

USING Pictionary TO IMPROVE SIMPLE PRESENT TENSE SENTENCE CONSTRUCTION FOR YEAR FIVE PUPILS WITH LOW PROFICIENCY IN WRITING

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Abstract

Teaching writing is one of the most crucial skills in English language acquisition for second language learners. This action research aimed to improve simple present tense sentence construction among a group of Year Five pupils in an urban national primary school by using Pictionary other than improving my teaching practices. The purpose of using Pictionary was to enable the learners to understand the grammatical rule of simple present tense and to help them generate ideas in writing correct simple present tense sentences. The research participants comprised the researcher and six Year Five pupils with low English language proficiency. Observation, interview and document analysis were used to collect data. The data collected were then analysed, interpreted and triangulated with my critical friend and teacher mentor. The overall findings showed that my pupils were able to construct simple present tense sentences correctly and were more engaged in the learning tasks. I also learnt that an effective intervention strategy will motivate and encourage pupils to learn. Other forms of writing activities could also be used to further enhance writing skill.

Keywords: Pictionary, game, simple present tense, writing

Abstrak

Mengajar penulisan adalah salah satu kemahiran yang penting dalam pembelajaran bahasa Inggeris sebagai bahasa kedua. Kajian tindakan ini bermatlamat untuk meningkatkan pembinaan struktur ayat menggunakan *simple present tense* dalam kalangan murid-murid Tahun Lima di sebuah sekolah rendah kebangsaan yang terletak di bandar melalui penggunaan *Pictionary* di samping menambah baik amalan pengajaran saya. Tujuan penggunaan *Pictionary* adalah untuk membolehkan para murid memahami peraturan tatabahasa *simple present tense* dan juga untuk membantu mereka menjana idea dalam menulis ayat menggunakan *simple present tense* yang betul. Peserta kajian terdiri daripada saya sendiri dan enam orang murid Tahun Lima yang lemah dalam Bahasa Inggeris. Pemerhatian, temu bual dan analisis dokumen telah digunakan untuk mengumpul data. Data yang dikumpul kemudiannya dianalisis, diinterpretasi dan ditriangulasi dengan rakan kritis dan guru-mentor. Dapatan kajian menunjukkan bahawa para pelajar saya dapat membina ayat menggunakan *simple present tense* dengan betul dan mereka terlibat aktif dengan tugas yang diberikan. Saya mempelajari bahawa strategi intervensi yang efektif akan membolehkan para murid memperoleh motivasi dan menggalakkan mereka untuk terlibat secara aktif dalam pembelajaran. Saya turut pelajari bahawa pelaksanaan strategi yang berkesan akan memotivasi dan mendorong murid untuk belajar. Selain itu, aktiviti penulisan yang lain juga boleh digunakan untuk meningkatkan lagi kemahiran menulis murid.

Kata kunci: *Pictionary*, permainan, *simple present tense*, penulisan

INTRODUCTION

Context

I am a pre-service teacher currently undergoing my eighth semester at the Institute of Teacher Education Batu Lintang Campus (ITE BLC), majoring in Teaching English as a Second Language (TESL) for my Bachelor of Teaching with Honours degree programme (PISMP). Also being known as a teacher trainee, I am obligated to spend five and a half years at ITE BLC. During my time here, I have gained mostly the knowledge about classroom environment and management, teaching practices and student related theories which are very essential and necessary to equip me before getting into the real world of teaching.

I had undergone my third and final practicum for three months from 6th February until 5th May 2017 at a school in Kuching city. I was assigned to Sekolah Kebangsaan (SK) Rambutan Tembaga (pseudonym) where I conducted my action research. I was assigned to teach a class of Year Five pupils for English subject. There were only 23 of them. The class was also considered the best class as the pupils were placed there based on their academic performance.

Teaching and Learning Reflection

As teacher trainees, we have to undergo several phases of practicum, or also known as teaching practice in primary ESL classroom at selected schools. Until this point, I had gone to three different schools for my previous teaching practices in 2016 and 2017. Good teaching practice is a key influence on students' learning that is a desired outcome and primary goal of educational institutions (Chickering & Gamson, 1987).

For my two early phases of practicum, I was assigned to two different sub-urban schools with different background and pupils. I taught a group of Year Four and Year Five pupils respectively. Although the theories learned were of good use, I experienced some difficulties in teaching and delivering the content using English language. When it comes to language skill, the most noted problem was writing. An example of a pupil's work related to writing problem is as shown in Figure 1.

