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1. TITLE OF INNOVATION

THE MAGIC OF HTP TECHNIQUE IN THE TEACHING OF PARAGRAPH WRITING (English Language)
(*Penyertaan Pelajar Guru*)

2. OBJECTIVES

- a. Improve my teaching of paragraph writing skills among Year Five pupils using the HTP technique
- b. Improve my Year Five pupils' paragraph writing skills using the HTP technique

3. BEFORE THE IMPLEMENTATION OF INNOVATION

I am a pre-service teacher at IPG Batu Lintang, majoring in Teaching English as a Second Language (TESL). During my third practicum, I went to Sekolah Kebangsaan Batu Lintang on 2nd February until 1st May 2015. I taught Year Five Hijau class which consisted of 21 pupils.

Previously, before I discovered the HTP technique, I mainly relied on textbook and the usage of fullscape paper (refer to Figure 2) to teach my Year Five pupils the three aspects of paragraph writing. I received feedbacks from my pupils saying that it was difficult for them to identify the aspects of paragraph. I identified this issue after I taught them how to identify the main idea and supporting sentences of paragraph. Figure 1 is the field notes I wrote about the lesson.

Table 1

Field notes on the lesson

Date and Day:	9 th March 2015
Time:	8.30 a.m - 9.30 a.m
Topic/Activity/Focus:	UNIT 5 Moving Forwards (Main idea and details of paragraph)
Actions	Reflection
1. Students said it was difficult for them to differentiate the main idea and the details of a paragraph.	1. I should use teaching methods which easier for them to identify the main idea and the details of a paragraph.

-
- | | |
|--|---|
| 2. Most of the pupils unable to write a paragraph. | 2. Prepare suitable activities to help the pupils in paragraph writing. |
|--|---|
-

After the lesson, I reflected on my actions and teaching strategies I used. For the lesson, I used fullscape paper to write the reading text and used the reading text to introduce the main idea and details of paragraph. Then, I gave different exercise questions.

During the lesson, my pupils said it was difficult for them to differentiate the main idea and the details of a paragraph. I asked myself for any possible reasons that caused the lesson to be unsuccessful. From my reflections, I realised that I should improve my strategies and prepare more effective activities so that my pupils able to differentiate the main idea and details of a paragraph. Figure 2 shows the teaching aid I used for the lesson and Figure 3 shows a sample of pupils work.

