SALWANA BINTI MOHD AMINNUDDIN	16
3.	NORJANATUL SAADAH BINTI JA'FAR	16
4.	NORSHALIN BINTI SAMAT	16
5.	NUR IYLIANI LAILY BINTI ROSLI NUR MALIANA AIDA BINTI	15
6.	ROSNIZAM	14
7.	NURUL ADILLA BINTI MOHAMAD NIZAR	14
8.	NURUL ADNIN BINTI ROSLI NURUL NABILAH BINTI	15
9.	SHAMSUDDIN NURUL SYAHIDAH BINTI AHMAD	15
10.	KUSAIRI	15

From the analysis, we knew that the students answered the question in pairs. These 10 selected students got below 19 marks for their language. A total mark of this section for language is 3. It is obvious that they only obtained 14 to 16 range of marks. This is because they did not have a variety of sentences in their writing. This will definitely put them into a Band 3. These selected students should get more than 19 marks to get a band 4 and above.

Brainstorming

To improve the students’ marks in Question 2, I used brainstorming session before starting with the treatment. The main problem here, the 10 selected students were not eligible to write a variety of sentences. The students could write with less grammar mistakes but sentence patterns were not varied to put them in a band 4. Thus, the students

should be well prepared to answer the questions. I used a period for this session. I was explaining to them the steps that I would like to use for them. After that, I threw a few questions in a google form and required them to answer and submit it to me. They submitted individually. After submitting, I checked their responses. I evaluated their responses so that it was easy for me to do my treatment.

Figure 1: How Can You Make Your Essay More Interesting?

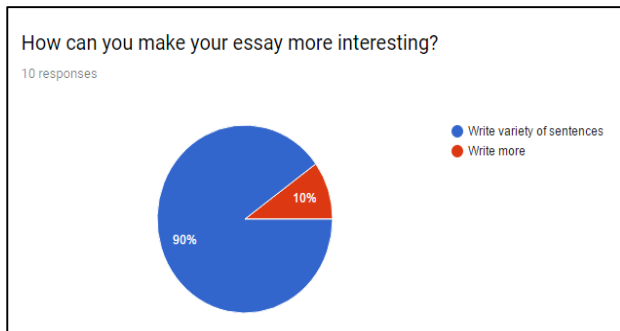


Figure 2 : Can You Write An Interesting Essay?

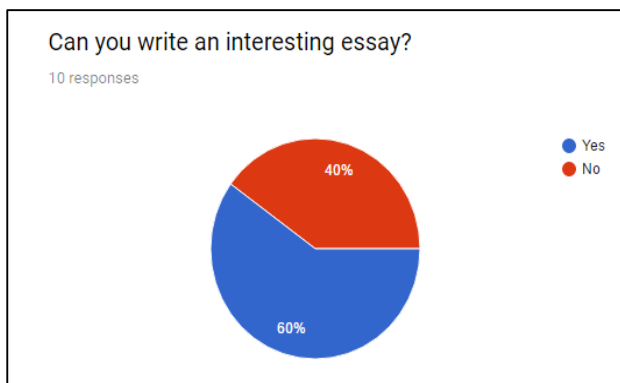


Figure 3 : Why Is It So Hard For You To Score A High Band For Language?

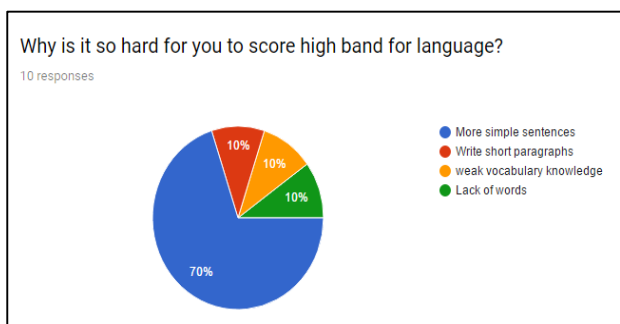


Figure 4 : Do You Think Grammar Quizzes Will Help You To Write Well?