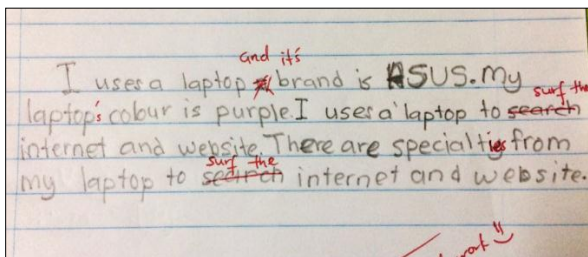


Figure 1. Sample of pupil's short paragraph

It also did not come as a surprise to me when I realized that the pupils were confused in using the correct verb for the correct subject. I believe that similar problems not only occur among pupils in these two schools, but also among pupils in other schools. Grabe and Kaplan (1996) stated that probably half of the world's population do not know how to write adequately and effectively. Therefore, it is essential for English language teachers to come up with any kind of intervention with the intention of improving pupils' acquisition of the language.

From these two practicum experiences, I realized that the pupils have problems in constructing simple sentences. I only paid close attention to this problem when I did writing activity and also when I looked into my pupils' writing especially when they construct simple sentences. There are many learners who need to express their ideas in the second language but they find themselves without the linguistic resources to carry it out (Gass & Selinker, 1994). I became interested in researching this particular area to improve the pupils' skill in constructing correct simple sentence. This is because constructing correct simple sentence is very useful for every day conversation as well as in examination. Therefore, suitable action in improving simple present tense sentence construction was proposed in this particular research.

Selection of Research Focus

The school where I underwent my final practicum consisted of pupils with homogenous communicative language which is the Malay language. Thus, having to communicate in the Malay language daily with their family, teachers and friends never give them the motivation to speak other languages. Therefore, it is essential for these pupils to be exposed more to English in order to learn or acquire the language through comprehensible input (Krashen, 2003).

After a few sessions of teaching and learning process with the pupils, I managed to identify some of the pupils' problem particularly in writing simple sentence. For example, instead of writing "Captain Malaysia walks...", they wrote "Captain Malaysia walk...." Another example is the wrong usage of subject pronouns with the correct verbs (Robianto, 2013). For instance, the pupils wrote "I uses..." rather than "I use...." Even though I have corrected their sentences many times, they kept doing the same mistake over and over.

For this research, the pupils' incompetence to comprehend Subject Verb Agreement in English especially in writing correct simple sentence accurately was the factor that motivated me to do this research. From my general observation throughout my practicum, I realized these pupils have similar problem especially in matching the correct subject with the correct verb. Therefore, this research intended to overcome the related issue.

Initial Data Collection

As a start, I interviewed my teacher mentor to ask his opinion on his pupils' performance in the teaching and learning process. I also asked his opinion on how well his pupils could construct simple present tense sentence. He mentioned that the pupils usually made mistakes related to matching the correct verb tense to the correct subject. Noor Faridah (1985) stated in her thesis entitled "A study of verb tense problems found in the writings of Malay speakers" that the major part of the problem in verb tenses for ESL learners is in the use of verb tenses.

I also personally asked for the pupils' test papers to collect initial data related to this problem. Upon checking the papers, I noticed that the pupils have difficulties in constructing simple sentences, let alone the tenses rule. As we know, it is essential for the pupils to master correct sentence construction as the pupils are required to write sentences for comprehension in Paper Two Section C. Figure 2 shows some of the pupils' answers during the recent examination.

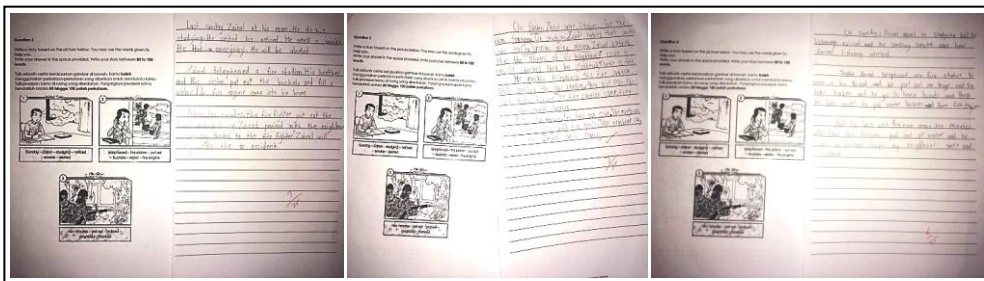


Figure 2. Pupils' answers in their examination papers related to comprehension

To further confirm the issue related to writing simple present tense sentences among the pupils, I did a diagnostic test on the intended area and I was able to identify specifically six pupils who faced the related problems and selected them as the research participants. They were also the pupils who kept repeating the mistakes in using the Subject Verb Agreement particularly in simple present tense sentences (Brown, 1980). In terms of their proficiency level, they actually have almost the same level as their other classmates. Even though they were very careless sometimes in their writing, I believe we can work collaboratively to fulfil the research objectives.