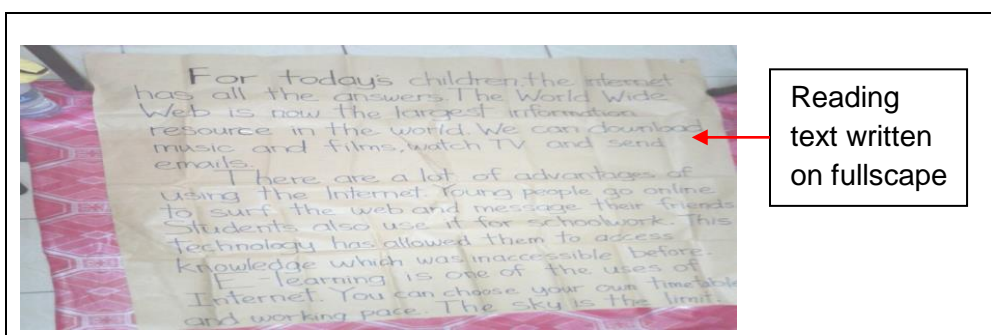


Figure 1. Teaching aid I used before I created HTP technique

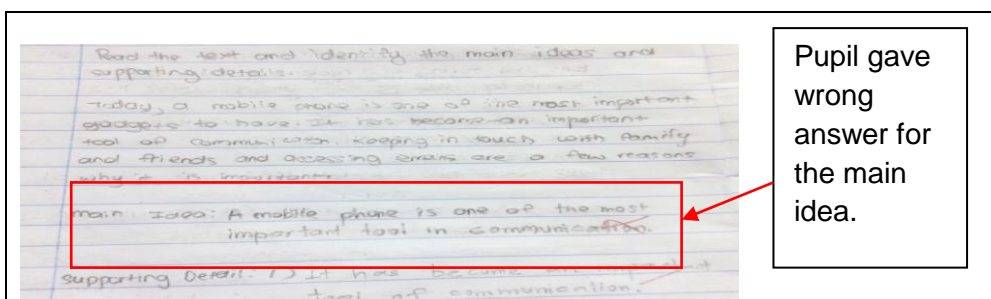


Figure 2. One of the samples of pupils' work

4. PROBLEM IDENTIFIED

My main concern was most of them were unable to express and organize their ideas in writing. I identified this issue after I asked them to write about their holiday so that I can see how do they express and relate their experiences into paragraph writing. I noticed that the some of the pupils wrote down their ideas and thoughts without making sense of the order they occurred and this led to their unorganized works. According to Miller (2011), although most pupils can orally express good ideas, they write summaries without proper writing convention, details, organization, sentence fluency, and word choice. This activity also helped me to collect the initial data of my research. The initial data of pupils' paragraph writing is shown in Table 1 and Figure 4 shows Cris Ron' initial paragraph writing.

Table 2
Initial Data of Pupils' Paragraph Writing

Pupils	Topic Sentence	Three Supporting Sentences	Concluding Sentence	Usage of Indent
Azzah	x	/	x	x
Belle	/	/	/	x
Cris Ron	x	/	x	x
Diego	x	/	x	/

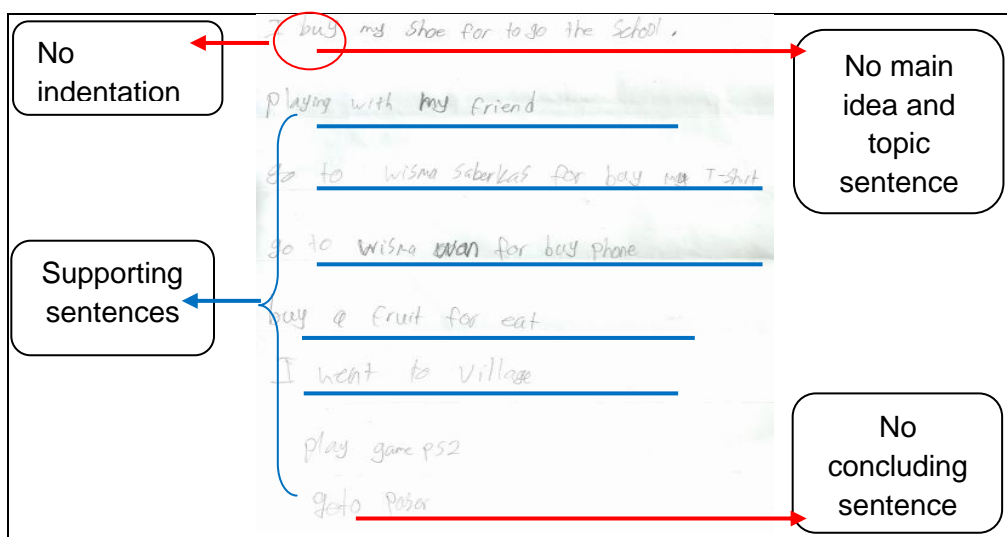


Figure 3. Cris Ron's initial paragraph writing.

I checked Cris Ron's paragraph writing and I found that he did not write the topic sentence and the concluding sentence. He also did not use indentation at the beginning of his paragraph. However, he had included supporting sentences in his writing.

5. IMPLEMENTED INNOVATION

5.1 INNOVATION APPROACH IN TEACHING AND LEARNING

This innovation is an innovation which using Hamburger Traffic Paragraph (HTP) technique with the integration of art and play therapies to help pupils with paragraph writing problem. This innovation is intended to produce a fun and effective learning approaches which suitable with the pupils' physical and metacognitive stages. My innovation benefits pupils by engaging them in play and art throughout learning. Compared to the traditional method of teaching which highly dependent on "chalk and talk" method.

Scaffolding learning is another product of HTP technique. Scaffolding refers to Vygotsky's concept to describe the various types of support that teacher/up brings need to provide for children to be able to learn and it often takes the form of directions, suggestions, and other forms of verbal assistance and is most effective if it involves tasks within the child's zone of proximal growth (Lefrancois,1999). Through HTP technique, I facilitated pupils' learning through sufficient practice in paragraph writing which structured in a way from simple to complex learning through scaffolding technique. In HTP technique, I included gradual internalization learning of identifying and constructing the three aspects of paragraph writing as implemented in the first three implementation stages of HTP. I ensured that my pupils were able to identify and produce the three aspects of paragraph first before allowing them to write a paragraph independently in stage four.

