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## Constructing Sentences for Narrative Writing Using Wh-Questions among Rural Primary Year 6 Students

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### Abstract

Writing skill is one of the fundamental skills yet most of the students seemed to be lacking in writing due to their low socio-economic background especially in the rural schools. To tackle this problem, the use of wh-questions is significant as it serves the purpose of providing effective learning experience for the rural students whereby limited learning facilities are available. Hence, this quasi-experimental study intends to investigate the effects of using wh-questions in constructing sentences for narrative writing among rural Primary Year 6 students and their perceptions about how wh-questions helps them in their writing. The sample consists of 6 students of Year 6 in a rural school in Pahang, Malaysia. A set of pre-test and post-test were used as the main findings. A semi-structured interview was also implemented in order to explore the perceptions towards the use of wh-questions. The results indicated that the use of wh-questions helped the students to write more sentences and also allowed them to write more variety of sentences which include simple, compound and complex sentences. Apart from that, the use of wh-questions also helped the students to increase their writing scores. Generally, wh-questions were positively accepted and the findings showed that wh-questions was perceived to provide fun and active learning, increasing motivation in producing better quality of narrative writing and also providing effective learning tool. This paper can be used by future researchers as it is recommended in exploring the effectiveness of this teaching and learning tool in enhancing students' writing ability.

**Keywords:** Writing Skill, Constructing Sentences, Wh-questions, Narrative Writing, Rural Students

### Introduction

The skill of writing is viewed as a crucial skill to be mastered by students as to gain meaningful knowledge and effectively results in the students with vast opportunities for their future professional success (Azam et al., 2019). In order to acquire the skill of writing, learners should be exposed to adequate writing experiences and practices. Moses and Mohamad (2019) listed several difficulties that most students faced which include poor knowledge of vocabulary, poor grasp of grammar, low level of motivation, inability to spell accurately, students' readiness and also lack of exposure towards meaningful English materials. Not only that, students who are learning English as their second language also experienced problems with

regards to structural issues such as selecting the proper words, applying correct grammar, constructing sentences, generating and developing ideas related to the given topics (Pek and Mee, 2016).

Meanwhile, Malaysian primary students especially from the rural schools were identified to have poor writing performance in English as compared to students from the urban schools. Madut and Yunus (2019) claimed that rural students are generally to face struggles in their writing the fact that they are being dependent on the school during English lessons in learning the language and also due to limited exposure towards English. With regards to writing in English, one of the critical writing skills that needs to be equipped by them to be successful writers is constructing the sentences correctly. Nee and Yunus (2020) claimed that students' inability to construct sentences was because of their weak understanding towards the meaning of the sentences. The students in the researcher's school also experienced the same problem in constructing sentences correctly. This was evident by a preliminary study conducted whereby the findings discovered that most of the students scored low marks in their composition paper due to their inability to construct sentences correctly.

To resolve this problem, language educators need to discover some new methods that are efficient in promoting the students' writing abilities. As for that purpose, this current study aims to identify the effects of using wh-questions in constructing sentences for the narrative writing among rural Primary Year 6 students and their perceptions of how wh-questions helps them in their writing process. The findings of this study will benefit teachers in schools considering the strategies that may assist students in a rural school to overcome their problem in writing especially related to sentence construction and consequently adding the existing knowledge and literature related to the achievement gap closing with regards to the techniques and teaching tool in overcoming students' writing problems especially those who are from the rural schools.

### **Research Objectives and Research Questions**

There are two objectives of this research which are:

- a) to identify the effects of using wh-questions in constructing sentences for narrative writing among rural primary year 6 students.
- b) to find out rural primary Year 6 students' perceptions towards the use of wh-questions in constructing sentences for narrative writing.

Based on the research objectives mentioned above, this study aims to answer two research questions which are:

- a) What are the effects of using wh-questions in constructing sentences for narrative writing among rural primary Year 6 students?
- b) How do rural primary Year 6 students perceive the use of wh-questions in constructing sentences for their narrative writing?

