

RESEARCH QUESTIONS & METHODS/INSTRUMENTS

Research Questions	Lit Review	Observation Checklist	Semi-Structured Interview	Researcher's Guided Reflective Journal	Written Test	Focus Group Interview	Work sample/ Reflection note
RQ1: What are the teachers' and students' experiences in the learning of writing on students'; 1. Challenges in the learning of descriptive writing, 2. The nature of their participation in the learning of writing, and 3. Expectations of creative pedagogical strategies in the teaching and learning of descriptive writing.	✓	✓	✓	✓	✓	✓	✓
RQ2: How does the implementation of creative pedagogical strategies help to improve students' descriptive writing skills in vocabulary and sentence construction?	✓	✓	✓	✓	✓	✓	✓
RQ3: How do creative pedagogical strategies help in enhancing students' participation in the writing class?	✓	✓	✓	✓	✓	✓	✓

RESEARCH STAGES, INSTRUMENTS, PARTICIPANTS AND DATA FOCUS

Action Research Stages	Instruments	Participants
CYCLE 1/2/3 Creative Pedagogical Strategies Games based Project based Visual Thinking Task based Activity based Mobile based Content based ICT based Character based	Planning Semi structured interview (Thematic analysis)	5 students; 2 teachers and 2 teachers (preliminary study & pilot)
	Written test 1 (Content analysis)	whole class
	Action A series of creative teaching and learning of descriptive writing sessions are introduced upon (i) prelim study, (ii) lit review, (iii) data from RQ1 and (iv) observation 1 and 2	
	Written test 2 (Content analysis)	whole class
	Reflective note (Content analysis)	10 students
	Work samples (Content analysis)	All groups
	Observation Focus group interview 1 (Thematic analysis)	6 volunteer students
	Observation 1 & 4 (checklist)	whole class
	Guided reflective journal (Content analysis)	researcher
	Reflection Analyse and interpret. Reflect on students' outcome. The results from focus group interview, written test, portfolio collection of work samples and observation are used to make amendments in Cycle 2	

FINDINGS

Findings for RQ1 (a) challenges in the learning of writing

THEME	1. Writing Skills Problems	2. Monotonous teaching and learning
SUB-THEMES	a. Lack of ideas in descriptive paragraphs b. Improper descriptive sentence construction c. Lack of a variety in descriptive vocabulary	a. Dependent on teachers b. Technology unutilized well in learning

Findings for RQ1 (b) nature of learning behaviour in the teaching and learning of writing

THEME	Low Participation
SUB-THEMES	a. Less collaboration and communication b. Limited participation

Excerpt 3: *good time or memories to kedah. family happy, and the memories with can make happy and remember*
(Doc_Anal_A2_S12)

Excerpt 1:



SAMPLE QUOTES

This is my family and I love them all ... if I have a problem I will share with my mother because my mother is more understanding than my dad ... I have three siblings ... a man and two girls ... I think that's all I can say because I have nothing to say...thank u 🙏❤️

Teacher A was taken aback with their attitude and knowledge level here, from urban area, *"if it's like in a classroom situation....we ask students a question....regarding anything that has happened recently....only some of them could answer....only some of them could put up their hands and say teacher I have heard about that but most of them will be like in their own world...living in their own cocoon whereby they are not exposed to the outside world"* (Teacher A).

Findings for RQ1 (c) expectations in strategies and materials in the teaching and learning of writing

THEMES	1. Creative strategies and materials	2. Effects of using a variety strategies and materials creatively
SUB-THEMES	a. Usage of Technology b. A Variety of Strategies and Materials	a. improves sentence construction b. improves vocabulary c. improves collaboration

SAMPLE QUOTES

To describe well in a descriptive essay is tough for students, especially using the right choice of words and to elaborate her idea. *"I think it's not too bad, you really describe. I think that's not that easy for me teacher.... I can get more ideas to write...but to write in detail...using right words not easy teacher..."* (Student J)

Student J claimed that, *".....something like teamwork and we split in groups....like essay writingcreate a story....even though it is funny or scary....make a story that is not logic,....who knows....if we create something out of fun....it will make the students....OMG...I want to learn more about English.....English is fun....full of joy and not so hard after all...."* (Student J).