ACTION

In executing my action plan, I chose Lewin's (1946) and Laidlaw's (1992) (in Chuah, 2014) action research model for my research because the cycle proposed is suitable in the planning of my action. This model helped me to look closely on the development of my research process in improving

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my own practice as well as the pupils. Thus, this model has also helped me in identifying my research focus and coming up with my own research action plan that I implemented during this whole research process. Table 1 shows the action plan that I used to conduct my research.

Table 1

Research Action Plan

Session	Description of action
Session one	Introduction to simple present tense sentences
Session two	Introduction to Pictionary game
Session three	Incorporate the technique of using Pictionary to develop ideas for writing correct structure of simple present tense sentence
Session four	Assess the pupils' writing after the session
Last session	Interview the participants after the action has been implemented

Research Objectives

The objectives for this research are as following, which were to improve:

- my teaching practices in teaching writing simple present tense sentences to Year Five pupils using Pictionary; and
- Year Five pupils' writing skill focusing on constructing simple present tense sentences by using Pictionary.

Research Questions

The research questions posed for this research is as following.

- How does Pictionary improve my teaching practices in teaching writing simple present tense sentences to Year Five pupils?
- How does Pictionary improve Year Five pupils' construction of simple present tense sentences?

IMPLEMENTATION OF ACTION

Steps in Implementing Action

Session One. As a start, I introduced the correct structure of simple present tense sentence through modelling and by having a formal classroom conversation with the pupils (Figure 3). During this session, I also integrated some writing activities to give the pupils clearer comprehension on the correct structure of simple present tense sentences. The rationale in doing so was to help me deliver the initial input of the sentence structure before the pupils could construct their own sentence. I also conducted these activities to help me identify the pupils' problem and which area that they have problem with.



Figure 3. Teaching simple present tense rule in formal classroom lesson

Session Two. For the second session, I introduced my proposed action for this action research. Here, I introduced Pictionary to the pupils. My version of the Pictionary game is quite simple whereby players take turns showing different things in the picture while their team members try to guess what the picture is by constructing a simple present tense sentence. Teams compete against each other to have the most guessed words in order to win the game. Since there were six of them, I divided them into two teams.

Each team was given different set of sentences and the team has to choose one person to show the pictures and the person is to be rotated with each sentence. The representative then would then choose some pictures according to the category and to show them to the group members. The four categories of the sentence are shown in Table 2.

Table 2

Categories of Pictures

Colour	Category/Subject
S(S)	Subject (Singular)
S(P)	Subject (Plural)
A	Action/Verbs
O	Object

The pictures do not contain any numbers or letters. The representatives would use verbal clues or actions about the sentences they are telling as pictures were provided as their guide. However, some action pictures that needed letters were made in exception. The teammates tried to guess the sentence word by word until they managed to come up with a full simple present tense sentence. I always reminded them to guess the pictures by writing their answers in the form of a sentence on the mini whiteboard provided.

The team that guesses the correct sentence first gets to advance and take the next turn. One may not point or gesture to an object. A one-minute timer, usually a sand timer, is used to compel players to rapidly

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complete their guessing. The winner will be decided on how many correct sentences the group manage to guess.

The rationale of this activity was to help the pupils understand the correct simple present tense sentence structure. Each picture shown was associated with the words according to each category and to help the pupils visualise the sentence. Through group activity, they were also able to learn in a cooperative manner and have more confidence participating in the activity as well as having some fun through game. In other words, this activity was aimed to help them understand simple present tense sentence structure better in a fun and meaningful way.

Session Three. In this session, I incorporated the use of Pictionary in helping the pupils generate their ideas in constructing simple present tense sentences. As this is an individual work, I provided each pupil with similar worksheet to work on but on a personal manner (Figure 4).



Figure 4. Pupils answering the Pictionary exercise worksheet individually

I asked the pupils to construct a few simple present tense sentences using the correct structure. I then collected their work at the end of the session. The rationale of this activity was similar to the previous session which was to help the pupils comprehend the simple present tense structure and for their own mastery. It was also to encourage the pupils to understand

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this area better rather than just using the classic substitution table. By showing them the pictures, the pupils will be able to associate the words according to each category and help them visualise the sentence.