### **Literature Review**

#### **Writing in Second Language**

Writing skill is a technique that is crucial for current students to learn in education. Writing is a skill that permits students to compose anything that they want according to the topic correlated to the lesson and arrange them in sentences appropriately (Sa'diyah 2017). With

regards to writing in second language (L2), Maznun et al (2017) claimed that it is not an easy skill to be acquired. In fact, the challenges in L2 writing are continuously given focus and highlighted by scholar. It has been frequently reported that most students remain passive in their class although the importance of participation plays significant role in ensuring effective writing lesson (Mustapha et al., 2010). Learners are required to experience few processes and implement several strategies so that to produce a good piece of writing (Ghazali & Mohamad, 2017). Incorporating appropriate strategies by using effective teaching tool that are equivalent to the pupil's level of mastery in writing may result in producing more great writing. It is significant for educators to develop a new strategy that is equally relevant to the pupil's development in writing skills as it could elicit the awkwardness of the students in acquiring writing skills (Suci, 2019). Thus, the integration of teaching tool such as a writing template which provides platform for students to participate actively in the class through brainstorming session could help them to improve their writing skills.

### **Sentence Construction Problem among ESL Learners**

The skill of constructing sentences is a very vital aspect that learners should grasp by the end of their primary schooling according to the current Primary School Standards-Based Curriculum (KSSR). This is because, when learners failed to master the skill of constructing sentences in their primary schooling, they will experience more complex problems when they start their secondary school whereby more challenging writing tasks will be given to them (Miin et al., 2019). Evidently, Khair Mohamad Yusof who is the former education director-general claimed that Malaysian students have yet to master the level desired for writing in English language the fact that 23% of the students had flunked in the English composition subject in the Primary School Achievement Test (UPSR) in 2016 ("New UPSR format", 2016).

Few factors have contributed to sentences constructions problem among Malaysian ESL learners. The first factor identified was because of the less exposure towards English language. Most of the pupils are being exposed to English only in the school especially during the English lessons. In addition, they have minimal opportunities to use, practice and acquire the language. Despite of using the golden time effectively in the school, some learners prefer to use their mother tongue language (Ghabool et al., 2012). As a result, it hinders their learning. Besides that, the teaching strategies and methods implemented by the teachers do not assist in creating a fun and meaningful learning environment (Li & Yee, 2017). The fact that they are many teachers who still employ chalk and talk as their main teaching method instead of utilizing other effective teaching methods. Meaningful teaching strategies which suit the students' learning preferences and styles should be utilized so that to heighten students' level of motivation to acquire English language (Li & Razali, 2019). If the teachers fail to employ the appropriate technique of teaching, they indirectly fail to afford an enjoyable learning atmosphere to attract the interest of the students to enjoy themselves learning the language.

### **The Use of Wh-Questions in Writing**

Yunus (2020) defined wh-questions as words used in order to ask questions. Meanwhile, Lee (2012) claims that wh-questions initiates with wh-words such as what, when, where, which, whose and why. They are usually used in requesting information with regards to events and actions. Basically there are two categories of question words that are used in the process of writing namely the lower order question words and higher order question words. Lower order

of questions are utilized in getting information which can be directly taken from the texts given or recall a fact discussed or read previously (Yunus 2020). Winne as cited by Sahin (2015) defined higher order questions as elements that require students to interpret and analyse information which they had previously learned as to create answers or supporting their ideas with logical inferences.

With the aim to improve students' ability in writing narrative texts, questioning can be used as a guidance for them to initiate writing (Rafika, 2014). Wh-questions provides platform for teacher to scaffold students in generating ideas since students would be able to generate their ideas through questioning session conducted by the teacher. Students as a results managed to collect related information through the questions posted which they would use to write their essay. Teachers on the other hand plays role to activate creativity and thoughts among students prior writing. Wh-questions technique could be a meaningful medium for students to generate ideas before initiating their descriptive writing. Other than aiding students generating ideas, using Wh-questions develops interests in the students towards the writing lessons. This happens when they begin to learn the technique that improves their writing. They would be more motivated and confident in completing their writing using their own ideas rather than copying their friends' work /9Namasivayam et. al., 2017).

