

StoryGo!
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SYNOPSIS

One of the key elements in the 21st Century Learning classroom is a fun and interactive teaching and learning session. In order to give the pupils a fun language learning experience, teachers can use games to captivate and engage with the pupil's mind especially when learning about grammar rules. Gamification is one of the latest approaches that teachers can adapt into the classroom. This approach has also been implemented in the innovation entitled StoryGo! application. According to Kapp (2012), Gamification is "using game-based mechanics, aesthetics and game thinking to engage people, motivate action, promote learning and solve problems". Through this approach, many technology-based learning tools are utilized inside the classroom such as virtual reality games, augmented reality games and virtual world games. As today's learners are digital natives, the implementation of this gamification approach on technology-based learning tools such as the StoryGo! application can give positive impacts on pupil's behavior and motivation, which leads to improvement of knowledge and skills (W. Hsin-Yuan Huang & D. Soman, 2013).

OBJECTIVES

StoryGo! application is produced to:

- (i) To teach on how to differentiate "common nouns" and "proper nouns".
- (ii) To provide fun and interactive learning to fables.
- (iii) To provide materials and approaches on teaching "common noun" and "proper noun".

INNOVATION ASPECT

Complicated grammar rules

Grammar is a vital aspect that needed to be focused on especially during developing their writing skills. If a student is lacking in grammar knowledge and

skills, they will not be able to produce good writings which leads to misinformation (Hinkel, 2003). The pupils were not able to write grammatically correct compound sentences. They tend to build sentences that are repetitious which can be compressed into one sentence. To be specific, the pupils are incapable of understanding the use of these two coordinating conjunctions which are “and” and “but”. This problem occurred when she marked the pupils’ workbook.

Overload drilling sessions

According to the traditional method of teaching grammar, teachers must do “drilling sessions” on the structure of compound sentence after each lesson. Initially, the pupils could keep up with the exercises. Overtime, the pupils got bored and restless from the abundant of worksheets as there were no fun in it. Since the teaching and learning lessons were held in the evening session, the pupils were totally out of focus. This has resulted in the wrong usage of the coordinating conjunctions in compound sentence.

ADVANTAGES OF INNOVATION

Teaching English through stories

The first advantage is related to the aim. As this innovation aims to cater learners in Year 3, the elements used in this innovation are as par to the Year 3’s Scheme of Work (SOW). As shown in Figure 1, the first element that has been infused from the SOW into this innovation is related to the third theme of the SOW, which is “World of Stories”. Through this theme, the teachers are expected to integrate children stories such as fables into the lesson of teaching a language content. The main guideline used in constructing the story lines are based on the listening skill’s Content Standard and Learning Standard shown in Figure 1 below.

Primary Year 3 SE Scheme of Work

Term in Year 3 Scheme of Work	Meaning
Self-assessment	This is when pupils are asked to assess themselves on specific aspects of their learning. For example, learning diaries kept by pupils can reveal areas that need clarification or specific skills that need further development.
TPH activity	TPH = Total Physical Response. This is a way of teaching which combines movement and language to help pupils learn more deeply. It asks the teachers check understanding. Pupils listen and raise only, or they can mime and repeat at the same time.

Each lesson in the Scheme of Work contains specific Content and Learning Standards. Teachers may find useful the following explanations of some of the terms used:

Term in Year 3 Curriculum Framework	Meaning
Listening	
Listening 1.1.1 Recognise and reproduce with support a range of target language phonemes	a range of target language phonemes Phonemes are the sounds that make up words in spoken language. By the end of Year 3, pupils should be able to hear and say most of the phonemes, including some of the less common ones.
Listening 1.2 Understand meaning in a variety of familiar contexts	Familiar contexts are ones which pupils know. Examples include contexts related to topics covered in the scheme of work and textbooks such as <i>Fairy tale, Animals and Food</i> as well as those listed in Years 1 and 2 topics. Pupils in rural or remote areas and pupils who live in cities may be familiar with different contexts. Please consider your local context to decide what is familiar to your pupils.
Listening 1.2.1 Understand with support the main idea of short simple texts See also: • Listening 1.2.2 • Reading 3.2.1 • Reading 3.2.2	short simple texts Short simple texts are those with two sentences and more. They do not usually contain more than one paragraph. They should be easy for pupils to understand.
Listening 1.2.3 Understand with support short simple narratives	short simple narratives Short narratives are stories which are more than 10 lines long, up to around 10–12 pages if in storybook form. Please use your own judgement on very short simple narratives, based on the level, context and interest of the pupils you teach.

Figure 1 : Year 3’s Scheme of Work

Reinforcement through deductive approach

Deductive approach is an approach which involves learners to understand the language focus content, such as the definition and grammar rules before moving into the reinforcement phase (Singaraja & Singaraja, 2012). Learners are given an explanation on what is the specified rules in order to apply their knowledge later in the practice exercise. This approach will be applied in “StoryGo!” in teaching the language content being focused. It begins with the introduction of the characters to give an overview of the story. Next, the language content such as the definition, rules and examples of Common Noun and Proper Noun are introduced before moving to the assessment part of the innovation. In this innovation, both types of assessment, which are formative and summative assessment will be used. The application of formative assessment can be seen in the stages of “quest” throughout the story. Meanwhile, summative assessment is done through the quiz website called “Kahoot” (Figure 2). Figure 3 shows a sample screen from the innovation.