Session Four. This session mainly focused on assessing and evaluating the pupils' development in relation to the use of Pictionary in generating ideas for writing and constructing correct structure of simple present tense sentence. This session or phase was carried out by me individually whereby I marked the pupils' work and compared their result from session one until session three. The data involved were based on data from the pupils' work, my personal field notes and my mentor and critical friend's observation forms.

Session Five. For the last session, I interviewed both my mentor and the pupils to evaluate the effect of Pictionary in helping the pupils to generate ideas and construct correct simple present tense sentence structure. In conjunction to Lewin's (1946) and Laidlaw's (1992) action research model, this session or phase was done to evaluate the action (Pictionary game) and to reflect on the effect of using Pictionary on the development of both the pupils' and my teaching practice. Hence, the analysed data and reflection gave me insights of the first cycle that enabled me to conduct the next cycle of the research. I managed to obtain suggestions for improvement for the next cycle.

RESEARCH METHODS

Research Participants

For this research, I placed myself as one of the participants. This was because through this research, I learned to improve on my own teaching practices. For every activity conducted subsequently, I reflected on my approaches, techniques, activities and methods used during the process. Hence, every shortcoming and drawback was noted and improvement made to overcome the problems and ensure that the problems would not reoccur in the future.

As for the pupils, I have identified and selected six pupils from my Year Five class to be involved in this research. They were selected to represent their class through "purposive sampling" (Cohen, Manion, & Morrison, 2007). In purposive sampling, researchers handpick the cases to be included in the sample on the basis of their judgement of their typicality or possession of the particular characteristics being sought. The profile of the participants in terms of their gender, language proficiency and other unique characteristics are as shown in Table 3. Please be reminded that the names used are all pseudonyms.

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Table 3

Profile of Participants

No.	Name	Gender	Language Proficiency	Unique Characteristics
1	Safiya	Female	Intermediate	Shy but cooperative
2	Erina	Female	Intermediate	Cooperative and hardworking
3	Najini	Female	Intermediate	Shy but eager to learn
4	Shazwan	Male	Intermediate	Active and cooperative
5	Aman	Male	Intermediate	Shy but hardworking
6	Halim	Male	Intermediate	Active and eager to learn

Data Collecting Methods

I have used three methods in collecting data namely observation (field notes and photos), document analysis (pupils' exercises) and interview (questions and interview transcripts).

I chose observation because it provides the most direct information of the participants' behaviour. It is also easy to complete and saves time. I conducted direct observations (field notes from my critical friend and I) and observation through photos which were taken throughout the sessions in this research. We noted who and what to observe such as the characteristics, interaction, behaviour and reactions of the participants.

Apart from that, I used interview as another method to collect data. I interviewed the concern parties such as the participants, my teacher-mentor and also my critical friend (practicum partner). The interview was conducted after the implementation of my actions. I chose to use semi-structured interview questions (Table 4) because the questions are more open and flexible for the participants to respond.

Table 4

Teacher Mentor and Pupils' Interview Questions

Mentor	Pupils
1. What motivates the pupils in their learning?	1. Does the activity help you to construct correct simple present tense sentences?
2. What is their common learning style?	2. What type of activity would you prefer for this topic? Looking at pictures and videos or physical games?
3. What do you think of the activity conducted?	3. What do you think of the activity? Do you like it?
4. What are your suggestions of activities to improve their writing in this particular area?	4. What are your suggestions to make this activity more fun to you?
5. Do you think this activity can improve their learning in this particular focus?	5. Do you think your skill in constructing simple present tense sentences has improved?

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Lastly, another way I collected my data was through document analysis. I collected samples of pupils' work before and after the implementation of my action. I collected samples of their problems in writing (initial data) to further confirm my research focus. After that, I also collected the pupils' worksheet throughout this action research to look at the effect of my action.

Data Analysis Techniques

From the data collected, I used content analysis to analyse and interpret the data. For this particular research, I have analysed my data qualitatively and quantitatively.

I used **qualitative data analysis** by analysing the content of the field notes taken during the sessions by finding the theme of my analysis (thematic data analysis). I compared some of my field notes which were taken during and after the implementation of the Pictionary game.

In analysing and interpreting the interview data, the criteria that I looked for were the review and responses from the participants. This review and responses were categorized as the participants' affective domain. This domain comprised the participants' motivation towards the activity, learning style, suitability of the activity, suggestions for improvement and opinion on the activity conducted. After every session, I interviewed my teacher mentor and the participants regarding the implementation of Pictionary.

