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**THE USE OF NURSERY RHYME IN IMPROVING LOW
PROFICIENCY STUDENTS' EMAIL WRITING SKILL
IN A FORM 2 ENGLISH LANGUAGE
LESSON IN LAHAD DATU.**



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AMIELIA BINTI KARIM

**CLASSROOM ACTION RESEARCH SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF EDUCATION
(TEACHING OF ENGLISH AS A SECOND LANGUAGE)**

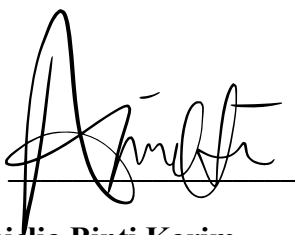
**FACULTY OF LANGUAGES AND COMMUNICATION
UNIVERSITI PENDIDIKAN SULTAN IDRIS**

2023

DECLARATION

I hereby declare that the work in this research paper is my own except for the quotations and summaries which I have duly acknowledged.

Signature:



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"Education is not preparation for life; education is life itself." – John Dewey.

ABSTRACT

One of the main goals of pedagogy is to prepare students for the real world. Educators are using creative methods to ensure that students are equipped with real world skills, such as e-mail writing skill. One such method is the use of nursery rhymes in lessons. This study investigates the impact of using nursery rhymes in English Language lessons in improving the e-mail writing skill of low proficiency students. The objectives of this study are to examine the effectiveness of using nursery rhymes to improve e-mail writing skill of low proficiency students and to investigate the students' perception to the use of nursery rhymes in English Language lessons. This study was conducted by holding an English Language lesson using nursery rhymes for a sample comprising 35 Form 2 students who have low English Language proficiency from Lahad Datu, Sabah.

The quantitative approach is used for this study by collecting data of the students' 5-Point Likert scale survey and e-mail writing test results from before and after the lesson was held. The Statistical Package for the Social Sciences (SPSS) software is then used for a descriptive and paired-sample T-Test analysis to compare and analyze both sets of the collected data. According to the data analysis, the students' test scores for their e-mail writing after the lesson was held demonstrate a statistically significant improvement of the students' e-mail writing skill. Furthermore, based on the Likert scale analysis, the overall questionnaire's mean score was 4.06, indicating that many of the students agreed that using nursery rhymes did help them achieve a higher score for their e-mail writing test. In conclusion, the use of nursery rhymes does help low proficiency students improve their e-mail writing skill, and it is possible that this approach could be extended to their descriptive writing skill as well.

Keywords: nursery rhymes, e-mail writing, students' perception.

ABSTRAK

Salah satu tujuan utama pedagogi adalah untuk menyediakan pelajar bagi dunia sebenar. Para pendidik menggunakan kaedah-kaedah kreatif untuk memastikan pelajar mempunyai kemahiran dunia sebenar, seperti kemahiran menulis e-mel. Kajian ini menyiasat impak penggunaan pantun semaian dalam kelas Bahasa Inggeris dalam meningkatkan kemahiran menulis e-mel pelajar berkemahiran rendah. Objektif kajian ini adalah untuk mengkaji keberkesanan penggunaan pantun semaian untuk mempertingkatkan kemahiran penulisan e-mel bagi pelajar tahap berkemahiran rendah dan untuk menyiasat persepsi pelajar terhadap penggunaan pantun semaian dalam kelas Bahasa Inggeris. Kajian ini telah dilaksanakan dengan mengadakan kelas Bahasa Inggeris menggunakan pantun semaian bagi sampel yang terdiri daripada 35 pelajar Tingkatan 2 yang mempunyai kemahiran Bahasa Inggeris yang rendah dari Lahad Datu, Sabah. Pendekatan kuantitatif telah digunakan bagi kajian ini dengan mengumpulkan data dari survei skala Likert 5-Mata dan keputusan ujian penulisan emel dari sebelum dan selepas kelas diadakan. Perisian SPSS kemudiannya digunakan untuk membandingkan dan menganalisis kedua-dua set data yang diperolehi. Menurut analisis data, markah ujian penulisan e-mel pelajar-pelajar setelah kelas dilaksanakan menunjukkan peningkatan yang ketara secara statistik. Tambahan pula, berdasarkan analisis skala Likert, skor min keseluruhan soal selidik ialah 4.06, yang menunjukkan bahawa kebanyakan pelajar bersetuju bahawa menggunakan pantun semaian membantu mereka mencapai markah yang lebih tinggi untuk ujian penulisan e-mel mereka. Kesimpulannya, penggunaan pantun semaian dapat membantu pelajar berkemahiran rendah mempertingkatkan kemahiran penulisan e-mel mereka, dan ada kemungkinan pendekatan ini boleh diperluaskan kepada kemahiran penulisan deskriptif.