Excerpt 1: Activities that have at there is snorkelling, jungle trekking and island hopping also shopping chocolates free good
(Doc_Anal_WT1_S4)

The list below shows the most commonly and similarly used vocabulary used according to the three categories of description based on the Written Test 1 and online posting.

Description of People: *Good, kind, caring, nice*
Description of an Object/Product: *Delicious, spicy, hot*
Description of Setting/Scene: *beautiful, interesting*

(Doc_Anal_A2)

Student B laughingly mentioned the targeted recipient, *"Social media...I write to them...post captions....i just wish they reply...like celebrities...mostly to Selena Gomes..i just message them....they don't reply....you know fans....fans"* (Student B).

RQ 2: How does the Implementation of Creative Pedagogical Strategies Help to Improve Students' Descriptive Writing Skills Concerning Vocabulary and Sentence Construction?

Theme	(1) Simple Descriptive Sentence Structure	(2) Simple Descriptive Vocab
CYCLE 1	a. Simple length and type	b. Able to paint a picture using rich words
Sub-Themes	<i>Eg. Excerpt 2: They had to recoup their losses and take stock of things to get back on their feet</i> (Doc_Anal_WT2_S2)	<i>Eg. Excerpt 2: "...massive downpour, beating down through the rain, a helping hand" (Doc_Anal_WT2)</i>
	b. Linked sentences	c. Learn more new words
		<i>Eg. New words in sentence, such as "rose high level, accompanied, threatening" (Doc_Anal_WT2)</i>
(3) Creative Pedagogical Strategies contributed purposeful, experiential and authentic learning in descriptive writing		
<i>Eg. S2: Fun teacher...must use creativity...to connect not easy...twist brain a lot...members gave many crazy, crazy ideas...hahahaaha...</i>		
<i>Eg. Vocabulary used included "distracted, natural disaster, huge, unused, grabbed, hideout, figuring out, got tossed by the waves" (Doc_Anal_SSW_C1)</i>		
Improvement: more buddy support system		

SAMPLE QUOTES

RQ 2: How does the Implementation of Creative Pedagogical Strategies Help to Improve Students' Descriptive Writing Skills Concerning Vocabulary and Sentence Construction?

Themes	(1) Improved Descriptive Sentence Structure	(2) Improved Descriptive Vocab
CYCLE 2	a. Moderate length and type	b. A variety of adjectives and verbs
Sub-Themes	<i>Eg. More than 10 people attacked the Indian boy, and the boy was injured until his head and hand were not bothered, angry, traumatised, gossiping, mentally stop bleeding until he gasp to the point doubled, viral, sacrificed, twice older</i> (Doc_Anal_WT3_S18)	c. Able to show emotion or feelings
	b. Paragraphs appropriately connected	
(3) Creative Pedagogical Strategies reinforced Students' Cognitive and Thinking Skills in Descriptive Writing		
<i>Eg. "...ya me too teacher...it's serious...the topic but teacher put in simple" (FGI_2_P5)</i>		
Improvement: more video and phone-related activities		