For **quantitative data analysis**, I checked the participants' end product in writing simple present tense sentences correctly. From there, I was able to evaluate whether the action implemented was effective. Quantitative analysis was done by calculating the number of correct answers that the pupils obtained during the assessment using worksheets. The formula used to calculate the mark is as following.

$$\frac{\text{Number of correct answer}}{\text{Total number of questions}} \times 100\%$$

Therefore, the calculation of the participants' test scores based on the mentioned formula was carried out before and after the implementation of Pictionary.

Data Checking Techniques

To check and confirm the validity of the data I collected, I performed method and person triangulation. This was to ensure the data I collected is legit and non-discriminating. Data triangulation is a requisite for validation of data.

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Method triangulation involves using more than one method to gather data (Denzin, 1978). Consequently, I compared my field notes with my mentor and my critical friend's observation forms to see the pattern of our observation after each activity. I understand that at least two sources of data were needed to establish trustworthiness and credibility of my research data. I also compared the interview transcripts from the participants and my mentor to gather evidence related to improvement in pupils' achievement and my professional practice.

For **person triangulation**, I involved my critical friend and my teacher mentor to observe the pupils' involvement and analyse the data to increase the credibility of my research data. Hence, I asked my mentor to evaluate the progress of this research by requesting him to check the data collected. Other than that, I also discussed with my critical friend (practicum partner) to validate the data collected. My critical friend was also involved in observing me when I conducted the sessions with the pupils.

RESEARCH FINDINGS

• How does Pictionary improve my teaching practices in teaching writing simple present tense sentences to Year Five pupils?

By using Pictionary, I have improved my teaching practice in teaching writing simple present tense sentences to the pupils in terms of my delivery and coming up with another idea of teaching simple present tense rules. In the delivery aspect, I was able to attract the pupils' attention and help them to understand this particular area better. This is supported by my own observation data (Figure 5) as well as my mentor and critical friend's comments (Figure 6) based on their observation during the implementation of Pictionary to the pupils.

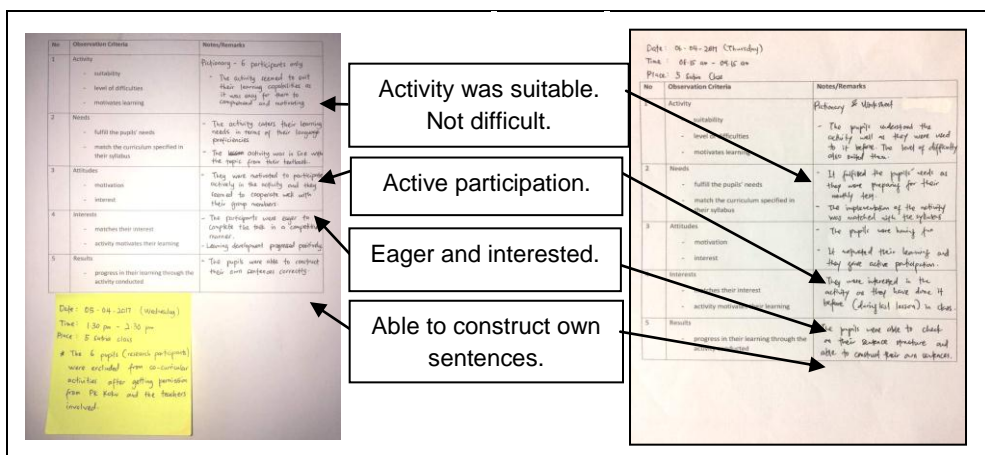


Figure 5. My field notes (observation) comparison

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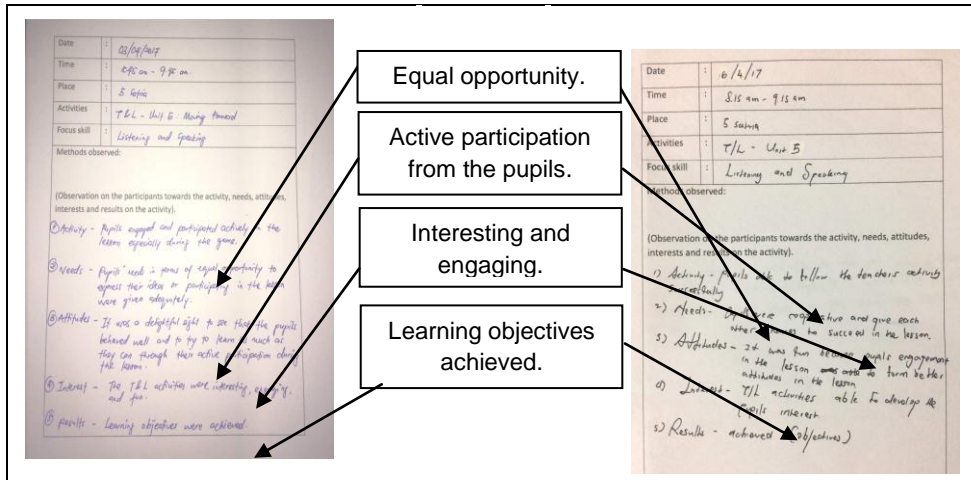