### **Rural Students in Malaysia**

With regards to rural students in Malaysia, Mustapha (1998, cited in Ien et al., 2017) claimed that they were identified to be non-active learners in the learning process. In fact, Ien et al (2017); Lawai and Aziz (2019) revealed that rural students in Malaysia become dependent learners due to the fact of the limited and restricted learning facilities in the school and due to the unconducive setting. Another factors which affect rural students' challenges in learning English include the geographically remote area and also the influence from their mother tongue language. Influence from the mother tongue language results in monolingual environment which then hinders the rural students to using the language in their daily life. The students were also identified to spend most of their time and daily activities within their monolingual community and only exposed themselves to English language during formal lesson in the school. Subsequently, these rural students will have limited vocabulary which then eventually impedes the ability to convey their thoughts and ideas in English written production. Furthermore, rural students who mainly come from the rural areas and low socio-economy background face difficulties and struggles in writing in English since they rarely use the language in their daily communication life which was the result of their limited access towards English (Madut & Yunus, 2017). To further elaborated, rural students in Malaysia were claimed to have poor command of the English language as English is perceived to be an examination subject (Jusun & Yunus, 2017). Therefore, it can be said that rural learners become dependent mainly on the teachers in learning English. This is further supported by Ali (2000); Thien and Ong (2015) whereby they strongly believed that as compared the urban areas, rural Malaysian students experience less exposure towards English language which includes in terms of the communication, language resources and materials. Besides, rural schools are considered to be at a constant disadvantages with regards to the infrastructure and resources (UNESCO, 2013). Hence, it is no wonder that majority of rural students in Malaysia experienced hiccups when they are required to learn English. Therefore, teachers in the rural schools have to implement a suitable teaching strategies which suit the learning facilities and environment in tackling the problem. This is very important step to be looked

into as it is feared that English language anxiety towards learning English among rural students further impede their motivation and interests in learning the language (Lawai & Aziz 2019).

### Conceptual Framework

This current study is guided by Social-Cognitive Learning Theory (SCLT) proposed by Bandura (1977). This theory puts a heavy highlight on cognitive concepts and put emphasize on how individuals operate cognitively throughout their social experiences and also how their cognitions then affect their behaviours and the development. In this current study, the use of wh-questions in constructing sentences for narrative writing among rural primary year 6 students is guided by triadic model in Social Cognitive Learning Theory by Bandura (1977).