Spatial is the capacities to perceive the visual-spatial world accurately and to perform transformations on one's initial perceptions (Gardner & Hatch, 1989). I used Hamburger Chart and Traffic Light Chart as visual aids to teach my pupils the aspects of paragraphs and organizing sentences into a paragraph. The used of visual aids is essential to enhance pupils' memory on the learning contents. Buzan and Buzan (2010) suggest that the reason why pictures are 'worth a thousand words' is that the make use of a massive range of cortical skills: colours, form, line, dimension, texture, visual rhythm, and especially imagination - a word taken from the Latin *imaginary*, literally meaning 'to picture mentally'.

5.2 DESCRIPTION OF THE INNOVATION

Hamburger Traffic Paragraph (HTP) technique is a paragraph writing teaching technique I had created by combining two writing techniques namely as "Hamburger Paragraph" and "Traffic Light Paragraph" into six

stages of implementation. Hamburger Paragraph is actually a writing model developed from the Five Essays Paragraphs.

Hamburger Chart

This aid was used to introduce the ingredients to make a hamburger. Then, I related each ingredient with each aspect of a paragraph. The top bun represents the topic sentence of a paragraph. Lettuce, patty, and tomatoes represent the 3 supporting details of a paragraph, and the bottom bun represents the concluding sentence of a paragraph. This innovation is effective to make a contextual learning; the pupils relate the aspects of a paragraph to a hamburger. This aid also used as guidance for the pupils to make hamburger collage and to brainstorm the ideas for paragraph writing.

Traffic Light Paragraph

Traffic Light paragraph technique on the other hand focusing on the functions of colours in assisting pupils to arrange their sentences regarding on which aspect are they belong to. As we know, traffic light displays lights of 3 colours, green allows traffic to proceed in direction denoted, yellow provides warning telling the traffic to slow down, and red means the stop. In my innovation, I applied this signalling method in my teaching of paragraph writing.



Figure 4. Teaching aid I used in HTP technique known as “Hamburger Chart”

Figure 5. Teaching aid I used in HTP technique known as “Traffic Light Chart”

5.3 IMPLEMENTATION STRATEGY OF “HTP TECHNIQUE” INNOVATION

The implementation of this innovation is divided into 6 stages:

5.3.1 Stage 1

Activity	Rationale	Remarks
<p>☺ Trust gaining activity:</p> <ul style="list-style-type: none"> ▪ I asked a group of 10 pupils write about themselves. ▪ Pupils talked about their interests. ▪ Pupils drew a Figure of them and talked about it. (Art Therapy) ▪ Pupils wrote their strengths, weaknesses, and how they can improve themselves. 	<ul style="list-style-type: none"> ➤ Group activity helps to motivate Cris Ron to be involved in the activity. ➤ To help pupils to realize their own strengths. ➤ I can create a rapport with Cris Ron and slowly building his trust. 	<p>📖 Participant:</p> <ul style="list-style-type: none"> ▪ 10 pupils ▪ Cris Ron <p>📖 Materials:</p> <ul style="list-style-type: none"> ▪ Papers and colour pencils.



Figure 6.
Pupils talked about themselves



Figure 7.
Cris Ron drew a Figure of himself



Figure 8.
Cris Ron wrote his strengths, weaknesses, and how to improve himself.

5.3.2 Stage 2

Activity	Rationale	Remarks
<ul style="list-style-type: none"> ☉ Art Therapy (Happiness Test): <ul style="list-style-type: none"> ▪ Cris Ron took the Happiness Test. ▪ Cris Ron listed out the things he likes and assigned a colour for each thing. ▪ Cris Ron drew an outline of their own body and coloured the body using the colours they had assigned earlier. ▪ Cris Ron took the Happiness Test again. 	<ul style="list-style-type: none"> ➢ Boost Cris Ron self - esteem. ➢ I can identify what are the possible reasons for Cris Ron weak performance. ➢ Allow Cris Ron to express his inner feelings. 	<ul style="list-style-type: none"> 📖 Participant: <ul style="list-style-type: none"> ▪ Cris Ron 📖 Materials: <ul style="list-style-type: none"> ▪ Happiness test, drawing paper, water colour, and paper.