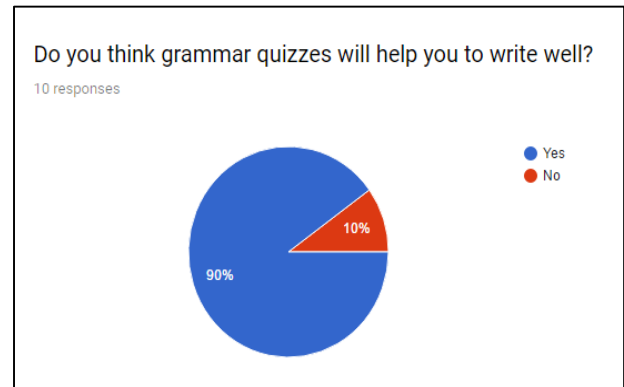
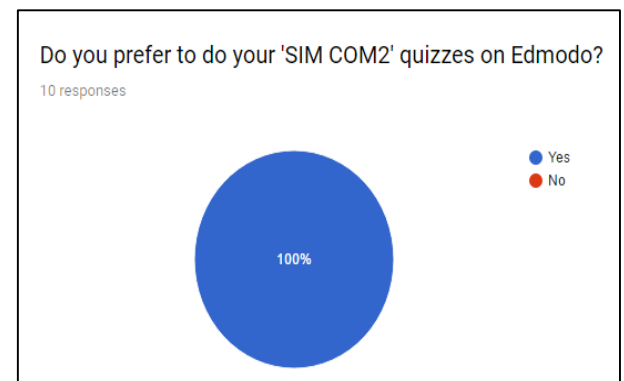


Figure 5: Do You Prefer To Do Your 'Sim Com2' Quizzes On Edmodo?



In short, the 10 selected students understood the SIM COM2 quizzes on Edmodo very well and applied in their treatment.

Treatment

At this stage, I used a double period. The activity was carried out individually. I assigned SIM COM2 quizzes on Edmodo. The 10 selected students must answer the quiz. Before I started the quiz, I again threw a few questions to determine whether they understood the SIM COM2 techniques thoroughly. Then, students answered the questions. After that, the students turned in their quizzes and I checked their answers and immediately sent the marks to them.

The marks for the quizzes:

TABLE 2 : QUIZ 1 & QUIZ 2 MARKS

Num	Name of the students	Quiz 1 (8 Marks)	Quiz 2 (15 Marks)
1.	A.DARSHINII A/P A.SIVASANMUGAM	8	12
2.	FARAH SALWANA BINTI MOHD AMINNUDDIN	8	12
3.	NORJANATUL SAADAH BINTI JA'FAR	8	12
4.	NORSHALIN BINTI SAMAT	8	12
5.	NUR IYLIANI LAILY BINTI ROSLI	8	12
6.	NUR MALIANA AIDA BINTI ROSNIZAM	8	12
7.	NURUL ADILLA BINTI MOHAMAD NIZAR	8	12

8.	NURUL ADNIN BINTI ROSLI	8	12
9.	NURUL NABILAH BINTI SHAMSUDDIN	8	12
10.	NURUL SYAHIDAH BINTI AHMAD KUSAIRI	8	12

After answering the SIM COM2 quizzes on Edmodo, the students could see their marks and improvement. Moreover, the students could identify the simple, compound and complex sentences. It showed that they were already prepared for their post-test.

Post-Test

For the post-test, I used a double period to conduct the lesson. The double period slots were chosen to provide enough time to write the essay on Edmodo. In this post-test, I assigned an assignment on Edmodo. Here, the students had to write at least 3 – 4 paragraphs, so that I could identify their SIM COM2 sentences. Students wrote according to the outlines which were topic sentence, explanation, examples and justification. They also required to indicate the Simple, Compound and Complex sentences. They took about 40 minutes to finish the writing. After the post-test, I checked and marked the students' essay. I collected the data as well as to determine whether the selected students' achieved the objective for the post-test.