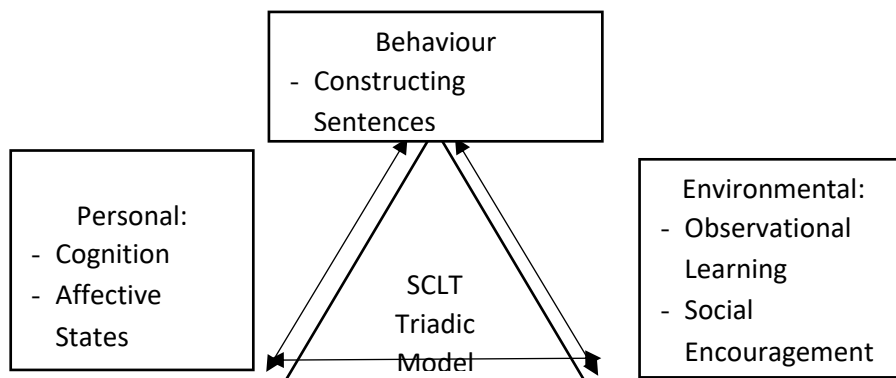


Figure 1. Triadic Model in Social-Cognitive Learning Theory

Bandura (1977) claimed that triadic model consists of three factors which affect individual's behaviour which are the personal factors, environmental factors as well as the behaviour itself. In other words, this model posits that learning occur within a social context through a dynamic and reciprocal interaction among the aspect of the individuals, environment and the behaviour. With regards to this current study, individual's behaviour is the students' ability to construct sentences for their narrative writing. Basically, this behaviour is influenced by their personal, environmental factors and their own behaviour. In the personal factor, students' cognition, affective states and self-efficacy influenced their behaviour which is their ability in constructing the sentences. This is because, cognition plays important role in their learning process. The learning process occurred through observations from the students' surrounding and this affected how they cognitively process new information. Thus, by observing how the teacher used wh-questions in constructing the sentences, students acquired the steps and techniques and applied them when they constructed the sentences. In addition, students' self-efficacy which is their belief towards their capability to accomplish specific goal which in this case is to construct sentences also influenced their behaviour. In short, personal factor plays important role in impacting students' behaviour which was in constructing the sentences.

### Methodology

#### Research Design

Quasi experimental research design was chosen in order to complete this study. Pre-test and post-test were administered to 6 participants followed by a semi-structured interview.

### Participants

The data for this study was collected from the Year 6 students in a rural and low enrolment school or sekolah kurang murid (SKM) in Pekan, Pahang. 6 participants were chosen through purposive sampling in which homogenous group of low proficiency in English were selected. Besides that, the participants were chosen based on the results from the preliminary study conducted by the researcher which revealed that all of them were weak in their English especially in writing skill. The analysis also indicated that the participants had problems in constructing sentences correctly for their narrative writing.

### Pre-test and Post-test

Pre-test and post-test were administered before and after the use of wh-questions in constructing sentences for the narrative writing. The topic of "Sarah's Birthday Party" was given and students were required to write a narrative essay between 80 and 100 words in 60 minutes. Both pre-test and post-test were marked by two qualified examiners appointed by the Malaysia Examination Syndicate (MES) with reference to the UPSR writing rubrics.

### Semi-structured Interview

A semi-structured interview was conducted to the students after they made use of the wh-questions during their pre-writing stage. The interview sessions were recorded and transcribed manually using Microsoft Word. Basically, questions pertaining to participants' perception in using wh-questions during pre-writing stage in producing their narrative essay were asked and further explored by the researcher.

### Results and Discussions

The findings for each data collection method are as discussed below:

#### Pre-test and Post-Test

##### Number of Sentences

The number of sentences written by the students in their narrative writing in both the pre-test and post-test was analyzed. As mentioned in the methodology section before, participants were expected to at least produce 12 sentences in their narrative writing. The number of sentences produced by each participant in both the pre-test and post-test was tabulated in Table 1 below.

**Table 1. Number of Sentences**

Participant	Pre-test	Post-test	Increase in Number of Sentences
B1	5	8	3
G1	4	7	3
G2	3	5	2
G3	3	5	2
B2	2	5	3
B3	1	3	2

Based on the findings tabulated above, all students indicated an increase in the number of sentences constructed after the use of wh-question for their narrative writing. The highest increment in the number of sentences was indicated by three students which were B1, G1 and B2 in which each of them has increment of three sentences after the use of wh-questions for their narrative writing. On the other hand, another three students which were G2, G3 and

B3 showed an increment of two sentences respectively. Apart from that, the average increment of the number of sentences constructed by all students after the use of wh-questions was 2.5 sentences. Hence, it can be claimed that with the use of wh-questions, all students managed to improve the number of sentences constructed for their narrative writing. In other words, the use of wh-questions has helped the students to increase the number of sentences for their narrative writing.

Based on the findings discussed above, it was revealed that the use of wh-questions helped participants to write and construct more sentences in their narrative writing. The writing template which consists of wh-questions provided effective teaching and learning tool for both the teacher and the students. The findings from this current study support the previous study carried out by Suci (2019) whereby it was revealed that incorporating appropriate strategies by using effective teaching tool that are equivalent to the pupil's level of mastery in writing may result in producing more great writing. To further elaborate, the brainstorming session which utilized wh-questions in the process of writing helped the participants to exchange and collaborate their ideas and knowledge with their friends. This learning technique allows students to get involved actively in the learning process and this support a previous study by Almutairi (2015) which it was revealed that brainstorming was an important strategy to develop students' creativity and solving problems in their writing process.

