



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



Memory Game Card Methods in Improving Grammar Proficiency of the English Subjects among Orang Asli Primary School Pupils

Norwaliza Abdul Wahab, Fatin Nabihah Idris & Mastura Kamarudin

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v11-i3/15499>

DOI:10.6007/IJARPED/v11-i3/15499

Received: 11 July 2022, **Revised:** 13 August 2022, **Accepted:** 29 August 2022

Published Online: 09 September 2022

In-Text Citation: (Wahab et al., 2022)

To Cite this Article: Wahab, N. A., Idris, F. N., & Kamarudin, M. (2022). Memory Game Card Methods in Improving Grammar Proficiency of the English Subjects among Orang Asli Primary School Pupils. *International Journal of Academic Research in Progressive Education and Development*, 11(3), 1217–1302.

Copyright: © 2022 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 11(3) 2022, Pg. 1296 - 1302

<http://hrmars.com/index.php/pages/detail/IJARPED>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



Memory Game Card Methods in Improving Grammar Proficiency of the English Subjects among Orang Asli Primary School Pupils

Norwaliza Abdul Wahab¹, Fatin Nabihah Idris¹ & Mastura
Kamarudin²

¹Universiti Pendidikan Sultan Idris, ²District Educational Office

Corresponding Author's Email: masmiera@yahoo.com

Abstract

Orang Asli pupils were found to be very weak in language proficiency especially the English language. This study was to determine the extent to which the effectiveness of the use of Memory Game card method to help in improving grammar among Orang Asli Year 3 students. This study was conducted in one of the Orang Asli schools in Perak. This study uses a quantitative approach with a quasi-experimental design. The instruments used were pre-test, post-test, questionnaire and observation checklist. The quasi-experimental method used involved 12 students, namely six students in the experimental group and six students in the control group. The time period taken for this study was four weeks. Data were collected using appropriate instruments and it was analyzed using descriptive analysis techniques and T-Test. The findings showed that the achievement of the experimental group using the Memory Game card method were higher and more significant compared to the control group who only used traditional learning methods. All students in the experimental group were able to demonstrate a good understanding of the use of present continuous tense. Based on the observation checklist, all the students were found to have a lot of fun during the teaching and learning process. In conclusion, this study shows that the Memory Game card method can improve the mastery of English grammar of Orang Asli students as well as to promote positive behaviours. It is hoped that the implications of this study are that this Memory Game card method will help the teachers to diversify teaching methods in the classroom.

Keywords: English Subject, Education, Memory Game Card Methods, Orang Asli Students

Introduction

English has been necessary in equipping students with a new communication platform to absorb science information, modern technology, and complex cultures in a continually evolving global environment (Harun et al., 2021). Learning English is closely related to grammar skills. Grammar is an important element to communicate and write English sentences correctly. Without the proper use of grammar, the sentence to be delivered or written becomes meaningless and poorly understood. Therefore, an individual needs to master grammar well so that the information to be conveyed is clear and organized.

There are various aspects of grammar contained in the English subject all of which have their own distinct functions. Educators need to make maximum leaps to reinforce policies and strategies to strengthen English subjects through effective implementation. This indicates that the best methods need to be implemented to improve the achievement and level of mastery of the language among students.

Given that this subject is a second or third language for some schools, schools need to plan meaningful strategies and approaches to increase their confidence in the use of the language. For example, in Orang Asli schools, English is the third language for these students after Bahasa Semai and Bahasa Melayu. The reason behind Orang Asli students dropping out and not dominating the syllabus imparted by teachers is because they easily forget what was taught in the classroom as the content are not what they can find in their surroundings. Together with that, the teacher's inability to conduct effective teaching and learning activities was also found to have cause students' competency problem in reading, writing and comprehension skills (Abdul Wahab et al., 2020).

Even though games are always been associated with fun learning, pedagogical values also very important. Games are effective in teaching and learning because it can provide students more opportunity for interaction, motivation and lower the students' stress (Richard-Amanto, 1996). Thus, students may expect teachers to use games as a tool in lessons (Rondon et al., 2013)

Memory Game card method

A set of cards is used in the classic Memory Game card method. Each card contains words that can be arranged so that it can be a word complete with grammar. Each student will be given a set of cards. They will be given time to arrange the cards into one complete sentence. After arranging the cards, the teacher will check whether the sentences are formed by the students. If correct, students will be rewarded.