Below is a table indicating the performance of the target students in their essay writing for post-test.

TABLE 4: POST- TEST

Num	Name of the students	Marks (30 Marks)
1.	A.DARSHINII A/P A.SIVASANMUGAM	22
2.	FARAH SALWANA BINTI MOHD AMINNUDDIN	22
3.	NORJANATUL SAADAH BINTI JA'FAR	20
4.	NORSHALIN BINTI SAMAT	20
5.	NUR IYLIANI LAILY BINTI ROSLI	20
6.	NUR MALIANA AIDA BINTI ROSNIZAM	20
7.	NURUL ADILLA BINTI MOHAMAD NIZAR	20
8.	NURUL ADNIN BINTI ROSLI	22
9.	NURUL NABILAH BINTI SHAMSUDDIN	20
10.	NURUL SYAHIDAH BINTI AHMAD KUSAIRI	20

From the analysis, this study showed the significance of the research. We could see that the students achieved their objective by getting more than 19 marks. The full mark is 30. Although the marks were not too high, but the students could achieve their objective by writing a variety of sentences in their essay.

Limitations of the Plan

Every action research conducted had its own limitations and strengths. This was due to the nature of the study and also the environment the study took place. This

action research was basically carried out on a small group of selected students. Nevertheless, there were a few limitations and strengths to it. The limitations are as follows:

First of all, the duration for this action research is very short. It was about 2 months. I monitored this practice closely as it demands space and time. It is therefore difficult to maintain rigour in data gathering and critique. I feel that if I had sufficient time to do my action research definitely I could give more activities which would trigger the students' experience.

Next, during the brainstorming session & treatment, the students faced some obstacles to submit their responses. For your information, our school is in a rural area. The internet is not too strong. Here, the teacher has to play a vital role. Teacher needs to prepare the facilities for them to enjoy their lesson. By this, the students are able to do their assignment without any obstacles.

Strengths of the Plan

Apart from the limitations of the action research, I have a few strengths. Firstly, the cooperation among the 10 selected students. These students gave a very good cooperation when they did all the activities which were pre-test, treatment and post-test. They finished the activities, assignments and test on time. They were very well disciplined. It was easy to handle this small group as they were target students in my school. These students were motivated when they did all the activities which trigger their knowledge. They had shown confidence in themselves in writing. Most of them scored good marks in their post-test.

The next strength is about my technique of SIM COM2 on Edmodo for treatment. It is really doable because I can make the students enjoy answering their SIM COM2 quizzes on Edmodo. As my aim of the action research is to write their essays, I feel that I chose a technique that was applicable and achievable. Moreover, these students will be entering university soon and they need to do their assignment on the internet and no more in a traditional way. It will give me more strength to conduct my lesson plan well. I believe that the students can score high marks for this section.

Other than that, Brainstorming session. It is really a wonderful technique which made them to think and answer. The varieties of questions that I had given them were suitable for their level. The questions were also related to their essay writing. These students really enjoyed answering through google form as well.

III. CONCLUSION

In conclusion, my 6th upper form students would be able to write their essay. Students are more confident in writing essays. Teacher produced many SIM COM2 quizzes on Edmodo to score high marks for their language called "Practice makes perfect". These activities arouse the students' interest to write an essay. After practising, students will be able to create their own quizzes and assignments on Edmodo. Yet, the key to score in MUET

writing is by practising writing and doing many assignments through ICT tools like Edmodo.

IV. ACKNOWLEDGEMENT

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<https://en.wikipedia.org/wiki/Edmodo>

APPENDIXES

PICTURE 1: PRE-TEST



PICTURE 2: TREATMENT



Picture 3: POST- TEST