Kata kunci: pantun semaian, penulisan e-mel, persepsi pelajar.

Bil.	Table of Contents	Page
	Declaration	iii
	Acknowledgement	iv
	Abstract	v
	Abstrak	vi
1	Chapter 1 – Introductions.	1
1.1	Background of study.	2
1.2	Problem statement.	3
1.3	Research objectives.	3
1.4	Research questions.	3
1.5	Definition of terms	4
1.5.1	Nursery Rhyme	4
1.5.2	Email Writing	4
1.5.3	Writing Skill	5
1.5.4	Low Proficiency Students	6
1.5.5	Perceptions	6
1.6	Theoretical Framework	7
2	Chapter 2 – Literature review	8
3	Chapter 3 – Methodology	19
3.1	Research design	20
3.2	Samples	20
3.3	Instruments	21
3.4	Data collection procedures	22
3.4.1	Test scores.	22

3.4.2	Likert scale	22
3.5	Data analysis procedures	23
3.5.1	Descriptive analysis	23
3.5.2	Paired-Sample T-Test	24
4	Chapter 4 – Analysis and Results	25
4.1	Analysis of data	26
4.1.1	Test scores	26
4.1.2	Likert scale	31
4.2	Results of analysis	33
4.2.1	Test scores	33
4.2.2	Likert scale	34
5	Chapter 5 – Conclusions and Implications	36
5.1	Conclusions.	37
5.2	Reflections and Implications.	38

References

Appendices

CHAPTER 1

INTRODUCTIONS



The Use Of Nursery Rhyme In Improving Low Proficiency Students' Email Writing Skill In A Form 2 English Language Lesson In Lahad Datu.

1. Chapter 1 – Introduction.

The study's beginnings and the research proposal's problem statement are discussed in this chapter. The research objectives are then drawn out from the problem statement and the research question are formed. At the end of this chapter will be the definition of terms.

1.1 Background of the study

This study's objective is to comprehend the effectiveness of using a nursery rhyme on a provided template to ensure that the students are able to memorise it better when answering for their email writing for the English examination.

A nursery rhyme is able to provide rhythm and a familiar pattern which could help with the students' ability to remember the template. Furthermore, when grouped together with a drilling technique which requires repetition, it could be determined to be a factor to help students to be able to provide a solid answer for their English examination paper, specifically for section A which is email writing.

The students have already been exposed to the usage of nursery rhymes to improve memorisation. However, the researcher decided to utilise their background knowledge and to implement it further to help with their email writing skill.

A template (*Refer to appendix 5*) will serve as a guide for the students to follow and to fill in the blanks with the necessary details. The template comprises of typical phrases and linking words that the students can memorise and to ensure that they are able to fill in the blanks with the necessary details that serves as a reply to the email provided.



The teacher will introduce the template to the students. Afterwards, the teacher will sing the template and have the students memorise it. This activity implemented with a repetition technique as a pre-lesson during lessons that focuses on email writing skills.

1.2 Problem statement

The form 2 students have a low grasp of the English language. The students are of the low-levelled English proficiency. They face problems in mostly all of the skills, especially writing skills. When presented with a topic to write, the students are unable to provide complete sentences. The answers provided are filled with grammatical mistakes, misspellings, and weak sentence structure. Furthermore, since the students face difficulty for their writing skills, it is important to start small which is to give them the proper technique to answer section A: Email writing rather than to move forward to section B.

