



SITI NUR FAQIHAH BT IMRAN  
D2015100660

## PROBLEM

Due to no teaching materials while giving teaching input, students had difficulties to understand the lesson.

## EVIDENCES

Students did not understand the lesson.

Students refused to participate in classroom discussions.

Students could not answer the questions.

## RESEARCH OBJECTIVE

To investigate the effectiveness of teaching materials in aiding teaching input.

## RESEARCH QUESTION

How does teaching materials in aiding teaching input can contribute to students' understanding of the lesson?

### THE MADELINE HUNTER MODEL OF MASTERY LEARNING

- Input must be presented to the students through graphic or demonstrations.

### USING ACTIVE LEARNING INSTRUCTIONAL STRATEGIES TO CREATE EXCITEMENT & ENHANCE LEARNING

- Active learning can be achieved with or without the use of technology tools.

### GOOD INSTRUCTIONS IN THE L2 CLASSROOM BY JIMALEE SOWELL

- Consider what additional input aids understanding - gestures, pictures etc.

## LITERATURE REVIEWS

### THE IMPORTANCE OF INSTRUCTIONAL MATERIALS IN TEACHING ENGLISH AS A SECOND LANGUAGE BY ALABERE RABIAT AJOKE

- Increase active participation & reducing teacher-centered in teaching.

### PRINCIPLES OF INSTRUCTION BY BARAK ROSESHINE

- Sufficient aids increase students performance.

## METHODOLOGY



### RESEARCH CONTEXT

- Performed macro teaching at Ipoh, Perak.
- Form 4 class for two days
- Met their English teacher to know the students' background.



### PARTICIPANTS

- Don't speak English in classroom
- Need to be in co-ed group for collaborative learning.
- 32 students - boys > girls
- Use mother tongue language in classroom.



### INSTRUMENTS

- Lesson plan
- Reflective journals
- Video recording

## DATA COLLECTION

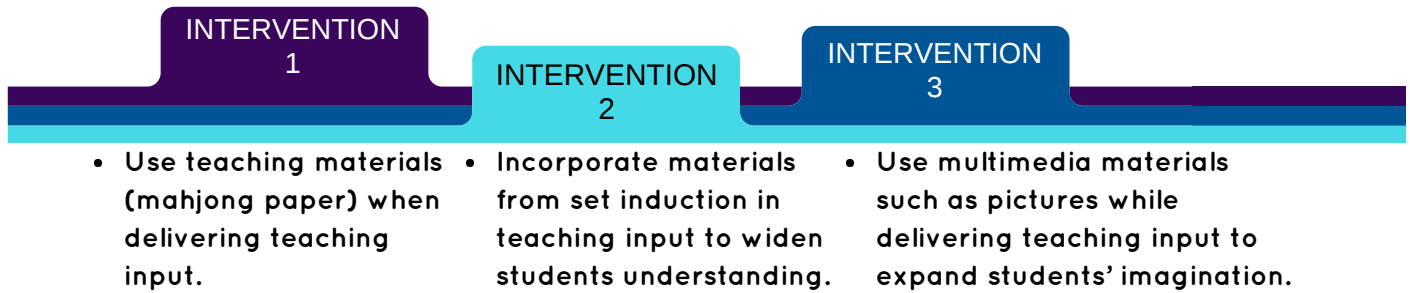
### DIAGNOSED PROBLEM:

Students did not understand the lesson due to no teaching materials while giving teaching input in presentation stage.



### PROPOSED SOLUTION

Incorporate teaching materials to aid teaching input to enhance students' understanding.



## DATA ANALYSIS

PROBLEMS	EVIDENCES	SOLUTIONS
<ul style="list-style-type: none"> <li>• Intervention I:</li> <li>• Students were not interested with the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• From the video recording - students played around with their friends</li> </ul>	<ul style="list-style-type: none"> <li>• Use interesting teaching materials to grab students' attention and stay focus throughout the lesson</li> </ul>
<ul style="list-style-type: none"> <li>• Intervention II:</li> <li>• Students could not participate in classroom discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• From the video recording - students had a hard time to comprehend the lesson because there was nothing for students to refer to when participating in classroom discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Give teaching materials of the teaching input to students.</li> </ul>
<ul style="list-style-type: none"> <li>• Intervention III:</li> <li>• Students do not understand the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Students expressed their frustration of not understanding the lesson.</li> <li>• Students could not execute or complete the task given.</li> </ul>	<ul style="list-style-type: none"> <li>• Incorporate multimedia materials in teaching input because some students understand better through images.</li> <li>• Teacher should model the task so that students can perform the task efficiently.</li> </ul>



### RESEARCH ETHICS

- Consent: from Head of Academic, English teacher.
- Issue of Confidentiality: Informed the school & participants' willingness to be recorded.



### LIMITATIONS OF THE STUDY

- Data limitations: not able to collect data as much as I want.
- Method used to collect the data: relied on reflective journals and video recording only.