Figure 6. Teacher mentor and critical friend's observation forms

Both of them agreed that this particular activity has managed to improve my pupils' understanding towards simple present tense and provided them with ample opportunities in learning the topic.

In addition, coming up with another alternative in teaching simple present tense rule rather than the classic Substitution Table had developed further my teaching practice. From my discussion during the interview with my teacher mentor, he personally thinks that by using Pictionary, the pupils were able to imagine and understand the simple present tense rule. He added that the use of pictures enabled the pupils to generate ideas from visual interpretation to words in sentences (Figure 7).

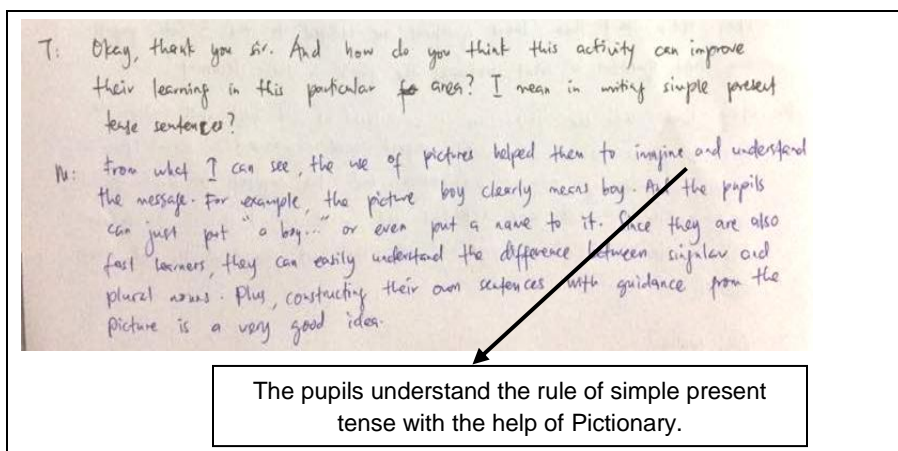


Figure 7. Sample analysis of interview transcript with teacher mentor

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- **How does Pictionary improve Year Five pupils' construction of simple present tense sentences?**

The use of Pictionary had significantly increased my selected participants' ability to construct simple present tense sentences correctly. As this research progressed, I was able to follow the development of the pupils right from the beginning. As shown in the initial data and some of the preliminary test, the pupils initially were having difficulties in constructing correct simple present tense sentences. However, this issue was overcome through the implementation of Pictionary. Moreover, the use of Pictionary showed great improvement in their comprehension of simple present tense rule. Table 5 shows the pupils' scores before and after the implementation of Pictionary and presented graphically in Figure 8.

Table 5

Pupils' Score Before and After Implementing Pictionary

No.	Participants	Score (/100%)	
		Before Pictionary	After Pictionary
1	Safiya	60	100
2	Erina	40	100
3	Najini	40	100
4	Shazwan	40	100
5	Aman	60	100
6	Halim	20	100