1.3 Research Objectives

- 1.3.1 To examine the effectiveness of using nursery rhymes to improve email writing for Form 2 low proficiency students.
- 1.3.2 To investigate students' perceptions in using Nursery Rhyme to write email in the Form 2 English Language lesson

1.4 Research Questions

- 1.4.1 How does the use of nursery rhyme improve email writing skill of low proficiency students in the English Language lesson?
- 1.4.2 What are the students' perceptions in using nursery rhyme to write an email?

1.5 Definition of terms

1.5.1 Nursery Rhyme

According to Sayakhan & Bradley (2019), A nursery rhyme is a short poem or song written for kids. Additionally, it is frequently written by poets who remain anonymous; Nursery verses are popular with young children because of their fast beat and tight rhyme scheme. (Temple, Martinez, and Yokota: 171). In Britain and many other nations, they are considered traditional poems for young children. Their use dates back to the 19th century, and in North America, the "Mother Goose Rhymes" are still frequently implemented in primary classrooms.

1.5.2 Email Writing

According to the Toppr website, writing, sending, storing, and receiving messages over an electronic communication system are all aspects of email writing. An email is an electronic message. Because it is quicker and cheaper, email writing is preferred to other forms of communication. There are three types of emails, which are;

i. Semi-Formal Email

This category includes an email written for a coworker or teammate in a project. The language is casual, easy going, and friendly. Demeanour and modesty must be upheld.

ii. Formal Email

An email for any kind of business correspondence will fall under the formal email category. An email sent to businesses, government agencies, school administrators, or any other officers is considered formal email writing.

iii. Informal Email

Any relatives, friends, or acquaintances will receive an informal email. There are no specific guidelines for writing informal emails. Any language is available to an individual.

1.5.3 Writing Skill

Through Erlik (2010), writing skills are specific abilities that enable writers to mentally engage with the message and express their thoughts in meaningful words. Different linguists have provided explanations for various writing definitions. Writing is an important part of a larger activity that focuses on something else, like practicing language, acting, or speaking. (Harmer, 2007:33)

Writing is the nature of the composing process of writing. Writing often comes from thinking, writing, and revising procedures that require specialized skills, which not all speakers naturally possess. (Brown, 2003: 335). In light of the preceding explanation, it is possible to draw the conclusion that the process of inventing ideas, considering how to express them, and Writing is the organisation of ideas into sentences and paragraphs with the intention of indirectly communicating with other people. The student tries to communicate their ideas in writing.

1.5.4 Low Proficiency Students

According to Cambridge English organization website, the Common European Framework of Reference for Languages (CEFR) is a globally accepted measure of language proficiency. It uses a six-point scale to describe language proficiency, from A1 for those who are just starting out to C2 for those who have mastered a language. This ensured that this explanation is simple for students and teachers, as well as the number of people involved in language teaching and testing, to see the various levels of qualifications. In addition, it indicates that employers and educational institutions can easily see the difference of our credentials to those of other examinations in their country

There are a total of six levels of English proficiency according to the CEFR standard (*refer to appendix 1*). Most of the participants in the recorded teaching video were categorised ranging from A2 – B1 levels of proficiency. This means that the students are capable of using English in its most basic form, however, they are unable to utilise and apply it into their daily lives without the needs to rehearse it beforehand. These levels of English proficiency are considered to be low proficiency.

1.5.5 Perceptions

One of the aims of the research is to observe how the students are able to understand the usage of nursery rhymes on a template and to apply it into their email writing. According to the Cambridge Advanced Learners Dictionary, the word perception has three meanings which are;

- i. The way you think about something and your idea of what it is like.
- ii. The way that you notice things with your senses.
- iii. The natural ability to understand or notice things quickly.

1.6 Theoretical framework