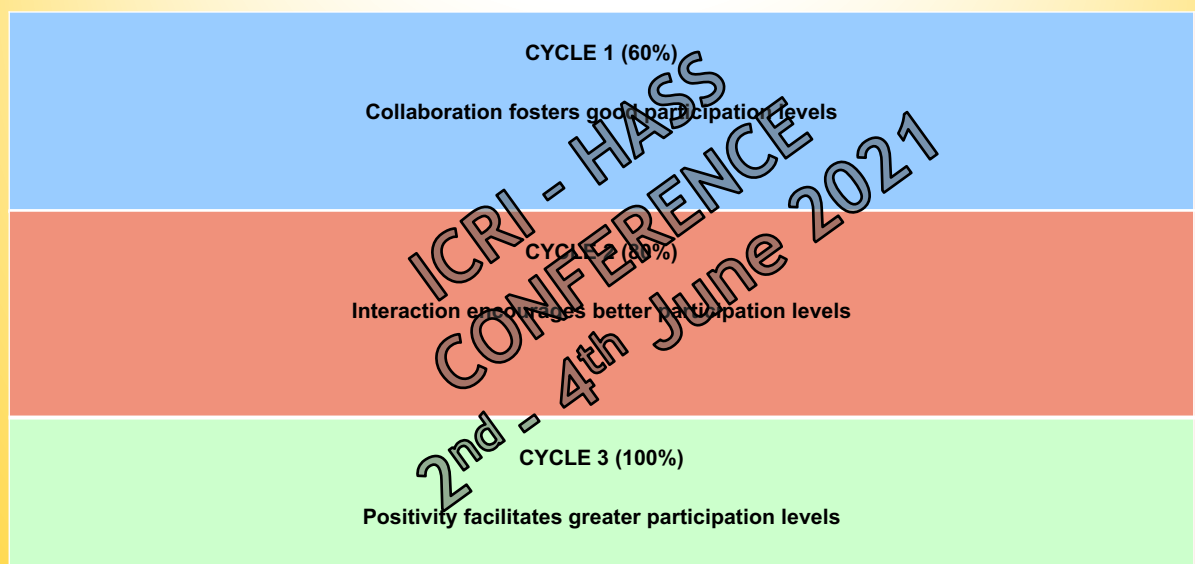
SAMPLE QUOTES

RQ 2: How does the Implementation of Creative Pedagogical Strategies Help to Improve Students' Descriptive Writing Skills Concerning Vocabulary and Sentence Construction?

Theme	(1) A Variety of Descriptive Sentence Structure	(2) A Variety of Descriptive Vocabulary
CYCLE 3	a. A mixed length and type	Convey meaning in precision
Sub-Themes	<p><i>Eg. "ya teacher...power...about earth...recycling...all... For solution, reuse, reduce, wastage, biodegradable, nice words that we use in essay...now like I can write a break down the garbage is dumped there, short essay... far fewer compared to Cycle 1. Most of decompose, landfill, aluminium, renewable resources, the mistakes were grammar components, mainly protect the ecosystem, global warming, greenhouse tenses and subject-verb-agreements, compared to the gases and carbon emission" (FGL_3)</i></p> <p><i>many parts of grammatical mistakes observed in Cycle 1 (FGL_3_P1)</i></p>	
	b. Paragraphs are organized	
(3) Creative Pedagogical Strategies addressed students' Linguistic Challenges in Descriptive Writing		
<p><i>Eg. others were all good...very good...essay writing...shake me all...then have to change and translator...presentation...and then the jengga...pick up stick also... Get clues...run and all were rushing...laughing...hehhee...so creative the clues...helped us form ideas and one essay at last...</i></p>		

SAMPLE QUOTES

RQ 3: HOW DO THE CREATIVE PEDAGOGICAL STRATEGIES HELP IN ENHANCING STUDENTS' PARTICIPATION IN THE WRITING CLASS?



CONCLUSION

Practical Implication

Knowledge Implication

• A compilation of Lesson Plans

• Creativity can be nurtured over time

CONTRIBUTION

- ☐ Lesson plans (Exemplars/Module/Workshop)
- ☐ Learning Behaviour (Participation) Observation Checklist

RECOMMENDATION

- ✓ Suggest Ministry of Education to provide more training in terms of using creative pedagogical strategies and materials integrating human values to support hybrid teaching and learning

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Creativity, like many other skills, can be learnt, practiced and improved!