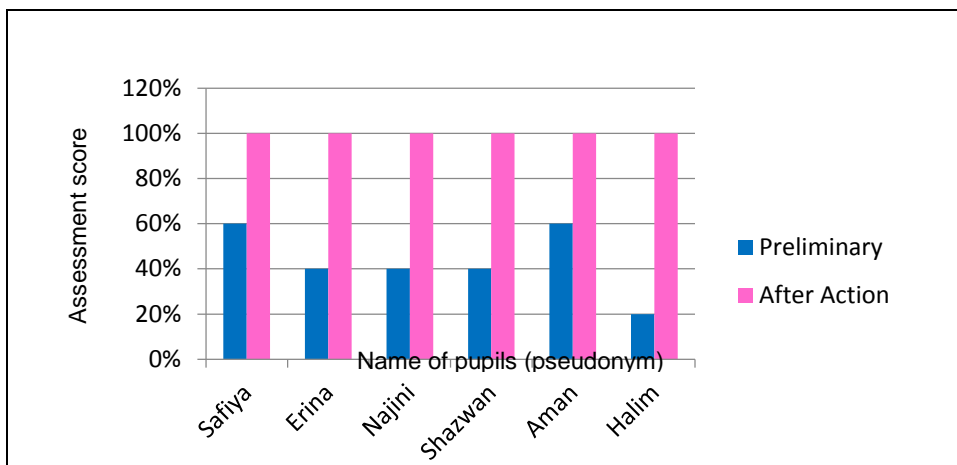
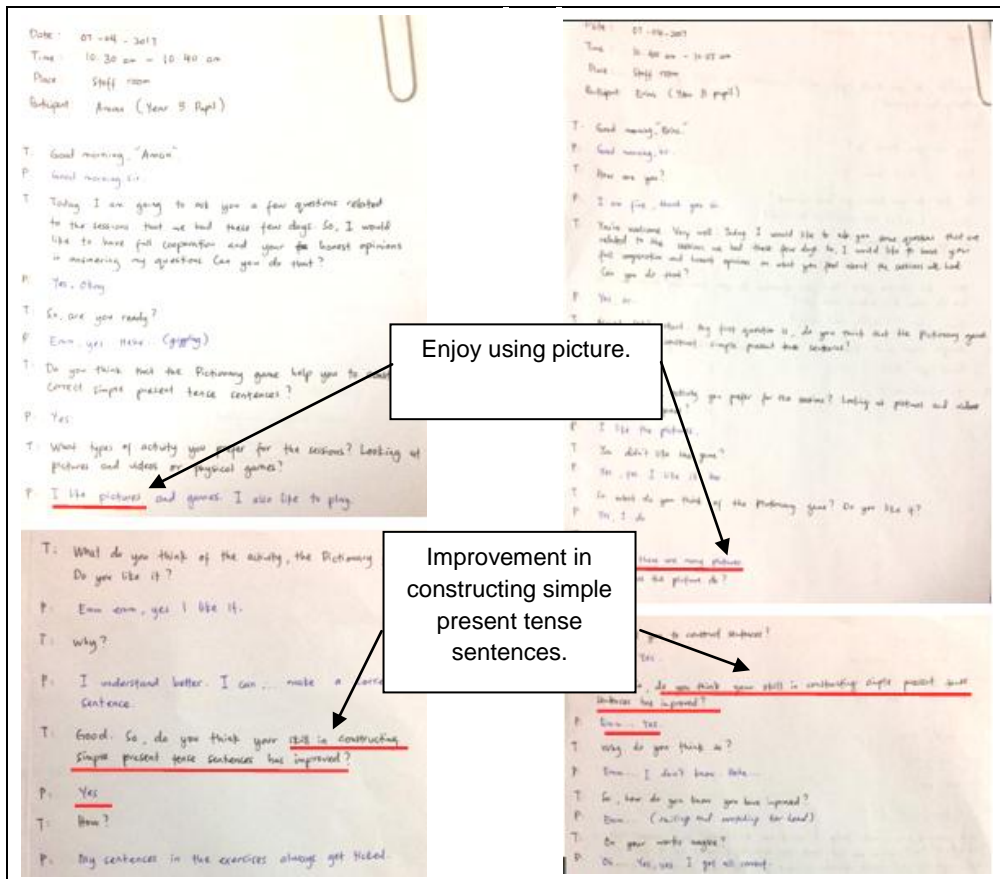


Figure 8. Comparison of each participant's test scores during the preliminary and after the intervention stage

Table 5 and Figure 8 show that the pupils understood the grammatical rule and were able to improve their skill in constructing simple

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present tense sentences. From the interview session with two of the participants, they agreed that their skill in constructing correct sentences in simple present tense has improved as a result of the Pictionary activity. It was also noted that the pupils enjoyed using pictures in their learning (Figure 9).



In conclusion, all these findings had further supported that the Pictionary activity has helped my pupils in constructing simple present tense sentences correctly as well as improving my teaching practices. The implementation of this research has also suggested that my pupils gained extra motivation and confidence in learning.

REFLECTION

This action research was implemented to look into different aspects in my teaching practices as to ensure that further action can be taken into account in the future. The aspects that were needed to consider were its strengths, weaknesses, opportunities as well as its threats. As I placed

myself as the researcher, I noticed that these aspects are crucial to improve not only myself, but particularly the participants who were involved in this research.