Other mental processes, like focus, concentration, and attention, can be enhanced by playing Memory Game card methods. Memory Game card methods allow for critical thought, which helps kids develop their attention to detail. Playing Memory Game card methods can enhance visual perception. Children can develop their visual discrimination skills by playing Memory Game card methods that involve finding distinctions or connecting two similar images. This will speed up the process of differentiating between photos. Playing Memory Game card methods frequently will enhance short-term memory, which is essential for them. A person's long-term memory can be enhanced by having a strong short-term memory. Both are interconnected, and learning in other areas will improve if you can transfer information from your short-term memory to your long-term memory. Although they provide a quick boost, Memory Game card methods need players to make plans as they go. Children can learn the value of planning ahead by plotting their next course of action or by exposing a card. Carrier (1990) asserts that teachers should take into account the game's level in order to match it to their pupils' proficiency. They ought to pick a game that complements the objectives or subject matter of the lesson. Teachers should also take into account the qualities of their students, including their age, mentality, and level of motivation to learn.

Objectives

The objective of this study is

- i. To find out whether there is any significant difference between the academic achievement of the participants in control group and those in the experimental group at Pre - Test level.
- ii. To find out whether there is any significant difference between the academic achievement of the participants in control group and those in the experimental group at Post-Test level
- iii. To identified the interest, fun and involvement of Orang Asli students during teachers' use of this method in the classroom.

Hypothesis

- i. There is no significant difference between academic achievement of the participants in control group and those in the experimental group at Pre-test level.
- ii. There is no significant difference between the academic achievement of the participants in control group and those in the experimental group at Post-test level.

Methodology

This study includes both quantitative and qualitative studies. Quantitative study means a study conducted by collecting data from study respondents by giving Pre-Test and Post-Test. The quasi-experimental method used involved 12 students, namely six students in the experimental group and six students in the control group. The time period taken for this study was four weeks. Data were analyzed using descriptive analysis techniques and T -Test. The instruments used were pre-test, post-test, questionnaire and observation checklist. Questionnaires were also distributed to the experimental group to identify the effectiveness of the Memory Game card method method used. Qualitative research includes a checklist of observations conducted to see their progress during the activities.

Findings

The following table consists the data on the Pre-Test and Post-Test results of the Control and Experimental groups and also furnishes the significance of difference between the academic achievement of students in various groups in detail.

Table 1.0

Analysis of pre-test and post-test academic achievement for the Control Group

	Mean	SP	Mean Difference	t	dk	sig
Pre-Test	3.0000	1.26491	-16667	-.542	5	0.661
Post-Test	3.1667	.75277				

Table 4.1 shows that the mean pre -test score is 3.0000 and the mean post -test score is 3.1667. The mean difference in this table is 16667. The p value readings were 0.661 ($t = .542$, $df = 5$) and $p 0.661 > 0.05$. These data shows that there is no difference between the mean pre-test score and the mean post-test score for the control group based on the acceptance value $\sigma = 0.05$.

Table 1.1

Analysis of pre-test and post-test academic achievement for the Experimental Group

	Mean	SP	Mean Difference	t	dk	sig
Pre-Test	3.1667	1.16905	3.16667	-5.836	5	.002
Post-Test	6.3333	.81650				

Table 1.1 shows that the mean pre-test score is 3.1667 and the mean post-test score is 6.3333. The mean difference in this table is 3.16667. The p value readings were 0.002 ($t = 5.836$, $df = 5$) and $p = 0.002 < 0.05$. These data show that there is a difference between the mean pre-test score and the mean post-test score for the experimental group based on the acceptance value $\alpha = 0.05$.

Table 1.2

Analysis of pre-test achievement for Control Group and Experimental Group

	Min	SP	Mean Difference	t	dk	sig
Pre-Test Control Group	3.0000	1.26491	-.16667	-.237	10	0.770
Experiment	3.1667	1.16905				

Table 1.2 shows the mean achievement of the pre-test score of the control group is 3.0000 and the mean pre-test score of the experimental group is 3.1667. the p value readings were 0.770 ($t = .237$, $df = 10$) and $p = 0.770 > 0.05$. These data show that there is no difference between the mean pre-test score of the control group with the mean of the pre-test score of the experimental group based on the acceptance value $\alpha = 0.05$.