### Variety of Sentences

The variety of sentences written by the students before and after the use of wh-questions was also analysed. The findings are as in Table 2 below:

Table 2. Variety of Sentences Written By Students in Their Narrative Writing

Participant	Simple Sentences		Compound Sentences		Complex Sentences	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
B1	4	5	1	2	0	1
G1	4	4	0	2	0	1
G2	3	3	0	1	0	1
G3	3	3	0	1	0	1
B2	2	3	0	1	0	1
B3	1	2	0	1	0	0

Results from Table 2 above indicates that all of the participants showed improvements in their variety of sentences in the post-test after the use of wh-questions in constructing the sentences. Five participants which are B1, G1, G2, G3 and B2 managed to write simple, compound and complex sentences in their post-test with the use of wh-questions. However, B3 did not manage to write any complex sentence after the use of wh-questions in the writing process. In general, the findings revealed that the use of wh-questions helped all the participants to improve their ability in constructing more variety of sentences.

Basically there were two categories of wh-questions that were used in the process of constructing the sentences which include the lower order questions and higher order questions. Findings from this current study evident that all participants managed to utilize



lower order questions as they could write more simple sentences correctly in the post-test. It can be concluded that lower order questions aided the participants to use their existing knowledge in constructing the sentences. This supports previous studies conducted by Harrop and Swinson (2003); Premmilah et. al (2017) when they revealed that utilization of lower order questions in the classroom for teaching and learning process was very significant the fact that students who were in the beginner or intermediate level of language proficiency perceive lower order questions to be interesting to deal with. This was because, the questions aided them to remember and make connections between their existing schemata and current knowledge. On the other hand, five participants (B1, G1, G2, G3 and B2) can be said to have the abilities in using higher order questions as they managed to write more compound and complex sentences in the post-test. Higher order questions used in the brainstorming session assisted the participants to elaborate and expand their ideas in constructing the sentences. This finding was aligned with a study done by Sahin (2015) in which it was found out that the use of higher order questions helped to improve the length of the written works and also that questioning technique using these type of words would aid students improve their achievement and performance in writing intrinsically and extrinsically. Yunus (2020) further supported by claiming that the use of higher order questions in writing lesson has evident a significant effect on the students (Yunus, 2020). It was identified that students managed to provide answers and responses that are longer and supported with logical inferences in elaborating them.

### Narrative Writing Scores

As explained in the previous methodology section, the marking scheme used in assessing students' narrative writing allocates twenty-five marks for the narrative writing. The ability of constructing more sentences and the ability to write variety of sentences in the narrative writing affect students' overall writing scores. Students' writing scores before and after the use of wh-questions were shown in Table 3 below.

Table 3 Writing scores before and after the use of wh-questions

Student	Before (Scores)	Performance (Bands)	After (Scores)	Performance (Bands)	Increase (Scores)
B1	7	Satisfactory	14	Good	7
G1	6	Satisfactory	11	Good	5
G2	5	Satisfactory	9	Satisfactory	4
G3	4	Limited	8	Satisfactory	4
B2	3	Limited	7	Satisfactory	4
B3	2	Limited	7	Satisfactory	5

Based on the findings above, all students indicated increase in their writing scores after the use of wh-questions. The highest increment of score was seven which was showed by B1 whereby the second highest increment of score was five, which were showed by G1 and B3. On the other hand, the remaining three students (G2, G3, B2) showed an increment of four scores after the use of wh-questions in their narrative writing. In terms of the performance levels, five students (B1, G1, G3, B2 and B3) managed to improve their performance levels after the use of wh-questions in their narrative writing and there was only one student (G2) who remained in the same performance level after the use of wh-questions. Specifically, two students (B1 and G1) achieved good performances with the scores of 14 out of 25 and 11 out

of 25 whereby another four students (G2, G3, B2 and B3) achieved satisfactory performance with the scores of nine out of twenty-five, eight out of twenty-five and seven out of twenty-five for both B2 and B3. Although G2 did not show improvement in terms of the performance level, she indicated an improvement in terms of the scores which was from five out of twenty-five before the use of wh-questions to nine out of twenty-five after the use of wh-questions. Thus, it can be said that G2 had also improved her performance in her narrative writing. In general, from the findings identified, it can be stated that the use of wh-questions in constructing sentences for the narrative writing has also helped the students to improve their narrative writing's scores.

