

PANIKKUL EDU VAAKIYAM KODU

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1. **ABSTRACT** – Kajian Tindakan ini adalah disarankan kepada 10 orang murid lemah dari tahun 2 bagi meningkatkan prestasi mereka dalam membina ayat (2 patah perkataan) .Dengan menggunakan kaedah perkataan batang aiskrim, murid yang lemah dapat membina ayat tanpa sebarang kesalahan. Kaedah yang digunakan dalam kajian ini adalah melalui latihan harian. Inovasi ini membantu murid-murid menguasai kemahiran membina dan menulis ayat. Melalui inovasi ini, guru dan murid dapat menjalani proses pengajaran dan pembelajaran yang bermakna dan seronok dengan aktiviti didik hibur.

2. INTRODUCTION

Developing effective writing skills, especially in structured communicative tasks, remains challenging for ESL learners at the primary school level. In Malaysia, the Year 4 curriculum includes an assessment on Short Communicative Message (SCM) writing, requiring pupils to convey clear and concise messages, such as emails or letters, with correct organization. Research shows that young ESL learners often struggle with SCM tasks, as they require a grasp of both language and structural elements (Ghulamuddin, Mohari, & Ariffin, 2021). M-KIT, a structured mind-mapping tool, was developed to support Year 4 pupils in organizing their ideas coherently, focusing on critical SCM components—greeting, content, and

closure. This study aims to assess the effectiveness of M-KIT in enhancing SCM writing proficiency among lower-performing pupils.

3. OBJECTIVES OF THE STUDY

- Perkataan batang aiskrim dicipta bagi membantu murid membina ayat dengan lebih baik. Murid-murid menggunakan perkataan batang aiskrim secara individu untuk membina ayat. Antara objektif perkataan batang aiskrim ini adalah:-
 - ü Murid dapat membina ayat dengan mudah dan cepat.
 - ü Murid berasa seronok dengan perkataan batang aiskrim kerana murid melakukan aktiviti dengan sendiri dan berdikari.
 - ü Menarik minat murid bagi melibatkan diri secara aktif sepanjang proses pengajaran dan pembelajaran.
 - ü Meningkatkan peratus murid menguasai kemahiran membina ayat.
 - ü Murid dapat membina ayat tanpa bimbingan guru.
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4. METHODOLOGY

Design & Development: Description of M-KIT as a structured mind-mapping tool.

Implementation: Outline the intervention's implementation in a classroom setting.

Respondents: Five Year 4 pupils selected for their low proficiency in SCM writing.

Data Collection Procedure: Pre-test, post-test, observation checklist, and structured interviews with the teacher.

Design & Development:

Implementation:

Respondents:

Data Collection Procedure:

RESULT AND

DISCUSSIONS

CONCLUSION

ACKNOWLEDGEMENT

REFERENCES – Maximum 10 references

Instructuion on References and In-Text Citation

Please use APA 7th edition and sort the references in alphabetical order. You may refer to following resources for more details.

[1] <https://citeguru.uitmapps.com>

[2]

<https://libraryguides.vu.edu.au/apa-referencing/7GettingStarted>

For In-Text Citation, please use the following example:

(Rosman, Ismail & Masrek 2022)

References

Rosman, M. R. M., Arshad, I. H., Md Saleh (2021). User Behavioral Intention to Use Online Distance Learning (ODL): The Role of Self-Efficacy and Domain Knowledge. International Journal of Interactive Mobile Technologies, 15(18), 4-15.