Figure 9.
Cris Ron took the Happiness Test



Figure 10.
Cris Ron coloured the body outline



5.3.3 Stage 3

Activity	Rationale	Remarks
<ul style="list-style-type: none"> ☉ Introduced the Hamburger Chart ☉ Presented the ingredients to make a hamburger. ☉ Presented the 3 aspects of a paragraph. ☉ Pupils drew and coloured a hamburger and labelled it with the aspects of a paragraph. 	<ul style="list-style-type: none"> ➢ To familiarise the pupils with the graphic organizer (Hamburger Chart). ➢ Hands-on experience learning. ➢ To help the pupils to identify the 3 aspects of a paragraph in a fun way. 	<ul style="list-style-type: none"> 📖 Participant: <ul style="list-style-type: none"> ▪ 5 Hijau pupils ▪ Cris Ron 📖 Materials: <ul style="list-style-type: none"> ▪ Papers and colouring materials.

	
<p>Figure 11. I introduced the Hamburger Chart, ingredients to make a hamburger and the 3 aspects of a paragraph</p>	<p>Figure 12. Cris Ron drew and coloured a hamburger. Cris Ron also wrote the 3 aspects of a paragraph</p>

5.3.4 Stage 4

Activity	Rationale	Remarks
<ul style="list-style-type: none"> Ⓢ Art Therapy: Make a hamburger collage. <ul style="list-style-type: none"> ▪ Cris Ron cut and paste colour papers to represent the ingredients of a hamburger on a paper plate. Ⓢ Play Therapy: Make the hamburger. <ul style="list-style-type: none"> ▪ I prepared all the ingredients and Cris Ron named the ingredients. ▪ Cris Ron made a hamburger using all the ingredients. ▪ Cris Ron held the hamburger and explained all the aspects of a paragraph to me. 	<ul style="list-style-type: none"> ➢ Both activities give hands - on experiences for Cris Ron. ➢ Cris Ron mingles with colours, shapes, and real materials to make the collage and hamburger which essential for a concrete understanding. ➢ Give spaces and chances for Cris Ron to talk more and be active in activity. 	<ul style="list-style-type: none"> 📖 Participant: <ul style="list-style-type: none"> ▪ Cris Ron 📖 Materials: <ul style="list-style-type: none"> ▪ Coloured papers, scissors, paper plate, and ingredients for making a hamburger.

	
<p>Figure 13. Cris Ron made a hamburger collage using colour papers</p>	<p>Figure 14. Cris Ron made a hamburger</p>

5.3.5 Stage 5

Activity	Rationale	Remarks
<ul style="list-style-type: none"> Ⓢ Used the Hamburger Chart to brainstorm the ideas for paragraph writing. Ⓢ Constructed full sentences for each idea in the Hamburger Chart. Ⓢ Introduced the Traffic Light Paragraph. Ⓢ Gave a topic to pupils. Ⓢ Pupils independently wrote a paragraph. 	<ul style="list-style-type: none"> ➤ Practise the pupils on how to generate ideas in writing. ➤ Practise the pupils to write full sentences for each idea. ➤ To introduce the pupils with the Traffic Light paragraph technique. ➤ Practise pupils to organize their writing using the Traffic Light paragraph technique. ➤ To test pupils paragraph writing skill after the implementation of HT Paragraph technique. 	<ul style="list-style-type: none"> 📖 Participant: <ul style="list-style-type: none"> ▪ 5 Hijau pupils. 📖 Materials: <ul style="list-style-type: none"> ▪ Hamburger Chart, Hamburger worksheet.



Figure 15.
Pupils brainstormed ideas for a paragraph using the Hamburger Chart

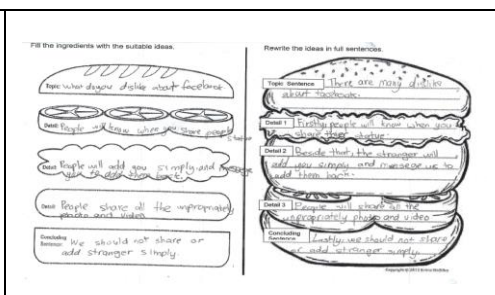


Figure 16.
Pupils constructed a full sentence for each idea



Figure 17.
I introduced the Traffic Light paragraph technique



Figure 18.
Cris Ron wrote a paragraph independently

5.3.6 Stage 6

Activity	Rationale	Remarks
<p>🕒 Play Therapy: Music Chair</p> <ul style="list-style-type: none"> ▪ Pupils were divided into 5 groups and assigned a role to each member. ▪ Each chair was assigned with a different aspect of a paragraph. ▪ The runners danced around the chairs. ▪ The writers came out with a sentence based on the chair seated by the runner and the reader read the sentence. 	<ul style="list-style-type: none"> ➤ Pupils experience fun way of learning and learn to obey the games rules. ➤ Give chance for Cris Ron to participate actively in learning. 	<p>📖 Participant:</p> <ul style="list-style-type: none"> ▪ 5 Hijau pupils <p>📖 Materials:</p> <ul style="list-style-type: none"> ▪ Chairs, music, and topics for discussion.