This finding agreed with a previous study conducted by Rafika (2014) which involved the use of wh-questions as a guidance for students to initiate writing. The finding from the study revealed that wh-questions have provided platform for the teachers to scaffold students in generating ideas since students would be able to generate their ideas through questioning session conducted by the teacher. Students as a results managed to collect related information through the questions posted which they would use to construct the sentences for their essay. Thus, the finding from the current study corroborates with the finding from (Rafika, 2014). Moreover, students' improvements in the writing scores evident that the use of wh-questions in constructing the sentences provided platform of scaffolding for the students in the writing process. A study done by Kwaileh (2011) revealed that wh-questions aided students in improving their writing as students required help in the process in how to write in addition to what they were expected to write. Wh-questions used in the process of writing helped the students to write sentences correctly. Thus, the current finding of using wh-questions to construct sentences in students' narrative writing was found to be effective as it corroborated with the findings from previous study done by (Kwaileh, 2011). In addition, using wh-questions has also developed interests in the students towards the writing lessons which then contributed to their improvement in the writing scores. This happened when they began to learn the technique which improved their writing. A previous study conducted by Namasivayam et. al, (2017) indicated that students would be more motivated and confident in completing their writing using their own ideas rather than copying their friends' work. Hence, the use of wh-questions in constructing sentences for the narrative writing gave the students a sense of authority towards their learning which they decided on their own about the sentences they were going to write.

### **Semi-structured Interview**

Semi-structured interview was carried out in exploring the students' perceptions towards the use of wh-questions in helping them to construct sentences for their narrative writing. The transcriptions were analyzed using thematic analysis. Basically there were four themes identified by examining the codes that the participants claimed and stated most frequently. The themes were such as positive acceptance, fun and active learning, increase motivation in producing better quality of narrative writing and also effective learning tool.

### **Positive Acceptance**

The findings from the interview conducted revealed that all students demonstrated positive acceptance towards the use of wh-questions in constructing sentences for their narrative writing. The students agreed that they like and felt excited using wh-questions in their writing activity. Among the responses received from the students include "I like using the questions

to construct the sentences”, “I feel happy to ask questions with my friends”, “I enjoyed myself during the brainstorming session”, I like seeing the writing template with questions on it” and “I prefer this compared to the previous writing activity”. These prove that the use of wh-questions in the writing activity and how the use of writing template together with the questions contribute to students’ positivity in using it. Students’ attitude was transformed and heightened positively which contribute to them to be actively engaged in the writing process (Maricimoi, 2017) which could be seen in the participants’ good respond of the interview. In fact, Maznun, Monsefi and Nimehchisalem (2017) claimed that writing in second language is not an easy skill to be mastered of. Past research done by Ghazali and Mohamad (2017) concluded that applying appropriate strategies beforehand was vital as students were required to go through several processes of writing before producing a good piece of writing. Thus, by utilizing wh-questions, the students in this current study were equipped with the skill in constructing sentences for their narrative writing. The use of wh-questions developed the students’ interests towards the writing process as they began to acquire the learning technique which helped them to construct sentences better. Therefore, the students felt motivated and confident in completing their writing. This is in line with the finding from previous research done by Namasivayam et. al (2017) when it was found out that the use of wh-questions motivated learners to learn as they could use their own ideas which was very meaningful for them.