In terms of the strength of using Pictionary, I personally believe that it is very practical to be used in classroom situation. I discovered that Pictionary improved my pupils' understanding of the grammar rules particularly in simple present tense rule. Furthermore, it is a necessity for pupils to master construction of simple present tense sentences in their daily conversations or even when writing. The writing aspect is especially essential as these pupils are to undergo written examinations in English language throughout their schooling years. Ryan (1993) argues that pictures not only illustrate a topic but also provide the experiences children need in order to obtain benefit from reading and writing and other learning experiences. It means that pupils will be able to develop their mental imagery of the pictures by transferring it into words and sentence form. Using pictures will also promote better results as it would produce more readable and interesting composition (Sarkar, 1978). The use of Pictionary in classroom teaching and learning process will also help to meet the pupils' needs in learning as it is fun, meaningful, and purposeful (Curriculum Department Division, 2011). Hence, the idea of using the proposed approach to improve the pupils' ability in writing can be considered as a practical initiative.

However, as I progressed through, I also noticed some frailties in the implementation of this research. The weakest point in this research is the applicability of Pictionary among weaker pupils. For instance, a very weak pupil may not be able to name the object in English as shown in the pictures provided. Then, even though the pupils may have prior knowledge of the language, the use of pictures may sometimes be confusing to them. Mental imagery is crucially important for reading comprehension and learning words (Costandi, 2016). Thus, different pupils may interpret different meaning for different pictures. This would then result in misconception towards the intervention activity.

As for opportunities from this research, I found that Pictionary is very effective in tackling both individual and pupils in larger numbers. The Pictionary activity itself has provided equal chances to the participants to gain success in a particular topic. It is very important that the needs of the pupils are to be met throughout the teaching and learning process (Maslow, 1943). I also noticed that Pictionary also has a high sense of exploitability. Although I was using it particularly in improving simple present tense rule, I also noticed that it can actually be used on different types of tenses as long as the pupils are informed beforehand. This would then help teachers to use this as alternative activity to attract pupils' attention and interest.

On the other hand, I also faced some threats in the implementation of this particular research. Most notably is in the dependency of the pictures itself. Although using picture is one of the best ways in presentation approach, but relying on the picture too much would cause neglect in the pupils' imagination to generate ideas. In addition, as being mentioned before, pupils who lack the proficiency will also be unable to understand the whole idea of Pictionary if they lack the required skill in English language. Subsequently, this issue may largely inhibit me from implementing it in future action. Yet, by looking at the effect of this action research, I would still say that it has been a good alternative in teaching.

SUGGESTION FOR FURTHER ACTION

The implementation of Pictionary in this action research was a success for the intended participants in simple present tense sentence structure construction particularly in writing. For instance, the pupils manage to identify their mistakes from previous tests and exercises as well as being able to adhere to the grammatical rule of Subject-Verb-Agreement. An example of the sentence taken from their work would be "Mr. Ikko drives a car" in which the sentence closely attaches to the correct grammar rule in English language. In terms of the Pictionary game itself, it has definitely help in the development of the participants' proficiency in simple present tense sentences by being able to generate mental imagery on the sentence resulting in their capability to construct the sentence correctly.

Most of the sessions conducted bore fruitful results, but some consideration could be taken into account in the future. One of it is the dependency on the pictures and the issue of its effect among the weaker pupils. I believe further improvement could be made if the research is to be conducted in another cycle. For example, although the Pictionary game was divided into different categories of pictures such as subject (singular): yellow; subject (plural): orange; verb: green; and object: blue; the execution of colour-coding was not exploited and used optimally. For instance, the colour-coding can act as the replacement of pictures in supplementary exercises and enrichment activities. Therefore, the issue of relying too much on pictures could be reduced and this could aid the Pictionary game itself.

As for lower proficiency pupils, Pictionary can actually be improved to cater to these pupils' needs and ability. Though this whole action research was intended to pupils with mediocre level of proficiency, it can also benefit pupils who are just beginning to grasp the language. Young learners learn best with the help of concrete objects, realia and pictures. Pictionary is related to this approach. It is the teacher's responsibility in meeting the intended pupils' needs and level of proficiency in order to provide equal opportunity for them to learn. The use of pictures would no

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doubt be of help in getting the pupils to imagine the words and slowly recognize the meaning as well as their uses.

CONCLUSION

In conclusion, this particular action research has positively improved not only my participants, but also my teaching practices. In terms of the pupils' development, they gained better understanding in simple present tense grammatical rule (SVA) as well as the ability to construct simple present tense sentences mostly with the help of the Pictionary game. Meanwhile, I was able to improve my teaching practice especially in teaching writing with the aid of Pictionary game. Thus, this whole experience benefitted me in terms of improving myself, particularly in the education field.

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