Figure 19. Runners danced around the chairs



Figure 20. Writers wrote sentences based on topic



Figure 21. Readers read the sentence.

5.4 SITUATION AFTER THE INNOVATION

5.4.1 Activity: Stage 1 (9th March 2015) (6.30 a.m - 7.00 a.m)

Collected data/Evidence	Analysis
<p>A simple line drawing of a person with a large head, wearing a purple long-sleeved shirt and red pants. The drawing is done in a childlike, sketchy style.</p>	<p>This is a drawing made by Cris Ron in the our first session. From his drawing, I can see that most of the space were coloured in purple. Purple colour represents sadness, anxiety, and passiveness. He also used red colour which symbolise rebellion, aggression, friendship, hate,</p>
<p>Figure 22. Cris Ron drawing on himself.</p>	

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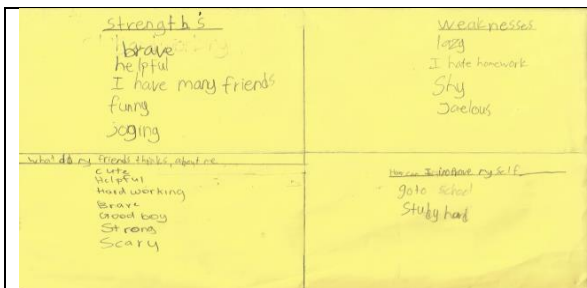


Figure 23. Cris Ron's Writing on His Strengths and Weaknesses.

and rage. My interpretation also supported by his own writing based on how he viewed his own strengths and weaknesses.

Strengths	Weaknesses
Brave	Lazy
Helpful	Hate
Many friends	homework
Funny	Shy
	Jealousy

This interpretation is based on the Colour Meanings and Symbolism Chart.

From the data, I am able to understand that Cris Ron had no interest in learning. Besides that, he is a shy person and hate homework, Henceforth, I had planned suitable activities to make him participate actively and learn in a fun way so that he could overcome his problem in paragraph writing.

5.4.2 Activity: Stage 2 (11th March 2015) (6.30 a.m - 7.00 a.m)

Collected data/Evidence		Analysis																																																																						
<p>Level of Happiness Test</p> <table border="1"> <thead> <tr> <th>Statements</th> <th>Slightly Disagree</th> <th>Minimally Disagree</th> <th>Slightly Agree</th> <th>Minimally Agree</th> <th>Strongly Agree</th> </tr> </thead> <tbody> <tr><td>1. I have been feeling good about myself.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>2. I have been feeling closer to other people.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>3. I have been feeling confident about myself.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>4. I have been feeling loved by my family.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>5. I have been feeling useful.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>6. I have been feeling loved by my friends.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>7. I have been feeling successful.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>8. I have been feeling loved by my friends.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>9. I have been feeling satisfied with my life.</td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>10. I have been dealing well with my problems.</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>		Statements	Slightly Disagree	Minimally Disagree	Slightly Agree	Minimally Agree	Strongly Agree	1. I have been feeling good about myself.						2. I have been feeling closer to other people.						3. I have been feeling confident about myself.						4. I have been feeling loved by my family.						5. I have been feeling useful.						6. I have been feeling loved by my friends.						7. I have been feeling successful.						8. I have been feeling loved by my friends.						9. I have been feeling satisfied with my life.						10. I have been dealing well with my problems.						<p>After I analysed Cris Ron strengths and weakness, I had implement Happiness Test to understand what are the things that make him happy and what are the things that he dislike.</p>				
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Figure 24. Initial Happiness Test Result



Figure 25. Cris Ron's Art

Figure 21 shows the art created by Cris Ron based on the colours he had chosen for the things that he likes.