Not only that, the utilization of wh-questions in the brainstorming sessions also helped the students to make use their prior knowledge and ideas in constructing the sentences. As a result, the students were engaged in the learning process and this led to increase their motivation in learning. This is supported by Sa’diyah (2017) when her research findings made her to believe that learners needs to be equipped with specialized skills in writing especially to generate and organize their ideas about what they want to write and put them in sentences form accordingly. In addition, the utilization of wh-questions in constructing the sentences again provided opportunity for the students to take a break from using textbook and remembering sentences formula in the usual writing lesson. In this study, the students stated that learning using wh-questions in constructing the sentences was an interesting experience to them. Hence, this situation evoked excitement among them. As a results, the students felt more motivated in the lesson which then allowed them to produce better narrative writing. In a nutshell, the use of wh-questions in constructing sentences was positively accepted by all of the students in constructing sentences for their narrative writing.

### **Fun and Active Learning**

It was found out that all of the students agreed that the use of wh-questions in constructing the sentences provided fun and active learning experience for them. As mentioned by the students “The wh-questions make me think about the sentences I want to write”, “The questions require me to think about the subject, object or adjectives of the sentences”, “I don’t have to remember any sentence formula so I like it”, “I feel happy each time I can answer my teacher’s question”, “I can participate in the discussions using wh-questions”. These responses prove that the students perceived that the use of wh-questions in constructing the sentences provided fun and active learning experience for them. Allowing students to actively engage in the writing lesson as well as creating fun learning environment affect students’ performance in constructing sentences for their narrative writing. Utilization of the questions in the brainstorming session provided two ways of communication in which

students were able to ask questions to their teacher and also friends. Not only that, the students also were given the opportunity to answer their teacher's and friends' questions in the brainstorming session using the wh-questions writing template. Moses and Mohamad (2019) believed that it requires active participations among the learners in ensuring successful and effective writing activity. This is because, learners can involve and participate actively in the learning process when they have interactions with their friends and not only interacting with their surroundings. With regards to this current study, the students were provided the opportunities to explore the different types of wh-questions and construct sentences based on the questions. They were also given chances to interact by asking questions to their friends which then allowed them to be active learners in the writing activity.

Furthermore, brainstorming session by using wh-questions provided chances for the students to involve directly in the learning process. This was because, the use of wh-questions allowed the students to exchange their prior knowledge with their friends. Previous research conducted by Maghsoudi and Haririan (2013) and also Manouchehry et.al (2014) revealed that brainstorming activity in the writing process aids learners to actively participate by giving them more freedom by integrating their existing knowledge which then led to success in their writing. In other words, the finding from this current study substantiate the evidence of the effectiveness of brainstorming session and the use of wh-questions in providing fun and active learning environment. Based on the interview responses also, it was revealed that the students preferred to write sentences based on the questions posted to them and their own answers. When the students wrote the sentences using their own existing knowledge, it permits the students to compose anything that they wanted based on the topic which related to the lesson. It is a skill that affords students to stimulate their feelings, creativity, and others in writing the sentences (Pratama, 2016). Applying appropriate strategies beforehand is vital as students need to go through several processes of writing before producing a good piece of writing (Ghazali & Mohamad, 2017).

### **Increase Motivation to Produce Good Quality of Narrative Writing**

It was also discovered that the use of wh-questions in the writing activity increased students' motivation to produce good quality of narrative essay. Some responses are such as "I enjoyed myself writing on the wh-questions writing template", "The burger writing template is so interesting and I love using it", and "The wh-questions in the template make me want to construct more sentences". All these indicated that the students felt motivated and encouraged when using wh-questions. As claimed by Namasivayam et. al (2017) that learners' motivation and confidence will be enhanced when they are using their own ideas rather than copying their friends' work. Hence, the use of wh-questions in constructing sentences for the narrative writing gave the students a sense of authority towards their learning which they decided on their own about the sentences they were going to write. It will become a push for them to be interested in learning. It is important for teachers to tackle the students' interest and motivation in learning. Teachers could do it by identifying student's personal interests and ability. Another important element which contributes to participants' motivation in their writing activity when using wh-questions is that the fact that the use of wh-questions in the "Burger" writing template is easily accessible by them not only in the classroom but anywhere if they have the copies of them. It is important for teachers to choose the right teaching aid in order to make learning easier and better for students. The tool that

teachers choose should be convenient and accessible so that students will be able to truly explore the tool and experience learning by themselves (Thalluri and Penman, 2015).