Table 1.3

Analysis of post -test achievement for the Control Group and the Experimental Group

	Mean	SP	Mean Difference	t	dk	sig
Post-Test Control Group	3.1667	.75277	-3.16667	-6.985	10	.646
Experiment	6.3333	.81650				

Table 1.3 shows that the mean achievement of the post-test score of the control group is 3.1667 and that the mean post-test score of the experimental group is 6.3333, while the p value readings were 0.646 ($t = 6.985$, $df = 10$) and $p = 0.646 > 0.05$. These data show that there is no difference between the mean post-test score of the control group with the mean post - test score of the experimental group based on the acceptance value $\alpha = 0.05$.

Discussions

The major findings of the study showed that Memory Game card methods of a set of cards are more effective. It can improve the academic achievement of Orang Asli primary school students in English as it can improve their grammar. There is no significant difference between

the control group and experimental group in The Pre-test but in the Post-Test the experimental group performed better compared to the Control group.

Based on the observations made, all students in the experimental group were able to show a good understanding of the teaching and learning using this Memory Game card method. There are many reading modules or tools to help teachers in teaching and learning in preschool and primary school levels (Norwaliza et al., 2019). However, for Orang Asli students, the teaching and learning tools are scarce and this makes it difficult for teachers in Orang Asli schools to diversify their teaching and learning methods in a class. It is hoped that with the use of memory game card method is able to attract students to follow the learning in the classroom

Based on the behaviour, all students showed positive behaviour throughout the teaching and learning process using the Memory Game card method card method. They seemed active and had fun using the method in addition to being focused while looking for answers to complete the game. Memory Game card method method is effective to increase students the mastery of grammar among Orang Asli Year 3 significantly. The effectiveness of the method is evidenced with the increasing of generic post test score after learning by using a Memory Game card method teaching and learning.

Based on the results of the questionnaire, a total of 6 students stated 'AGREE' with all 5 statements in the questionnaire, which makes up 100%. This proves that the Memory Game card method method has successfully increased their motivation in mastering the present continuous tense. Overall, a majority of the respondents agreed that this method in helping them to master this grammar.

Conclusions

The major finding of the study reveals that Memory Game card methods of matching pair cards game more effective than the traditional method of learning. It improves the academic achievement of primary school students. Although this study has weaknesses and is not comprehensive, but to some extent it is expected to be used as a guide and reference to relevant parties. Accordingly, this study can provide an understanding of the use of this Memory Game card method method in helping the English grammar skills among Orang Asli students. The use of interesting pictures in this game can increase their focus and interest in learning English. The communication inherent in this game can also increase self-confidence and language skills over time

References

- Abdullah. (2005). *Linguistik am: Siri pengajaran dan pembelajaran Bahasa Melayu*. Kuala Lumpur: PTS Profesional Publishing Sdn. Bhd
- Rashid, A. R. (1990). *Ilmu Sejarah: Teori dan amalan dalam pengajaran dan Pembelajaran*. Kuala Lumpur: Penerbit Universiti Malaya.
- Abdul Wahab, N., Goh, P. S. C., Ong, E. T., Ibrahim, M. H., & Affandi, M. N. (2020). Construction of the forest school framework based on indigenous knowledge in Malaysia. *Cakrawala Pendidikan*, 39(2), 269-278.
- Norazli, A. I., & Jamil, A. (2014). *Peranan game-based learning dalam pembelajaran bagi meningkatkan prestasi murid linus*. International Seminar On Global Education II: Education Transformation Toward A Develop Nation (UKM) 2014. ISBN 978-983-2267-61-4
- Carrier, M. (1990). *Games and Activities for the Language Learner*, UK: np. Pp 6-11
- Harun, M. R., Wang, H., & Jahirul, I. (2021). Role Of Grammar in Language Teaching and Different Type's Components in English. *Journal of English Language and Literature*, 8(3), 6-12
- Norwaliza, A. W., Goh, S. C., Shah, M. A., Ridzwan, J., & Norhasnida, C. M. G. (2019). Development and evaluation of the 'LIKES' module to promote reading interest among Orang Asli in primary schools. *International Journal of Academic Research in Progressive Education and Development*, 8(4), 157-164.
- Richard-Amato, P. A. (1996). *Making it happen*. New York: Addison Wesley Publishing Group. Pp 192-199.
- Rondon, S., Sassi F. C., Andrade, F. de C. R. (2013). Computer game-based and traditional learning method: a comparison regarding students' knowledge retention. *BMC Medical Education*, 13(30)