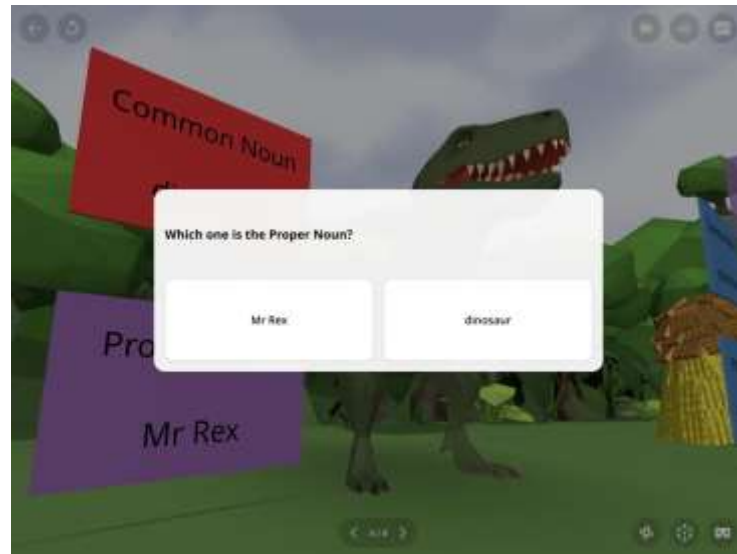


Figure 2: The quiz section



Figure 3: Storyline of StoryGo!

SUCCESS OF INNOVATION

As the MCO period has been extended, it has restricted me from conducting my test-runs as per stated in the proposal. Hence, I have made several changes in my data collection methods; the survey. I have changed my survey form into a simpler version of an online survey through Google Survey application. After using and watching a video about the application, I would give a link to this survey to the viewers to answer. From this survey, there several findings that I have deduced in order to measure the effectiveness of this application.

21st Century Skill

I do agree that only some of the parts in the “StoryGo!” application are aligned with the 21st Century Skills (4C’s). In this application, there are no platform for “Collaboration” and “Communication” part. Figure 4 shows the analysis for the data.

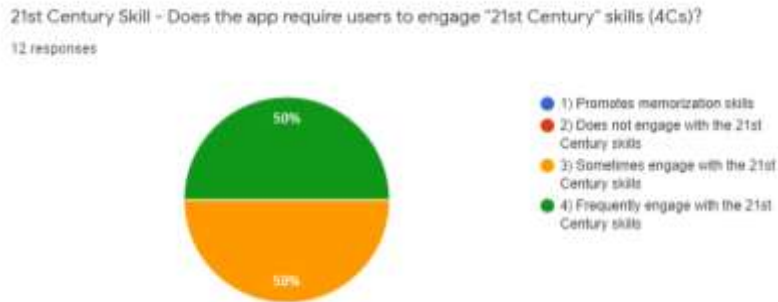
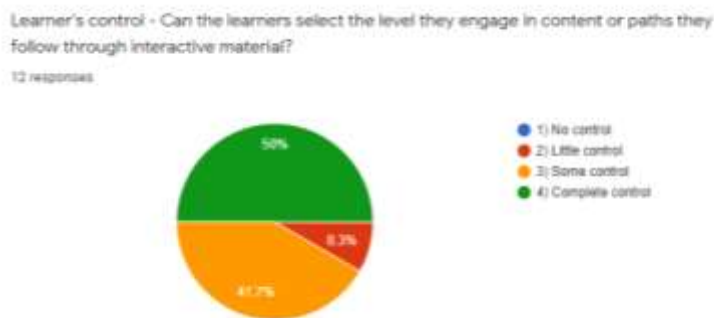


Figure 4 The involvement of 21st Century skills in the application

Learner’s Control

Based on the responses, half of the viewers agree that this application gives the learner’s full control when they are using the application. However, there are several viewers believe that there are only little control needed when using this application. In my opinion, I think that this is because the application does not require the learners to use the cursor to navigate frequently unless when it



is in the “Augmented Reality” page in cospace. Figure 5 shows the analysis for the data.

Figure 5 Response on learner’s control

Interactivity and student-centered learning

More than half viewers agreed that this application offers content and also a lot of questions along the way. Hence, I believe that this application has effectively increase the involvement of students making it a student-centered learning application. Figure 6 shows the analysis for the data.

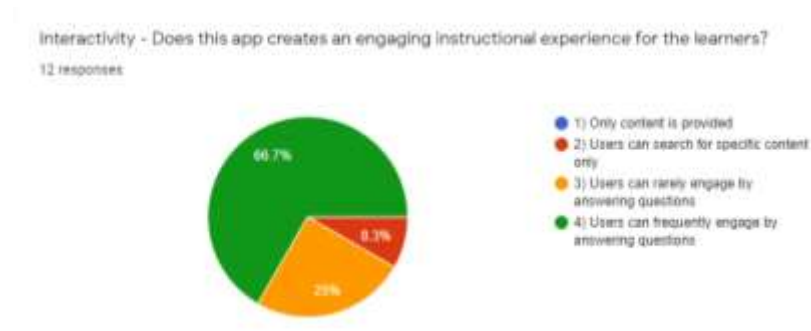


Figure 6 Response on interactivity of application

SUCCESS

This innovation was awarded with silver medal during the national level; Mind Innovation Competition for Teacher Education Institutes in Malaysia.