### **Effective Learning Tool**

The students agreed that wh-questions works effectively as a learning tool which helped them to improve their skill in constructing the sentences. The students claimed “I can construct the sentences better using wh-questions”, “I can edit and check my sentences using the questions”, “I can write more sentences”, “I can write longer sentences using wh-questions” and “I don’t have to remember any formula to write the sentences”. It can be seen that the students expressed that they felt delighted to use wh-questions in the writing template in constructing the sentences as they could write longer sentences and also they were not required to remember sentences formula which was the main teaching technique practised by the teacher before. The use of wh-questions allowed the students to take a break from the usual teaching technique of remembering sentences formula. Past research carried out by Rahmawati, Mahpul, and Huzairin (2019) revealed that when learner experienced brainstorming with integration of the wh-questions, they would improve their writing performances as it triggered their cognitive in terms of existing knowledge and ideas. Hence, the students were not only confined with the usual teaching technique in just remembering the sentences formula. In addition, Beena (2014) also claimed that the use of higher order questions allowed the learners to acquire intelligence and critical thinking which then contributed to good writing skills of the learners. Therefore, this would be beneficial for the learners to produce good narrative writing with guidance provided by the wh-questions. In this current study, the students’ behaviour in using wh-questions to construct sentences was influenced through cognitive processes as they experienced answering the wh-questions as well as the environmental factors which observational learning and social encouragements. This was supported by Bandura (1977) in his social-cognitive learning theory whereby the theory suggests that there is reciprocity among the personal, environmental and behavioural factors of an individual. These three factors are believed to be connected in a triadic model meaning that individuals identify or cause the others as they are interacting (Bandura 1977). Simply put, behaviour, environmental events and cognitive and other personal factors all function as the interacting determinants which affect each other bidirectionally. In this study, students’ behaviour in constructing sentences correctly was influenced by their cognitive in utilizing the wh-questions and also through the environmental factors which were the observational learning and social encouragement from the teacher. The students mentioned that the use of wh-questions was a new experience for them which then evoked excitement and provided effective teaching tool for them. In a nutshell, the use of wh-questions in constructing sentences was perceived to be an effective teaching tool by the students which allowed them to be actively involved in the writing process.

### **Conclusion and Recommendations**

As a conclusion, the utilization of wh-questions as a writing tool during the writing process is proven to be helpful and effective for the students with regards to improve the skill of constructing sentences and thus producing better quality of their narrative essay. This quasi-experimental study explores the effects of using wh-questions in helping rural primary Year 6 students to construct sentences in their narrative writing. The findings of this study had enlightened on the most significant effect of using wh-questions in helping students improve the number of sentences in their narrative writing. It is also indicated that wh-questions have

helped them to write simple, compound and complex sentences in their narrative writing and also helped the students to increase their writing scores.

Apart from that, it was found out that the use of wh-questions was given positive acceptance by the students and also to be perceived as fun and active learning, increasing their motivation in producing better quality of narrative writing and also providing an effective learning tool. Teachers are entitled to be responsible in ensuring students mastered the skill in using wh-questions during their writing activity in order for them to use it correctly and achieved the targeted learning objective. For this reason, it is important to ensure teachers put more effort to make the students love the learning process and love language learning. Writing is a language skill which demands the learners to practice consistently with the appropriate teaching techniques and methods implemented by the teachers.

Basically, future researchers may want to consider to extend the time allocation in implementing the use of wh-questions in constructing sentences so that to gain more meaningful insights and therefore, more significant knowledge can be achieved. In addition, since the current study focuses solely on narrative writing, future researchers might want to consider to use different genres of writing such as descriptive and argumentative to be used with wh-questions.

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