Purple	= Playing ball
Red	= Cat
Yellow	= Playing games
Green	(PS2)
Orange	= Family
	= Friends

It shows that he has deep interest in playing. Based on his interest, I had to come out with activities that involve playing or games to gain his interest in

Statements	Level of Happiness Test					
	Strongly Disagree	Moderately Disagree	Slightly Disagree	Slightly Agree	Moderately Agree	Strongly Agree
1. I have been feeling good about myself.						
2. I have been feeling closer to other people.						
3. I have been feeling confident about myself.						
4. I have been feeling loved by my family.						
5. I have been feeling useful.						
6. I have been feeling loved by my teachers.						
7. I have been feeling grateful.						
8. I have been feeling loved by my friends.						
9. I have been feeling satisfied with my life.						
10. I have been dealing well with my problems.						

learning.

After the art therapy session, I conducted another Happiness Test. The second test had shown improvement on Cris Ron happiness test. From the happiness test, it shown that he had totally disagree on the statement "I have been feeling loved by my teachers", which could means that he had a bad rapport with his teachers.

Figure 26. Aftereffect Happiness Test Result

5.4.3 Activity: Stage 3 (12th March 2015) (9.45 a.m - 10.45 a.m)


Collected data/Evidence	Analysis
	<p>After the second session, I had carried out a lesson which required the 5 Hijau pupils to draw, colour, and then label the drawing using the aspects of a paragraph.</p> <p>From the activity, I noticed that Cris Ron was able to complete his work and label the hamburger with the correct aspects of paragraph.</p>

Figure 27. Cris Ron's paragraph writing

5.4.4 Activity: Stage 4 (16th March 2015) (6.30 a.m - 7.00 a.m)



Collected data/Evidence	Analysis
	<p>In the fourth session, I conducted 2 activities for the play therapy session. The objectives of the activities are to involve Cris Ron fine motor skills and attract his interest in learning through incorporation of plays.</p> <p>Overall, Cris Ron had successfully produce a collage of a hamburger and named each part of the collage with the aspects of a paragraph. In the second activity, Cris Ron were able to identify the</p>

Figure 28. Hamburger Collage

	ingredients needed in making a hamburger and relate them with the aspects of a paragraph.
<p><i>Figure 29. Making Hamburger Activity</i></p>	

6. ADVANTAGES OF THE IMPLEMENTED INNOVATION

In the Hamburger Chart, I presented the ingredients of the hamburger such as top bun, tomatoes, lettuce, patty, and the bottom bun in the form of visual aids to represent the aspects of paragraph writing. Using images give all benefits as well as creating a stimulating balance between your visual and linguistic cortical skills and improving your visual perception (Buzan & Buzan, 2010). I believe that teaching pupils to relate the aspects of paragraph writing with the ingredients of a hamburger would help them to memorize and distinguish the aspects accordingly. Teachers who put visual elements into their test questions find that ELLs do better on those questions than on strictly verbal ones.

Traffic Light Chart in the other hand intended to lay out the paragraph structure by focusing on the functions of colours in assisting pupils to arrange their sentences regarding on which aspect are they belong to in a paragraph. As we know, traffic light displays lights of three colours; green allows traffic to proceed in direction denoted, yellow provides warning telling the traffic to slow down, and red means stop.

Oxford (2010) defines therapy as the treatment of a physical problem or an illness. In Art therapy, the whole brain/body is used in the creation of complex intersubjective, perceptual, interpsychic, physical, and artistic processes (Chilton & Alexandria, 2013). Stevenson and Orr (2013) in their studies explained that art therapy uses art materials to express thoughts, feelings and experiences in a safe environment.

In the first session, I had asked my pupils to draw and colour their Figures. Then, I asked them to list out their strengths and weaknesses. From these activities, Cris Ron had revealed his inner images through the choices of colours and based on the characteristics he had listed about himself. Hope (2008) postulated that drawings are visual representations of our inner images.

In conclusion, HTP technique with the integration of art and play therapy indeed are appropriate to the teaching theories and philosophy which are able to create a fun learning, pupil - centred learning, involve active participant of the pupils. As an educator, I believe that it is my responsibility

to introduce written language to my pupils and teach them how to communicate effectively using written language

7. SHARING OF THE INNOVATION

This is my first innovation and I had implemented it during my third phase practicum. I had shared this innovation with Batu Lintang primary school English teachers and 5 Hijau pupils. If I had the opportunity to share it with more people, I would be really grateful for having the opportunity to share my knowledge and help other people especially language teachers who faced the difficulty in the teaching of paragraph writing.

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